Long Beach Public School District Mission

The mission of the Long Beach Public Schools is to develop inquiring, knowledgeable and enthusiastic students who value and demonstrate critical thinking and problem solving. Through collaborations and partnerships, Long Beach Public School graduates will be compassionate, life-long learners capable of achieving their personal goals as self-sufficient, responsible and contributing citizens of a diverse global community.

The Members of the Board of Education

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Chris Brown, Dean – Students L-Z

NIKE Work Based Learning Center

Christopher Webel, Coordinator of Alternative Education

Conor Manning, School Social Worker
Joseph Jeremias, English
Lisa Casey, Social Studies
Diane Maier, Social Studies
Michael Dotzler, Mathematics
Krista Bienkowski, Science
John Dean, Special Education
Stephanie Kornacki, Art
Lynn Volosevich, Physical Education and Health
Sadie Garone, Teacher Assistant
Ilene Ratner, School Secretary
NIKE Work Based Learning Center Schedule

- All students are expected to arrive to school on time.
- Any issues with the bus, please call LBSD Transportation: 516-897-2132
- Island Park residents call IPPS Transportation 516-434-2607

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<td>9</td>
<td>2:08 – 2:50</td>
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* The bus will not stop at LBHS. Students are not permitted onto LBHS Campus without an appointment, approval, and prior notification.

Students can go to LBHS for after school athletics, extracurricular activities, clubs, and organizations.
# 2019-2020 CYCLE DATES

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<td>CYCLE THREE</td>
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<td>CYCLE FOUR</td>
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<td>CYCLE EIGHT</td>
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**REGENTS JUNE 17, 2020 – JUNE 26, 2020**
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Purpose

Nike Work Based Learning Center’s purpose is to provide academic success, personal and social-emotional support for students that are engaged and motivated to learn and grow in school and community. It is a goal for all students to recognize that success comes from positive interaction with peers, staff, and community. The NIKE Work Based Learning Center provides a student with a climate that can meet their individual needs, career readiness skills, and service opportunities to develop into mature young adults. Instruction is facilitated in a smaller classroom setting through traditional teacher directed instruction, as well as self-paced learning through such means as portfolios, contract grading, computer-based, and project-based learning. Through work based learning experiences, and post-secondary education/training options, visits, class trips, and mentorship, students will explore possibilities and experiences that assist in developing realistic career pathways. Upon senior year, students should be able to identify and pursue realistic, attainable post-secondary goals. The skills and confidence attained can contribute to post-secondary success in an ever-growing, interconnected, and global economic climate.

Program

This program provides a smaller, therapeutic setting that assists a student to overcome the academic, social-emotional, and personal needs that have previously been an obstacle for growth. Teachers set realistic, developmentally appropriate goals with high expectations, and create opportunities to learn, while being caring, compassionate and understanding of students’ individual challenges.

Staff will be firm, fair, and consistent with creative discipline, using the Action, Change, Evolve Behavior Modification System to support student efforts in self-regulation, and self-management of time, behaviors, and responsibilities. Students will be required to reflect on positive and negative choices, the consequences of those choices, and identify strengths and resources toward personal and academic growth. This is accomplished through individual and group counseling focused on Cognitive Behavioral Resiliency Skill Development, Mindfulness, and Meditation. Student will be taught the skills, and be given the time and space to practice emotional regulation, improve attention and focus, and decrease impulsive, harmful, and unskillful behaviors.

The program is a therapeutic, caring, and compassionate educational community for students and families to utilize for support and resources. Throughout the year this program will focus on developing positive coping skills, making healthy choices, and creating post-secondary development through awareness and exposure to realistic options beyond high school. Students will meet with the School Counselor monthly to review their academic, personal, and social-emotional growth.

The program will require individual and groups focused on mindfulness, mediation, stress reactions, habitual patterns, conditioned behaviors, impulsivity, decision making, consequences, choices, trauma and how these
areas work in our lives in unhealthy and unskillful ways. Through individual and group counseling, students will learn wholesome, healthy, and skillful strategies to practice in this safe environment.

