



HIGH SCHOOL
STUDENT/PARENT HANDBOOK

Revised for the 2022–2023 School Year

W_{ATKINS} **G**_{LEN} **H**_{IGH} **S**_{CHOOL}

Telephone: (607)535-3210

Fax: (607)535-3262

Principal, Kyle Colunio

Assistant Principal, Megan Blitz

Disciplinarian, Casey Doane

Office Manager & Principal's Secretary, Alexis Bellavigna

Student Services Secretary, Terri Bierline

School Nurse, Janice Standish

Athletic Director/District Data Coordinator, Rod Weeden

Data Coordinator Secretary, Jackie Honsberger

Student Support Secretary, Kathy Ector

School Counselor, Michelle Simiele, **Grades 7, 9, 11**

School Counselor, Traci Hartke, **Grades 8, 10, 12**

School Psychologist, Melissa Snow

DISTRICT PHONE NUMBER

Telephone (607)535-3219

Superintendent of Schools, Kai D'Alleva

Director of Student Services, Kristine Somerville

Transportation Supervisor, Michelle Clark

TABLE OF CONTENTS

Section #	Topic	Page #
I	<u>Introduction</u>	5-7
	2022-23 Bell Schedule	5
	General Information	5
II	<u>Attendance</u>	7-10
	Minimum Attendance for Course Credit	7
	Disciplinary Procedures	8
	Attendance/Grading Policy	8
	Attendance Officer	8
	Leaving the School During the School Day	9
	Students who are late to school	9
	Homework Requests	9
	If a student becomes ill during the school day	9
	Important Attendance Definitions	9-
	Excuses	10
III	<u>Transportation</u>	11
	BOCES Transportation Schedule	11
IV	<u>Student Technology Responsible Use Regulation</u>	11-14
V	<u>Academic Policies</u>	15-21
	Add/Drop Policy	15
	Class Ranking	16
	Course weighting for honors and college level coursework	16
	Early Graduation	16
	Eligibility Policy	16
	Grade Reporting	18
	Graduation Requirements	19
	Homework	19
	High Honor/Honor/Merit Rolls	19
	Intervention Services	19
	Retention/Promotion	19
	Summer School Program	20
	Use of Regents Exam Scores	20
VI	<u>National Honor Society</u>	21
VII	<u>Curriculum & Instruction</u>	21-22
	AIDS Instruction	21
	Computer Education	21
	Physical Education and Swimming	22
	Psychologist Services	22
	Student Academic Assistance	22
	Tutoring	22
	Withdrawal and Transfer	22
VIII	<u>Student Conduct</u>	23-33
	Announcements	23
	Assemblies	23
	Back Packs & Bags	23
	Bicycles	23
	Cafeteria	23
	Student Traffic	25
	Dress Code	24

Section #	Topic	Page #
	Driving and Parking on Campus	25
	Electronics and Audio Equipment	25
	Cell Phone Use	25
	Speakers and Headphones	25
	Bring Your Own Device Program	26
	Good Sportsmanship	26
	Library	27
	Lockers	27
	Open/Closed Campus	28
	Personal Property	28
	Security Cameras	28
	Student Harassment and Bullying Prevention and Intervention & Dignity for All Students Act	28
	Student Morale	32
	Student Passes	32
	Student Searches	32
	Study Halls	32
	Telephone	32
	Tobacco/Drugs/Alcohol Policies	32
IX	Co-Curricular and Extra-Curricular Activities	34-36
	Class, Club and Student Council Offer Criteria	34
	Dances	35
	School Clubs/Activities	35
	Seniors	35
	Student Council	36
	Student Fund-Raising Activities	36
	Student Publications	36
	Travel to Athletic Events	36
X	Sexual Harassment	37
XI	Equal Opportunity	38
XII	Health and Safety	38-40
	Emergency Management Plan	38
	False Alarms/Threats	39
	Fire Drills and Emergency Evacuations	39
	Health Office Services	39
	Injury	39
	Insurance	39
	Medication Procedures	39
	School Closing and Delays	39
XIII	School Property	40-41
	Care of Buildings and Grounds	40
	Care of School Property	40
	Lost and Found	40
	Main Office	40
	Property Concerns	40
	Visitors to the Schools	40
Appendix A	Plain Language Summary of the Code of Conduct	42
Appendix B	Code of Conduct	49

INTRODUCTION:

- A. **WELCOME** - On behalf of the faculty and staff of Watkins Glen High School, I would like to welcome our students and parents to the 2022-23 school year. If you have any questions about this handbook, feel free to contact Mr. Colunio.
- B. **General Information:**
- a) **The purpose of this handbook** - The Board of Education of the Watkins Glen Central School District has adopted a Code of Conduct for the entire district. This Student/Parent Handbook is intended to supplement the Code of Conduct and to provide additional relevant information to students, parents, and community members.
 - b) **District Mission Statement** - The mission of district, states that *“Our Mission is to inspire learning in a supportive educational environment in order to prepare our students for achievement as engaged citizens in this ever-changing world.”*
 - c) **Contact Information**