The program will implement the Action, Change, Evolve school-wide behavior management system. The objective of this system is to help students identify, and become aware of negative, habitual patterns that are disrupting their life. Through the support of counseling and mentorship, students will see how maladaptive behaviors and negative choices impact their academic, personal, and social/emotional well-being, as well as the connection and consequences to future opportunities. Through a tiered level behavior system, students will earn privileges and opportunities. This empowers students to make the consistent choices that lead to success in school, at home, and in the community. Students who cannot show consistent progress in this system will be referred to an educational setting that better meet their needs.

Students will be practicing the technical, social, and personal skills necessary to be successful, productive members of society. All students will have an identified career pathway of interest, a realistic post-secondary goal, and a commitment to that goal upon graduation.

**Student Profile**

- Potential students must have expressed a desire to pursue their education at an alternative setting.
- Students will notify their LBHS Counselor of an interest to be referred to the NWBLC.
- Students must be willing to be interviewed in order to enter the program, and commit to meeting program requirements and personal goals of achievement.
- Students should be age appropriate, and be able to graduate on time through the alternative school program.
- Students should have a goal to obtain their high school diploma and enter post-secondary education or training options.
- Students and parents will agree to:
  - Sign a program contract
  - Commit to being an active participant in the program.

**Orientation Procedures**

- All referrals to the NWBLC must be done through the Long Beach High School Administration and Counseling Department.
• If a student is interested in the program, the high school counselor will:
  o Provide information about the program to the student and parent/guardian
  o If parent/guardian and student wish to learn more about the program, the high school counselor will schedule a meeting at the NWBLC.

• If the student and parent/guardian are interested, an intake interview will be scheduled.

• The intake interview panel will meet with the student and parent / guardian.

• If placement is appropriate and the student is classified, the high school counselor must discuss this change of placement with the Special Education Coordinator prior to referring student to the NWBLC.

• When students are accepted to the program, the High School Counselor will:
  o Notify all pertinent high school staff of student placement
  o Replace student’s high school schedule with a NWBLC schedule
  o The NWBLC will notify and arrange transportation

• If placement is inappropriate, student will maintain original high school schedule.

• Students are permitted to transfer to NWBLC up to 15 days after the second quarter has ended.

**Grading**

The school year is divided into eight, twenty day, grading cycles with additional time to make-up work throughout the year, and during Regents week. During these twenty days, students earned credit when prepared for class, work productively, displays appropriate class conduct, and maintain appropriate social skills. Students will be given ample opportunity to achieve academic success. Academic interventions will be established by staff for students who experience difficulty.

However, if students refuse to respond to conditions set forth it may result in not receiving credit for the class. If a student fails five consecutive cycles in a full year class, or three for half year, the student will not earn credit, impacted their ability to graduate on-time from the alternative school, and may have to attend summer school and/or a repeater class to obtain credit. If this pattern is continuous, alternate educational options will be presented, discussed, and explored for referral.

**Classroom Standards**

There are three classroom standards that are the foundation of the point and level system. Adherence to these minimal expectations will begin to earn students points. Students may also lose points if they exhibit negative behaviors. The positive standards are:
• Prepared
• Productive
• Appropriate Behavior
• Cooperative
• Respectful

**Discipline**

Student in the NWBLC, comply with all the policies and regulations set forth in the Long Beach High School Student Handbook, and are subject to consequences set forth in the Long Beach High School Code of Conduct. Our goal is to work with students and families to have ongoing discussions to address maladaptive behaviors, and to meet specific positive behavioral outcomes. In order to avoid further discipline through suspensions and superintendent hearings, alternative to suspension will be offered. The program will rely on the school-wide behavior management system as a way for students to identify and address maladaptive choices and behaviors without disciplinary consequences in some cases. Progress and consistently remaining at the highest level with these supports will be the expectation. A Reflection Room will be used for students struggling to stay in class. This space will be used for students to reflect on maladaptive behaviors, work on strategies for improvement, complete class assignments, and return to program.

**Family Involvement**

Family involvement makes a difference in school success. According to the Harvard Family Research Project, family involvement promotes school success for every child of every age, especially those less likely to succeed in school:

• Adolescents whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of social competence and academic growth.
• Youth whose parents have high academic expectations and who offer consistent encouragement for college have positive student outcomes.
• Children whose families maintained high rates of parent participation in elementary school are more likely to complete high school.
• Children with mothers involved in their education showed more self-control in unruly and disorganized classrooms than children whose parents did not provide supportive relationships at home.
• Youth who are academically high achieving have parents who provide encouragement and emphasize the value of education as a way out of poverty.
With this in mind NWBLC staff encourages parent and or family involvement in students’ educational experience. A parent or guardian is required to attend the Intake Interview. In addition to a scheduled Parent Conference early in the academic year, parents are encouraged to maintain an open dialogue with staff through cycle reports and/or regularly scheduled meetings with the NWBLC Team. We will offer an evening, monthly workshop series on Active Parenting starting in October. Information to be mailed.

Possible Course Offerings

English Language Arts

English 10: 1 Credit
This class provides students with meaningful reading and writing that fully address the New York State standards and effective elements of literary instruction. The everyday reinforcement of reading strategies together with a balanced literary approach will provide students with the necessary foundation to achieve success with reading and writing skills that are applicable to all other content specific courses. Emphasis in this course is on important literature of various genres, extensive essay writing that includes the two English Regents tasks, development of research skills and ability to analyze text.

English 11: 1 Credit
Preparation and practice for standardized college exams and the English Regents Exam will be emphasized. Students are required to pass the NYS Common Core Examination in English, as a requirement for graduation. Skills to be included are writing strategies, critical reading, speech and vocabulary development.

English 12: 1 Credit
Senior English will cultivate students’ abilities to read, write and communicate. It will also prepare students for college and the world. Students will refine their critical reading skills, writing skills, research skills, and public speaking skills to show college and career readiness. They will read a variety of genres that will include informational texts as well as fiction that will ensure college and career readiness.

Introduction to Film: 1 Credit
*Open to 12th grade students who have passed the English Regents
Introduction to Film acquaints students to the film industry and history of cinema through the study of classic and contemporary films. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms of the works. Hands-on projects, written analyses and participation in class discussions will be requirements for successful completion of the course.
**Social Studies**

Global History and Geography: 1 Credit

Students will explore and analyze important historical events in three eras (Age of Revolution, Crisis and Achievement, and the Modern Age) that span the 18th century to the present day. Special attention will be given to modern issues, which not only have roots in historical events, but impact on us today. Students will be challenged to interpret evidence, synthesize information, and consider conflicting lines of argument in their analysis of historical events. These topics will be examined through the lens of Enduring Issues, which are issues that have existed across time and space and are aligned to unifying themes and key ideas. This course will prepare students for the New York State Global History & Geography II New Framework Regents Examination.

United States History and Government: 1 Credit

This course calls for students to learn the structure and function of government and to learn how to take on their roles as citizens. Students will gain an understanding for and appreciation of the basic principles and cultural heritage of the American democratic tradition. Through a chronological survey, students will be prepared for the New York State United States History and Government Regents examination.

Economics: .5 Credit *Required – 12th grade students

This course will provide students with the economic knowledge and skills that enable them to function as informed and financially literate citizens in our society and in the world. Students will use rational decision making to become wiser consumers and better citizens.

Participation in Government: .5 Credit * Required – 12th grade students

This course emphasizes the interaction between citizens and government at all levels: local, state and federal. The development of student participation in the processes of government is strongly encouraged. This culminating course will relate content and skills to the individual student’s need to act as a responsible citizen.

Race, Gender, Politics 1: 0.5 Credit

Students will explore, research and discuss the origins, evolution and globalization of the Hip Hop culture and its influences on music and culture around the world through the analysis of newspaper and magazine articles as well as music lyrics and videos, films and documentaries. Themes such as oppression, violence, identity, power, gender, race, cultural politics, activism and social justice will also be studied and discussed (embedded in Government and Economics).

Psychology 1: 0.5 Credit

This survey course will introduce the student to the study of human behavior. Topics include basic psychological theory, the brain and body, motivation and emotion and child developmental psychology. Special emphasis is placed on the application of psychology to the life of the student (embedded in Government and Economics).
Careers & Vocation

Work Based Learning Experience: – ALL STUDENTS 2 Credits
Students are required to participate in an identified career pathway of interest in the school or community. The student, WBL Coordinator, business/organization and parent will complete a Career Plan that includes career related goals and instruction. These experiences will provide “real world” learning experiences in actual career environments. Students will be supervised and monitored for learning purposes and career goal achievement. These accumulated hours will earn students credit toward graduation requirements and assist with post-secondary planning and decisions.