i. High School Office	535-3210
ii. Athletic Manager	535-3280
iii. Transportation	535-3270
iv. Cafeteria	535-3214
v. Student Support Services	535-3221
vi. Health Office	535-3212
 - d) **Important Daily Times**
 - i. 7:37 – Warning Bell – students report to 1st period class - attendance will be taken at 7:40
 - ii. 8:10 – 8:15 – AM BOCES Departs
 - iii. 11:18 – PM BOCES Departs
 - iv. 2:30 – PM Announcements
 - v. 2:35 – Dismissal
 - vi. 2:40 – PM Bus Run Departs
 - vii. 4:15 – Late Bus run departs on Tuesday, Wednesday, Thursday
 - e) **Minimum Attendance** – The Board of Education follows New York State Education Policy that students who begin a school year before their 17th birthday must remain in a school program throughout that school year. Students beyond the age of compulsory attendance may be dropped from enrollment for failure to attend. A meeting with the building Principal is required before any withdrawal is approved.
 - f) **Change of Address, Telephone Number, or Email**
It is very important that you notify the Registrar immediately of any change of address or telephone number. It is your responsibility to do this. When emergencies arise, it is essential that this information be accurate. ***Email is our primary source for regular communication. If you do not have an email address and would like items mailed, please contact the main office.***
 - g) **New/Transfer Students**
 - i. You are welcome to our school. We may have different rules/regulations, policies and procedures than you are used to in your former school, but now it is your responsibility to know these and to conduct yourself accordingly. We certainly do not expect you to memorize everything overnight and we will give you an adequate “adjustment” period. Please ask any adult in the building for assistance when you find yourself in need. The teachers, Staff members, School Counselors, and the Principal and Assistant Principals are here to help you to make your life at school happy, rewarding and successful – use them as one resource necessary to accomplish this goal.
 - ii. Upon enrollment in our district, a photo will be taken and stored in our student management system for our records and safety purposes.
 - h) **Student Support Services**
 - iii. The School Counselor is professionally trained in Counseling, Theories and Therapies, the Behavioral and Social Sciences and the Humanities.
 - iv. The goals are to help the learning and maturing process of each individual student through the resources available within school and in the community. Students may visit their counselor and the Student Support Services Office with a teacher’s permission, with the counselor’s permission, during free time or during a study hall.

- v. Questions/Concerns: telephone 535-3221
 - a. 2022-23 Counseling Assignments
 - 1) **Traci Hartke** grades 8, 10, 12
 - 2) **Michelle Simiele** grades 7, 9 11

i) Parent Responsibilities

- vi. Without the support, cooperation and full understanding of parents, a school cannot provide a comprehensive educational experience to students and student success levels will be inadequate. Therefore, the following represents your responsibilities in the educational process:
 - a. Be responsible to see to it that your child does attend school on a regular basis.
 - b. On those rare occasions when your child has been absent from school for a period of 2 days or more, contact the Main Office prior to 10:00 AM to request they gather homework/classwork assignments and make arrangements to get this material home.
 - c. Attend all school functions and take an avid interest in your child's total education.
 - d. Strongly question the fact that your child may be telling you that he/she has no homework on a particular night. Homework is important and is assigned regularly in most subject areas.
 - e. Maintain a close communication with your child's teachers and other school officials – by telephone, notes and/or e-mail – to have answers to all your concerns and/or questions. No question is too minor to ask.
 - f. Provide a quiet study area at home for your child, away from the television/radio/younger children. Enforce a study/work period at home on a daily basis.
 - g. Help your child organize his/her time. A time for play, chores and study can be arranged so that none of these items need suffer.
 - h. Arrange for your child to keep schoolbooks and materials in one place to avoid forgetfulness and/or mix-ups with other materials.
 - i. Try to schedule doctor/dental appointments outside of school time.
 - j. Know when Report Cards are issued and when they are received. Please discuss them with your child. If you need a copy of a report card, please let us know.
 - k. Send notes to verify absences when student returns to school within two days of absence.
 - l. Legal documents should be forwarded to Main Office each year.

j) Successful Students

- vii. The following characteristics describe the successful student:
 - a. Attends school on a regular basis;
 - b. Is on time for all classes and listens attentively in all classes;
 - c. Asks questions on materials he/she does not understand;
 - d. Takes notes in classes and studies these notes on a regular basis;
 - e. Completes all homework assignments on time and hands them in to the teacher(s);
 - f. Is prepared for examinations/quizzes by knowing when they will be given and studying for them more than just the night before;
 - g. Avoids the foolish/senseless things that lead to Detention Study Hall and/or In-School Suspension;
 - h. Takes a serious attitude toward school and puts forth best effort at all times;
 - i. Know that the best results come from effort – nothing worth having comes easy;
 - j. Sets his/her sights high – strive for an “A” (if you fall a bit short, you will still probably attain a “B” or a “C”); strive for a “C” and if you fall short, you will attain a “D” or even an “F”).

k) Work Permits

- viii. If you are under eighteen (18) years of age, you must have a work permit to be legally employed. Application for permits to work may be secured from the Health Office.
- ix. Minors may not work during the hours they are required to attend school. Additional information concerning hours and employment, NY State Labor Laws, etc., may be obtained from the Student Support Office.

II. ATTENDANCE

A. The Board of Education recognizes that regular attendance is a major component of academic success.

B. Minimum Attendance for Course Credit

- a) A student must be noted as present at 90% of a course's scheduled classes in order to earn credit for the course. Any excused absence, for which the student has completed assigned make-up work, will not be counted as an absence for the purposes of determining whether the student has attended sufficient classes to receive course credit under this provision.
 - i. For purposes of minimum attendance requirements, a student shall not be counted as present for a class if the student misses more than 50% of class, whether through tardiness or early departure.
 - ii. Students *of* compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.
 - iii. Students *over* the compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.
- b) Proper and timely notification will be given to all parents/students when the student is in danger of not receiving credit for a course/subject. Measures the district may take include:
 - i. Parental notification in letter form indicating the attendance for credit policy as well as the student's attendance history.
 - ii. Counseling sessions for the student and his/her parent(s) to devise an improvement plan
 - iii. indication to the parents one month prior to the completion of the course if the student is in jeopardy of losing credit for failure to attend
 - iv. Teachers will provide makeup work upon request so that students who are in jeopardy of forfeiting class credits due to excused absences have the opportunity to earn credit for the course. All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work. Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student's teacher for the class in question.
 - v. Where a student is in jeopardy of losing credit for excessive absences, the Building Principal shall be responsible for reviewing attendance records, determining eligibility for makeup work for excused absences, and arranging student makeup opportunities with teachers, including deadlines.
- c) Students who fail to meet the minimum attendance requirement may also be referred as a Person In Need of Supervision (PINS).

C. Disciplinary Procedures

The pupil may be subject to disciplinary procedures for unexcused absence, tardiness or early departure, including verbal and written warnings, detentions, in-school suspensions and loss of extra-curricular privileges, as described in the Code of Conduct.

In addition, designated staff member(s) will contact the student's parents and the student's school counselor. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

D. Incentives

District teachers shall work with the Building Principal and Attendance Officer to create and implement classroom-based incentive programs for excellent attendance, including but not limited to, extra credit and additional privileges.

E. Attendance/Grading Policy

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student's performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATED's will affect a student's class participation grade for the marking period.

F. Intervention Strategy Development

The Building Principal shall meet each marking period with the Attendance Officer and other administrators and teachers as the Principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure and review current intervention methods. Where the Principal determines that existing intervention policies or practices are insufficient, the Principal shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

G. Counseling

The District shall provide consistent counseling to students with chronic attendance problems.

H. Annual Review

The Board shall annually review building-level student attendance records and, if such records show a decline in student's attendance, the Board shall revise this comprehensive attendance policy and make any revisions to the plan as it deems necessary to improve student attendance.

I. Attendance Officer

- a) The Board shall designate a person as the Attendance Officer. The Attendance Officer is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy.

J. Leaving the School During the School Day

- a) If you must be excused from school early for medical appointments or other reasons, **you MUST bring a note from your parent/guardian to the Main Office before classes begin in the morning.** You will be issued a blue pass to hand to your teacher at the start of the class period within the time you are to be excused. When it is time to be excused, leave your class and report to the Main Office to be signed out. When you return to school from your appointment, you must be signed back in at the Main Office.
- b) If you must leave school during the day for any reason and you have not brought a written excuse, you must receive permission from the Principal. **Anyone leaving school without written parent/guardian permission or without the Nurse's or the Principal's permission, will be considered truant.** If you do not return after lunch and have not received permission to leave and not return, you will be considered truant. Signed notes from parents after the fact, will not be considered.

K. Students who are late to school (after **7:40 AM** or who come in during the course of a school session after it has started) are required to report to the **Main Office** to obtain a tardy slip. This slip will admit you to your classroom for the rest of the day.

L. Homework Requests

Students who are absent more than 2 days may request homework assignments. Parents/guardians can make arrangements for assignments by calling the **Main Office** prior to 10:00 AM, please. Assignments will be available for pick up between 3:00 PM and 3:30 PM in the **Main Office**. When calling the office, please supply the name of the person who will pick up homework.

M. If a student becomes ill during the school day, report to the Nurse's Office. If you miss an assigned class or study hall due to illness, it will be considered truancy unless you have reported to the school nurse. A parent signed note after the fact is not acceptable.

N. Important Attendance Definitions

- a) **Scheduled Instruction:** Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
- b) **Tardy:** The pupil arrives later than the starting time of the pupil's scheduled period.
- c) **Early Departure:** The pupil leaves prior to the end of the pupil's scheduled instruction.
- d) **Excused Absence:** Any ATED for which the pupil has a valid school approved excuse. Excused absences include:
- i. personal illness
 - ii. illness or death in the family
 - iii. religious observance
 - iv. quarantine
 - v. required court appearances
 - vi. attendance at health clinics or other medical visits
 - vii. approved college visits
 - viii. military obligations
 - ix. absences approved in advance by the Principal, and other reasons may be approved
- e) **Unexcused Absence:** Any ATED which the pupil has no valid school approved excuse. Such unexcused absences include:
- i. shopping trips to the local mall
 - ii. oversleeping
 - iii. skipping class
 - iv. family vacation days when school is in session
 - v. hunting
 - vi. fishing
 - vii. any other absence that is not excused.

O. Excuses – Student absences should be called into the **Attendance Office** on the morning of the student's absence. After an absence, the student should follow these procedures:

- a) Upon returning to school, the student should bring a note written and signed by the parent/guardian. The student should submit the excuse to the Main Office. Parents/guardians should include the following information on each excuse:
- i. Student's name

- ii. The date(s) of absence
 - iii. Specific reason for the absence
 - iv. Parent/guardian signature
- b) All ATEDs must be accounted for. It is the parent’s responsibility to notify the school and to provide a written excuse upon the student’s return to school within two (2) days. If a written excuse is not received it will be considered unexcused.
- c) Whenever possible, appointments for medical or dental care should be made outside of school hours. **A dental or doctor’s appointment is not a reasonable excuse for a whole day of absence.**

P. Coding System – The following coding system shall be used to indicate the nature and reason for a pupil’s missing all or part of scheduled instruction:

Unverified	UNV	No documentation to explain why
Legal Ab	LEG	Documented legal absence
Truant	CUT	Truant
Ed Excuse	EDU	Band Lessons, Field Trips, College Visits, Counseling; Sporting Events, etc.
Illness	ILL	Illness
Misc	MIS	Anything that doesn’t fit one of the other codes
Suspended	SUS	Suspended
Tutoring	TUT	Tutoring received by the district – paid/provided for by the school
Unexcused	UNX	Unexcused-documentation received and the absence was not a legal absence
Tardy Leg	TDL	Tardy with a note- valid reason
Tardy Ill	TDI	Tardy without a note - invalid reason
Early Lv	LEL	Leave Early, but still get state aid
Late Arv	LAL	Arrive late but still get state aid
ISS	ISS	In School Suspension
Athletic	ATH	Athletic Dismissal- sporting events
Alt Ed	ALT	
Health Off	HOF	Student in Health Office for a specific period
Guidance	GUI	Student in Guidance Office for a specific period
Abs>1/2day	HAF	Student did not stay for ½ of the day.