Virtual Enterprise: 1 Credit
The Virtual Enterprise program provides students with the opportunity to explore all core business management functions including, Accounting, Marketing, Finance, Technology, Human Resource, and Managerial Leadership, through this business simulation course. Students in VE participate in the Global Virtual Enterprise online classroom which allows them the opportunity to run their “Virtual Business” (business simulation) and sell/interact with other VE classrooms around the state, country and the world. This course provides students with a real life learning lab that will teach them the 6 separate skills sets in each core business management area (Accounting, Marketing, Finance, Technology, Human Resources, and Managerial Leadership). Students will be required to cooperatively create a “Virtual Business Plan” that they will use to guide them through their business operations. In January students will be participating in the Long Island VE Mini Trade Show and in April at the NYS VE International Trade Show where they will

Career Plan, Employability Profile, & Portfolio Development: – ALL STUDENTS
All students will complete a Career Plan, Employability Profile, and an e-portfolio. An e-portfolio (electronic portfolio) is an electronic collection of evidence that shows a learning journey over time. The e-portfolio Portfolios can relate to specific academic fields or detail lifelong learning. Evidence may include writing samples, photos, videos, and research projects, observations by mentors and peers, and/or reflective thinking. The key aspect of an e-portfolio is a reflection on the evidence, such as why it was chosen and what was learned from the process of developing your e-portfolio. Students will present their portfolios to a review board at the end of the school year.
Mathematics

Business Math: 1 Credit
This course places a large emphasis on the use of the Chromebook and Google Sheets to search financial sites and build spreadsheets with formulas to calculate finances, analyze data, and keep records. It is designed to prepare students for college-level programs and to understand the complex financial world they will encounter during their lives. Some of the topics to be discussed include payroll, record keeping, interest, loans, insurance, budgeting, depreciation, credit, banking, annuities, and investments.

Algebra: 1 Credit
Algebra 1 is the first course of a three-year sequence in Mathematics. This course encompasses the New York State Common Core Learning standards for Algebra 1. The domains covered in this course include the following: The Real Number System; Quantities; Seeing Structure in Expressions; Arithmetic with Polynomials & Rational Expressions; Creating Equations; Reasoning with Equations and Inequalities; Interpreting Functions; Building Functions; Linear, Quadratic; and Exponential Models; Interpreting Categorical and Quantitative Data. Developing skills and processes to successfully problem solve using multiple representations are an essential component of this course. All students will take the New York State Regents Examination in June.

Science

Living Environment / Lab: 1 Credit
This course provides a broad general understanding of the fundamental principles of living systems as addressed by the Living Environment Core Curriculum. Some of the topics that will be covered are the unity and diversity of life, homeostasis, genetics, human physiology, evolution, ecology and the human impact on the ecosystem. The NYS Regents exam is the final for this course. To qualify for the Regents Examination, a specific number of laboratory experiences must be completed and satisfactory lab reports must be on file in the school.

Forensic Science: 1 Credit
This course is focused upon the application of scientific methods and techniques to crime and law. Topics included are blood analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations. Final grades will be assigned based upon exams, the comprehensive final examination, and the laboratory work. This class meets one period per day (4 SUPA credits - see page 11 for fees associated with this course)

Criminal Investigation: .5 Credits
The purpose of this physical science course is to review the methods used by the police scientists to discover and analyze clues, which help solve crimes. This is an academic course based on and expanding the students’ background in the sciences by putting theories to practical use. The student will study famous cases, learn how to collect evidence at the scene of the crime, and analyze evidence such as fingerprints, firearms, hair fibers, documents, etc. This class meets either as a semester course every day or as a full year course every other day.

Marine Science: 1 Credit

Marine Biology is the study of ocean life. As you might expect, life in salt water is vastly different from life in a terrestrial or freshwater environment due to factors like salinity, water circulation, and atmospheric pressure. How, for example, can organisms living in salt water avoid dehydration? How do organisms living in the depths of the ocean handle the immense pressure? How do the environmental factors in marine communities affect biodiversity? How do some animals manage to alternate between the demands of terrestrial life and the demands of marine life? In this course, you will learn the answers to these questions and more. This course will touch on a number of different subfields of biological study (including biochemistry, physiology, zoology, botany, and ecology) within the context of the ocean environment. You will start by learning about the ocean itself and its physical properties, as these properties influence the abundance, distribution, diversity, physiology, and behavior of marine organisms. You will also learn about the specific environmental challenges facing marine life as well as the physiological and behavioral adaptations that have resulted from these challenges. You will then learn about the life cycles of marine organisms—what they eat and how they reproduce—before examining in some depth a number of the most common taxa of marine species. Once you have a sense of the biodiversity of oceanic life, you will be able to examine the interrelationships between species in different marine communities. The course will conclude with a look at current research in marine biology.