Q. Examination Policy for Absent Students

- a) It is EXTREMELY important for students to be present for all examinations as they are scheduled. Only an approved absence in accordance with the District Attendance Policy shall qualify a student under this section. If that happens, the following policy is followed:
- i. A “make-up” examination will be permitted.
 - ii. Either the mid-term exam or the final examination will be counted ‘double’ in determining the final grade.
- b) Both above-listed options are at the discretion of the individual teacher.
- c) Unapproved absences will result in a student receiving a zero for the examination missed.

III. TRANSPORTATION

A. BOCES Schedule

AM Transportation	Leave WGHS	8:10
	Arrive at BOCES	8:40
	Leave BOCES	10:55
	Arrive at WGHS	11:30/:35
PM Transportation	Leave WGHS	11:15
	Arrive at BOCES	11:45
	Leave BOCES	2:00
	Arrive at WGHS	2:35

B. Expectations and Guidelines for use of District Transportation

- a) The same general rules of good conduct apply on the school buses at all times as in the school building. The following standards of behavior should be observed:
 - i. Obey the bus operator at all times.
 - ii. Please don't engage in "horseplay" when the bus is being loaded or when it is in motion.
 - iii. Stay in your seat when the bus is in motion.
 - iv. Do not put your head or arm out of windows. Do not throw anything out of the windows.
 - v. Exercise extreme caution when getting off or on buses at stops.
 - vi. In no phase of the school program can thoughtlessness prove more hazardous. Courtesy and orderliness on the part of each rider on the bus will promote safety and satisfaction for all.
 - vii. The bus is valuable school property of which you can be justly proud. Help keep the one on which you ride clean and in good condition. Damages resulting from vandalism will be charged to the parents of the students involved.
 - viii. Riding a bus should be considered a privilege. The student who continually misuses that privilege may be required to furnish transportation for himself/herself in accordance with our Code of Conduct.
 - ix. THERE IS TO BE NO SMOKING ON SCHOOL BUSES AT ANY TIME.
 - x. No large musical instruments (or other large objects) are to be brought on the buses.
 - xi. No glass containers are allowed on the bus.
 - xii. No student is to ride a bus other than his/her own without a written note from a parent/guardian and permission of the High School Principal.
 - xiii. Students are to ride their assigned bus only unless prior approval is granted
- b) For further information, contact Transportation Supervisor, Michelle Clark at 535 - 3270.

IV. STUDENT TECHNOLOGY RESPONSIBLE USE REGULATION

A. Purpose

- a) The Watkins Glen Central School District (WGCS D) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills. To that end, we provide the privilege of access to technologies for student and staff use. Access to technology is a privilege, not a right, and as such, students must seriously consider the responsibilities associated with signing this user agreement.
 - i. Technology provided for educational purposes that Support the mission, vision, core beliefs and goals of Watkins Glen Central School District (WGCS D)
 - ii. Enhance the development of 21st Century Skills
 - iii. Encourage innovation, communication, creativity, collaboration and problem-solving skills by providing access to current and relevant information
 - iv. Prepare students for college or career

B. Definition of Technology

- a) Internet, shared network resources and external file storage devices
- b) Desktop, mobile computers, tablets and handheld devices
- c) Videoconferencing, televisions, projection systems and telephones
- d) Online collaboration, message boards, and email
- e) Copiers, printers and peripheral equipment

- f) Additional technologies as developed
- C. CIPA - WGCS D is in compliance with the Children’s Internet Protection Act (CIPA) and has installed technology protection measures for all computers in the school district. A technology protection measure is in place that blocks or filters Internet access. This filter protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors. The content filter does monitor the online activities of minors and may be reviewed when deemed necessary.
- D. The Responsible Use Regulation (RUR) applies to:
- School-owned technology on the WGCS D Internet/network, on non-school networks and offline
 - Privately owned technology that is connected to the WGCS D internet/network and on privately owned networks while on school property
- E. Responsible Use
- Users must abide by all school rules as outlined in the Student Handbook and this Responsible Use Policy. This policy outlines the guidelines and behaviors that all users are expected to follow when using technology. It is the responsibility of both WGCS D and parents to help prepare students to be members of a digital society or digital citizens. A digital citizenship is defined as the norms of behavior with regard to technology use.
- F. A digital citizen is one who:
- Understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - Advocates and practice safe, legal, and responsible use of information and technology.
 - Exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - Demonstrates personal responsibility for lifelong learning.
 - Exhibits leadership for digital citizenship.
- G. **Prohibited Use** - Unacceptable uses of school electronic resources include, but are not limited to:
- Accessing or Communicating Inappropriate Materials**—Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
 - Illegal Activities**—Users may not use the school district’s computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any Board policy/procedure or school rules. WGCS D and its employees and agents assume no responsibility for illegal activities of students while using school computers or school issued electronic resources. This includes the use of Torrents to downloaded copyright materials.
 - Violating Copyrights or Software Licenses**—Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
 - Plagiarism**—Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When using other sources, credit must be given to the copyright holder. Users should not take credit for things they didn’t create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.
 - Cyberbullying** – Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, and cyberstalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating others. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.
 - Misuse of Passwords/Unauthorized Access** –Users may not share passwords; use any user account/password that is not assigned to them; or attempt to circumvent network security systems.
 - Malicious Use/Vandalism**—Users may not engage in any malicious use, disruption or harm to the school district’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

- h) **Avoiding School Filters**—Users may not attempt to use any software, utilities or other means to access Internet sites or content blocked by the school filters.
- i) **Unauthorized Access to Blogs/Social Networking Sites, Etc.** – Users may not access blogs, social networking sites, etc. prohibited by school administration or the WGCS D Technology Department. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.
- j) **Degrade System Resources** - Users shall not use the network in such a way that would degrade the performance system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or school administrator.
- k) **Unauthorized Equipment** - Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network unless they are part of the BYOD program in grades 7-12.

H. Privacy

- a) All computers, telephone systems, voice mail systems, electronic mail, and electronic communication systems are the district’s property. The district retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with district’s computer, telephone, electronic mail, and voice mail. Students and staff should have no expectation that any information contained on such systems is confidential or private.

I. Safety/Security

- a) All users are given accounts upon entry into WGCS D. Any user account given is intended for the sole use of that user only. Each user is responsible for the security of the system. Passwords should not be shared. If a user shared a password with another, that user will be held accountable.
- b) Users may not reveal personal information, including a home address and phone number, about themselves or another individual on any unsecured electronic medium, such as web sites, blogs, podcasts, videos, wikis, or social networking sites. If users encounter dangerous or inappropriate information or messages, they shall notify the school administration immediately.
- c) Staff may post student pictures on district/ school/classroom “public” websites as long as the student’s name or other identifying information is not included. Students’ grades, test results, or identifying pictures may be stored only on district-approved secure sites that require a username and password for authorized individuals to access.
- d) Many devices have the capability to record audio and video. It is best practice and common courtesy to ask permission before recording an individual or groups. The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms.
- e) WGCS D staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA). Confidential Student Data should not be housed on local computers but rather on a network share.
- f) Students may be issued a school email address to improve student communication and collaboration on school projects. Email shall be used only for educational purposes that directly relates to a school project or assignment.

J. Damage/Liability

- a) Users may be responsible for compensating the school district for any losses, costs or damages incurred for violations of Board policies/procedures and school rules, including the cost of investigating such violations. The school district assumes no responsibility for any unauthorized charges or costs incurred by users while using school district computers, devices, or the school network.

K. Terms of Use

- a) WGCS D reserves the right to deny, revoke or suspend specific user privileges and/or take other disciplinary action, including suspensions or expulsion from school, for violations of this policy. Additionally, all handbook regulations apply to the use of the WGCS D network, Internet, and electronic resources.

- L. Disclaimer** - WGCS D, its employees and agents, make no warranties of any kind, neither expressed nor implied, concerning the network, Internet access, and electronic resources it is providing. Furthermore, WGCS D is not responsible for:

- a) The accuracy, nature, quality, or privacy of information stored on local servers or devices or information gathered through Internet access.
- b) Any damages suffered by a user (whether the cause is accidental or not) including but not limited to, loss of data, delays or interruptions in service, and the infection of viruses or other malware on personal computers or other devices.
- c) Unauthorized financial obligations resulting from the use of WGCS D electronic resources.

M. Acceptance and Compliance with Responsible Use:

a) Examples of Responsible Use

i. I will:

- a. Use school technologies for school-related activities.
- b. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline. Be courteous and respectful.
- c. Not post any information that I would not want students, parents, teachers, or future colleges or employers to see (once something is online, it is available to the world).
- d. Treat school resources carefully, and alert staff if there is any problem with their operation.
- e. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- f. Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- g. Use school technologies at appropriate times and in approved places, for educational pursuits.
- h. Cite sources when using online sites and resources for research.
- i. Recognize that use of school technologies is a privilege and treat it as such.
- j. Be cautious to protect the safety of others and myself.
- k. Help to protect the security of school resources.

b) Examples of Unacceptable Use

i. I will not:

- a. Use school technologies in a way that could be personally or physically harmful.
- b. Attempt to find inappropriate images or content; intent to seek inappropriate images or content is a violation of this Responsible Use Policy.
- c. Create a personal mobile “hot-spot” or utilize a “proxy site” for the purpose of circumventing network safety measures and filtering tools.
- d. Create, distribute or deploy multi-user servers or gaming software on or within the WGCS D network.
- e. Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- f. Try to find ways to circumvent the school’s safety measures and filtering tools; intent to circumvent safety measures and filtering tools is a violation of this Acceptable Use Policy.
- g. Use school technologies to send spam or chain mail.
- h. Plagiarize content I find online.
- i. Post or otherwise disclose personally identifying information, about others or myself.
- j. Agree to meet someone I meet online in real life.
- k. Use language online that would be unacceptable in the classroom.
- l. Use school technologies for illegal activities or to pursue information on such activities.
- m. Attempt to hack or access sites, servers, or content that isn’t intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

V. ACADEMIC POLICIES

A. Maintenance of Academic Integrity

- a) It is of critical importance that students maintain academic integrity in all that they do at WGHS.
- b) Examples of academic misconduct/dishonesty include:
 - i. Plagiarism
 - ii. Cheating
 - iii. Copying
 - iv. Altering Records
 - v. Assisting another student in of the above actions.
 - vi. Accessing other user's email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
- c) Consequences for academic misconduct include but are not limited to loss of credit for the assignment in question, additional assigned work, and parent contact. In the case of dual enrollment coursework, the school may inform the institution in which the student is enrolled to report the misconduct.