Physical Education / Health

Physical Education: Every day Seniors 1 credit / Alternate Days Juniors .5 credits

Students get an opportunity to focus on a variety of physical education activities during the semester. When possible, students will have a choice between two different activities. In other circumstances, the physical education teacher will choose the activities the class will cover. Possible offerings include, but are not limited to: badminton, team handball, pilo hockey, gymnastics, golf, archery, tennis, softball, ultimate frisbee, basketball, volleyball, and adventure education activities.

Health: Alternate Days .5 credit

This course is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. The curriculum is comprehensive and includes mental and
emotional health, family living, growth and development, nutrition, alcohol, tobacco and other drugs, communicable and chronic diseases and first-aid and safety. (This course meets every day for a semester.)

Sportsfolio I and II: .25 – 1.0 credits

Any student who is excused from physical education for an extended period of time – four weeks or longer – due to medical or religious reasons will be enrolled in a Sportsfolio class. Each student must produce a physician’s note (on the physician’s stationery) stating the injury/illness and anticipated date of return to physical education. Each student will be expected to complete several sports related research assignments, using sports publications, reference books, and the internet. The Director of Health, Physical Education and Athletics will assign, collect and grade all work.

Art

Studio in Art: 1 credit

A full-year introduction to the nature, function and techniques of the visual arts. This course is meant to prepare students for further elective subjects and to help them decide which courses they will be interested in and want to explore on a more advanced level.

Special Education

- Consultant Teacher Services: These students attend general education classes, Regents level or higher, and receive support services by a special education teacher either in their classroom or indirectly in collaboration with general education teacher(s).

- Resource Room: These students attend general education classes, Regents level or higher, and attend small-group support classes, taught by a special education teacher, designed to address their individual needs.

*Independent Study: English, Math, Science, Health, Art .5 - 1 Credit (up to 3 per year)
NWBLC Contract

As a student in the NWBLC, I understand and agree to comply with all the policies and regulations set forth in the Long Beach High School Student Handbook. I also understand and agree that:

1. Placement at NWBLC is voluntary and provides me with the opportunity to be more successful in school than I have been in the past.
2. I will make a commitment to attend classes regularly and on time. If I am absent I will either have my parent call the school, or if my parent is unable, I will call to report my absence. Poor attendance will negatively affect my grades and can ultimately result in my being removed from the program.
3. Maintenance of and respect for the school building is my responsibility. Destruction of property, including graffiti, is unacceptable.
4. Physical confrontation and/or altercation with another student will result in my being removed from NWBLC.
5. Leaving school grounds without permission is unacceptable and will result in disciplinary action.
6. Due to safety considerations certain areas of the NWBLC campus are considered off limits. These areas are clearly defined by the staff. (e.g. the trail, back deck, etc.)
7. The use and/or possession of drugs and/or alcohol is prohibited.
8. I agree to fully participate in a vocational educational experience.
9. I understand and agree to abide by the Long Beach High School Code of Conduct.
10. Participation in an NWBLC intake interview is not a guarantee of admission to the program.
11. If the NWBLC staff determines that the program is not meeting my needs I may be removed and referred to a more appropriate placement.

I have read and understand the above statements and understand adherence to them will affect my participation in the program.

____________________________________                ____________________________________
Student signature and date                                                   Parent signature and date

____________________________________
NWBLC staff signature & date
**Procedure for Suspected Drug/Alcohol Use**

1. Observe the student to determine level of cognition, as compared to baseline functioning, for discrepancies of behavior and impact on ability to function in school.