B. Add/Drop Policy

- a) Our expectation is that students will work hard to do their very best in their academic work. At times, all students experience a sense of frustration when learning seems harder than it previously had. We encourage parents and teachers to communicate regularly as this is an integral partnership to student success.
- b) Great effort is put forth to develop individual student schedules by both the school counselor and the administration.
- c) As the school year begins students are given their schedule that should list the required courses and electives for their grade year. Confirming the necessary pre-requisites for courses are also part of this process. Students as well as parents are given the first two full weeks of school to request changes to that schedule through an add/drop process which is coordinated by the guidance counselor.
 - i. **Add/drop deadline for 1st semester & full year courses: September 30, 2021**
 - ii. **Add/drop deadline for 2nd semester courses: February 11, 2022.**
- d) Prior to making a request – students must obtain and complete an **Add/Drop Form** from the student services office.
- e) All requests must be made in writing with the appropriate reasons for the change.
- f) The request is reviewed with the student and the counselor as well as the parent if requested.
- g) Consideration for change will be based on but not limited to NYSED requirements, class size and cohort class and graduation year.
- h) If a student or parent requests a drop beyond the deadline, the following procedure will be adhered to:
 - i. A written request must be submitted to the guidance counselor with the appropriate reason for the drop.
 - ii. The request is reviewed with the student and the counselor as well as the parent.
 - iii. Due diligence must be proven that the student has accessed help on their own and completed all work on time and to the best of their ability. A determination will be made to show that the student has been misplaced in a class due to ability or lack of pre-requisites. Factors reviewed shall include teacher recommendations and assessment of student ability, previous academic performance in the subject area including review of report cards and performance on local and NYSED assessments.
 - iv. Students will not be able to drop classes arbitrarily because the class is/becomes difficult and their class average will bring down their GPA or may impact their attaining scholarships for future scholarships.

C. Class Ranking

- a) All courses taught at the Watkins Glen High School and Summer School Program if held will be utilized to compute class ranking.
- b) Courses taken through independent study will count toward class ranking only if there is no other way for student(s) to complete such course through regular study and only if such courses are part of the established graduation requirement.
- c) Class ranking shall be determined by computing grade point average using the following criteria:
 - i. Final grade in a subject
 - ii. The GPA weight of a course, which determines the weight of a final average.
- d) In all cases whereby students take courses outside the WGHS or desire to take Independent Studies, the school counselor must be fully informed so that the students are aware of course phasing and Class Ranking procedures.
- e) A final determination of class rank is publicized at the end of the 4th marking period of the senior year.
- f) See board policy manual for a more detailed description of the Class Rank policy

D. Course weighting for honors and college level coursework:

All courses in grades 9-12 are designated with a GPA weight. The weight of a course increases depending on the rigor of the course. All GPA weights can be located in our course catalog. A digital copy can be located on the high school website. Hard copies can be requested through the student support office.

E. Early Graduation

- a) Students who would like to graduate early must complete an **application for early graduation** form through the student support office.
- b) The recommended overall average for a student to apply for early graduation is a **3.7 overall**, at the time of application.
- c) Once the form is complete, a committee will determine if requests for three-year graduates (doubling up courses in the JUNIOR YEAR) will be approved.
 - i. The committee will consist of:
 - a. The 10th grade ELA teacher
 - b. Community/Career Representative
 - c. School Counselor
 - d. Parent or Caregiver
 - e. Student Applicant
- d) Factors to be considered include:
 - i. Grades/performance in school
 - ii. Teacher recommendations
 - iii. Future plans

F. Eligibility Policy

a) General Overview

Realizing that we exist as an academic institution to provide the most comprehensive education possible to our students, we encourage and value extracurricular activity opportunities for our students. Participation and membership in extracurricular activities also carries the responsibility of maintaining a successful and passing academic average. To assist students with this responsibility, to increase communication between parents/guardians, students and the school and to prioritize academics first above all extracurricular activity, we have implemented the following Policy of Eligibility:

Athletes may obtain a copy of the Interscholastic Athletic Participation Rules and Consequences through the Athletics Department

Procedures: Grades at the end of every interim marking period will determine Probation and Eligibility status.

b) Probation:

- i. This section applies to all athletes in grades 7–12 who are failing one subject.
 - a. At the end of any interim marking period, an athlete who is failing one subject will be placed on Probation.
 - b. Probation means an athlete will be given two weeks (14 calendar days) to show proof of satisfactory effort and achievement in all subject areas from the effective date of the published list.
 - 1) If an athlete does not show satisfactory effort or achievement in all subject areas at the end of the probationary period, then the athlete will be declared ineligible.
 - 2) While on probation an athlete must attend the After-School Study Program (in the library or with a teacher) at least 3 nights a week. Failure to attend will result in the student athlete being declared ineligible.
 - 3) While on probation, an athlete will show written approval on the “Academic Eligibility Update Form” from each subject area teacher.
 - 4) A student who is on probation can practice and play in athletic contests with his/her team.
- ii. The athlete will be removed from the list when...
 - a. He/she has attended the mandatory 3 nights of the After-School Study Program **AND/OR** Principal approved alternative
 - b. He/she demonstrates satisfactory effort and achievement in ALL subject areas at the end of the first or second week on probation **AND**
 - c. Shows written approval from each subject area teacher on the “Academic Eligibility Update form” and returns the form to the Athletic Department.

c) Ineligible:

- i. This section applies to all athletes in grades 7-12 who are failing two (2) or more subjects.
 - a. At the end of any interim marking period, an athlete who is failing two or more subjects will be declared ineligible.
 - b. Ineligible means an athlete:
 - 1) Will not participate in any contest until he/she is removed from the Ineligible list.
 - 2) Must attend the After-School Study Program (in the library or with a teacher) no less than 3 nights a week, each week of being ineligible.
 - 3) Will show written approval on the “Academic Eligibility Update Form” from each subject area teacher.
- ii. The athlete will become eligible when:
 - a. He/she demonstrates satisfactory effort and achievement in ALL subject areas through written teacher approval via the academic eligibility form.
 - b. Has attended the After-School Study Program three nights per week while ineligible or principal approved alternative.
 - c. Has turned in the “Academic Eligibility Update Form” to the Athletic Dept. with all teachers’ approval and signatures.