2. If noticeable smell of substances is present and student is exhibiting signs/symptoms, student can be sent home with a 5 day OSS, unless they return with a clean toxicology report. Admission of use is an automatic 5 day OSS. The smell of substances without noticeable signs/symptoms, student can be sent home due to condition in school (smell), and asked to return with a clean toxicology report, or else 5 days OSS. Students with suspected substance use need to be picked up by an adult and escorted home for medical attention.

3. If there are visible signs without a noticeable scent (slurred speech, nodding off, unsteady gait, dilated pupils, etc.), contact the nurse immediately. The Nurse should be informed that there is a medical issue with suspected substance use. Report with a sense of urgency and ask, “How quickly can you get here?” EMS should be called immediately if physical condition warrants.

4. Allow 20 minutes for the Nurse to come and conduct an evaluation.

5. If the Nurse does not arrive within 20 minutes, return a call to the Nurse and notify them that you will now need to call EMS 911.

6. Call EMS 911 and report a student with unknown medical concerns, describe signs and symptoms, report possible drug or alcohol usage.

7. Contact the parent and communicate the situation and need for medical attention, urine toxicology, and referral for drug/alcohol treatment.

8. Staff member should be called in to wait and supervise the student in a confidential area. An additional security guard should be called for and sent, if needed.

9. A summary of the incident should be written and sent to all appropriate administrators.

I have read and understand the above policy and procedures.

____________________________________                ____________________________________
Student signature and date                                                   Parent signature and date

____________________________________
NWBLC staff signature & date
Student Handbook Acknowledgement

NWBLC encourages success through cooperation. This is because we work as a team with you, staff, parents, and the community. You, the student, are a significant member of this team. Your cooperation shows in many ways.

- You take responsibility for your behavior.
- You help create a positive learning environment and school climate.
- You contribute to the effectiveness of your school.

With your help, NWBLC will continue to excel. This form must be signed and dated by you and your parent after reviewing the Student & Family Handbook to acknowledge that you have read and reviewed the policies, procedures, and goals contained within.

We have read and understand the School-wide Behavior Management system, and agree to the consequences for all offenses. Additionally, we understand the NWBLC Procedure for Suspected Drug/Alcohol Use. We acknowledge that we have read over the rules and policies contained in the Student and Family Handbook and we understand and agree to abide by the principles it contains.

____________________________________________
Student name (please print)

____________________________________________
Parent/Guardian name (please print)

____________________________________________   ____________
Parent/Guardian signature          Date signed
Non-Discrimination Policy, Public Notification

No student shall, on the basis of race, color, weight, height, sexual orientation, national origin, ethnic group, political affiliation, sexual identity, gender, religion, age, marital status, military status, veteran status, predisposing genetic characteristics, use of a recognized guide dog, hearing dog or service dog, or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to unlawful discrimination under any career and technical education program or activity. Inquiries regarding this nondiscrimination policy may be directed to: Michael I. DeVito, Esq. Dr. Michele Natali or Dr. Paul Romanelli, Title IX Coordinators, 235 Lido Blvd, Lido Beach, NY 11561, 516-897-2090, 516-897-2112 or 516-897-2255 respectively, or Dr. Sabrina Brancaccio or Dr. Michele Natali, Section 504 Coordinators, 235 Lido Blvd, Lido Beach, NY 11561, 516-897-2200 or 516-897-2112.

Póliza de no discriminación, Notificación Pública

Ningún estudiante, en base a su género, raza, color, peso, altura, orientación sexual, origen nacional, grupo étnico, afiliación política, identidad sexual, género, religión, edad, estado civil, estado militar, estado de veterano, predisposición de características genéticas, uso de un perro guía reconocido perro de servicio o incapacidad podrá ser excluido de participar en cualquier carrera y programa técnico educativo o actividad, o ser negado de los beneficios como partícipe de éstos, de lo contrario estará siendo sujeto a discriminación ilegal en base a lo estipulado anteriormente. Preguntas con respecto a la póliza de no discriminación deben ser dirigidas a: Michael I. DeVito, Esq. Dr. Michele Natali or Dr. Paul Romanelli, Coordinadores Título IX, 235 Lido Blvd, Lido Beach, NY 11561, 516-897-2090, 516 897-2112 o 516-897-2255 o Dr. Sabrina Brancaccio or Dr. Michele Natali, Coordinadores Sección 504, 235 Lido Blvd, Lido Beach, NY, 516-897-2200 or 516-897-2112.