G. Grade Reporting

a) All grades will be reported for each marking period as follows:

	2021-2022	2022-2023
Alpha	7 th -11 th	7 th -12 th
Numeric	12 th	_____

b) Student progress can be viewed online via Schooltool’s Parent Portal. If you do not have an account or if you need an account, you can contact our district registrar at 607-535-3219

c) Progress Reports

- i. Interim grade reports or “progress reports” are issued between the marking period report cards at approximately 5 weeks; 15 weeks; 25 weeks; 35 weeks.
- ii. These progress reports give the student an indication of his/her overall achievement in relation to the course curriculum. It also gives the students an opportunity to strengthen their understanding of the concepts being presented before marking period grades are finalized.

d) Marking period Calendar:

School Year 2020-21	MP1	MP2	MP3	MP4	MP5	MP6
Marking Period Start Date	9/8	10/18	12/6	1/31	3/14	5/2
Marking Period End	10/15	12/3	1/28*	3/11	4/29	6/23**
*End of the first semester **End of the 2nd semester/school year						

H. Grading

a) The system is based on letters (A, B, C, and U) in grades 7-11 and a 50-100 numeric scale in grade 12. **(A = Exemplary; B = Proficient; C = Basic; U = Unsatisfactory)**

b) Grades are distributed four times each school year. Each grading period is ten weeks long. Each teacher maintains a record book wherein he/she tracks student progress using both formative and summative assessments. Each ten weeks the teacher determines the achievement level earned by a student and places a grade on the report card to indicate this achievement level.

c) A student must earn a grade of “65” on a numeric scale, where grades are recorded in units of one, to pass & earn credit in a course. A student must earn an “A”, “B”, or “C” on an alpha scale to pass & earn credit for a course.

d) The Physical Education Department has minimum attendance requirements established by the State Education Department, rather than numbers. Grades in this subject are based on attendance, participation and whether or not you come to class prepared with the proper clothing for instruction, rather than on performance.

e) The grade “Incomplete” or “Inc” is also used if a student has work to complete for his course when the marking period ends or when he fails to meet other requirements for the course, such as the payment of a fee.

f) Interim “progress” grades sent home at approximately the 5, 15, 25- and 35-week mark. These grades are not permanent and only serve to keep students/parents updated. At the beginning of each course teachers will indicate to students the process to be used to determine grades for that class.

g) **Definition of Terms:**

- i. A Semester is one-half of a school year.
- ii. One Unit of Credit is earned for a passing grade in each subject taken every day for a full year.
- iii. Honors courses are courses that are offered at a higher level of rigor than regents level courses and hold a higher GPA weight.
- iv. A Prerequisite is a requirement which must be met before a student may be scheduled for a given course.
- v. Required Subjects are those which students must take. These are also called Core Requirements.
- vi. A Sequence is a subject studied for at least three units or one unit more than the required number in a curricular area. (See graduation requirements regarding required sequences.)

- vii. Electives are subjects which are not required for graduation.
- viii. A Regents course follows State curriculum developed by the NYS Education Department and prepares students for a Regents exam given throughout the State on specified dates.
- ix. A Regents with Advanced Designation is awarded to students who pass Regents exams for required courses and sequences.
- x. A Regents diploma is awarded to students who meet the minimum score on Regents exams.

h) Graduation Requirements:

- i. Click here for a *summary* chart explaining all diploma types and graduation requirements:
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf>
- ii. Click here for an *abbreviated* chart explaining all diploma types and graduation requirements:
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomarequirementsfinal011019.pdf>

I. Homework

- a) The purpose of homework is to reinforce the student's understanding of the material covered in class. Homework is also an important means of developing qualities of responsibility, self-discipline, and initiative. In addition, homework also provides students the opportunity to improve learning skills independently from the classroom.
- b) Because homework is preparing students for or reinforcing current lessons, it is in the student's best interest to complete their homework on time. Students who do not complete their work on time can be assigned to lunch detention or after school tutoring to complete the assigned task.
 - i. Allowances can be made for legal absences

J. High Honor/Honor/Merit Rolls

- a) As a reflection of overall learning, HIGH HONOR/HONOR/MERIT ROLLS will be calculated at the conclusion of the academic year.
- b) The HIGH HONOR/HONOR/MERIT ROLLS is one way of citing student academic achievement. These are determined according to the following:
 - i. For all high school students:
 - a. To qualify for Merit Roll, a student must have a grade of B or better in all their courses with no incompletes.
 - b. To qualify for Honor Roll, a student must have a grade of A in at least half of their courses, with no less than a B in their other courses, and the student cannot have any incompletes.
 - c. To qualify for High Honor Roll, a student must have a grade of A in all but one course, and the grade in that one course must be a B, and the student cannot have any incompletes.

K. Intervention Services

- a) Academic intervention classes (formerly AIS) are scheduled for students who are selected or recommended on the basis of assessment results, overall academic performance (grades), and teacher recommendations.
- b) Recommendations for academic intervention may come from teachers or be based on previous course grades.

L. Retention/Promotion

- a) **Grades 7 and 8**
 - i. In seventh and eighth grade a student failing two or more subject at the end of 4th marking period may be retained in the current grade level to achieve proficiency.
- b) **Grades 9-12 and Credit Bearing Coursework**
 - ii. Students who enter 9th grade at WGHS are expected to reach their full potential and graduate with their cohort class in a four-year period.

- iii. Student schedules are developed to meet the requirements for graduation as mentioned above, which include course work as well as Regents exams at the end of a course of study.
- iv. Course credit is awarded at the end of the school year and in some cases at the end of the semester for semester courses. Regent's grades are posted on the students' transcript after the exam is given. Students are able to re-sit for Regents exams if they receive a failing grade and at times may have to take the entire class again in order to meet requirements for graduation.
- v. The following lists credit thresholds for grade designations which may not be dependent on your class cohort.
 - a. To be considered a sophomore you must earn 5.5 credits inclusive of .5 Physical Education credits.
 - b. To be considered a junior you must have earned at least 11 credits including 1.0 P.E. credits
 - c. To be considered a senior you must have earned at least 16.5 credits including 1.5 P.E. credits

M. Summer School Program

- a) Given the New York Educational Standards and Assessments, it is quite possible that not all students will graduate from High School in a traditional four-year time frame. Some students may need the extra bit of help provided through a formal summer program to assist with the successful passage of some courses that students fell a bit short of mastering during the school year. SUMMER SCHOOL is for the student who attended school regularly, put forth a strong effort by completing all classwork and homework in a timely manner and tried to remain as fully prepared for all tests/quizzes/exams as possible. SUMMER SCHOOL is not for the student who maintained poor daily attendance, did not complete classwork/homework and did not put forth the type of effort necessary for academic success.
- b) Summer school may or may not be held at Watkins Glen.
- c) Other schools in the area may be used for summer courses
- d) Summer School eligibility may be contingent upon the following factors:
 - i. Completing of all course requirements (to include projects, homework, classwork, term papers, final exams, labs, etc.)
 - ii. Teacher recommendation and permission by the Principal.

N. Use of Regents Exam Scores:

- a) The Board of Education recognizes that Regents assessments are an important component in the overall measurement of academic achievement in a course. However, Regents exam scores are not to be included in the calculation of a student's final average for courses culminating in a Regents exam.
- b) Per NYS Commissioner of Education Regulations, a student who does not pass a course but passes a connected Regents exam with a score of an 85 or better shall receive course "credit by examination". Students will receive the earned grade, reflecting no credit, and an additional course will be added to the transcript for the credit earned by examination.

O. Title IX

- a) The Watkins Glen School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner.
- b) This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings and student activities.

VI. National Honor Society (NHS)

- A. Students do not apply for membership in the National Honor Society; it is an honor accorded by the faculty.
- B. The selection process for the National Honor Society has been set up to meet the National Council's directives and local need. The procedure to be followed is as follows:
 - a) Students must be enrolled in a Regents diploma program and have passed all Regents examinations.
 - b) Scholastic eligibility is based on a minimum cumulative average of 90% (not to be rounded off). Averages are calculated using all final course grades beginning with the freshman year. For spring induction, the first semester averages for all subjects will be included in the calculations. Any failing grades on a student's permanent record card will make the student's candidacy subject to review by the faculty council.
 - c) Eligible students will be judged on the qualities of leadership, service and character by the entire faculty. The rating scale has a span from 1 to 5 for superior. A detailed explanation of the criteria comprising each quality is included with the teacher's evaluation sheets. Candidates must receive a cumulative average of 3.5 for these qualities. Service will be determined by the student's activity sheet. Students will update activity sheets and parents will be able to sign off on them. Final selection will be determined by a faculty committee of five individuals appointed by the High School Principal.
 - d) The National Honor Society will hold a spring induction ceremony. Sophomores, juniors and seniors will be eligible for induction.
- C. Members, who fall below the standards which were the basis for their selection, shall be warned in writing and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or civic laws a member does not necessarily have to be warned. The faculty council in compliance with the rules and regulations of the National Honor Society shall determine the procedure for dismissal.

VII. CURRICULUM & INSTRUCTION

A. AIDS Instruction

In compliance with the Regulations of the Commissioner of Education, the district will provide classroom instruction concerning Acquired Immune Deficiency Syndrome (AIDS) as part of a sequential and comprehensive health program for all students, K-12. The school provides age-appropriate instruction, which must include the following information:

- a) The nature of the disease;
- b) Methods of transmission of the disease, and
- c) Methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).

A copy of the course outlines (by grade level) is available for public information. Parents may request to have their children excused from that segment of AIDS instruction regarding methods of prevention of the disease by filing a request with the Superintendent of Schools. The request must give assurance that such instruction will be given at home. Please contact the Building Principal for a copy of the request form.

B. Computer Education

- a) Through the efforts and generosity of our District faculty/staff and residents, we have a truly outstanding Computer Education Program denoted by several academic offerings and opportunities for students to utilize state-of-the-art computer hardware, software and internet services. With this educational opportunity come a most serious responsibility for all students to utilize computer services in a most caring, knowledgeable and mature manner. The following are our expectations for proper usage:

- i. Absolutely no food or drink is permitted in any area with computers.
 - ii. Hardware and software are school district property and as such, must be utilized correctly, safely and securely; no form of vandalism or tampering of any kind will be permitted;
- b) We feel use of the internet for educational projects will assist in preparing your child(ren) in using technology effectively and appropriately to meet today's needs and those of the 21st Century. Students utilizing any computer services inappropriately may lose the privilege of using computer services in the future.

C. Physical Education and Swimming

- a) NEW YORK STATE REGULATIONS: All pupils shall attend and participate in the Physical Education Program as approved in the school plan for Physical Education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate. *Each student must have two credits in Physical Education in order to graduate.
- b) The Physical Education Program consists of eight five-week blocks during a given school year. Students are required to participate in activities from four major groups: fitness, individual sports, team sports and swimming.
- c) Attendance/Excuses:
 - i. All students are expected to participate; for this to happen, they must be in attendance.
 - ii. A medical excuse is required if a student needs to be excused more than two (2) class periods.
 - iii. With a note from parents or school nurse, students will be excused from participating, however, make-up work will be provided. (Only legal excuses can be made up.)
 - iv. Students wearing glasses shall wear glass guards in contact or high-speed projectile sports.
 - v. Students on athletic teams will be expected to participate in their Physical Education classes and swimming or they will not be eligible to engage in interscholastic sports that are scheduled for that day.

D. Psychologist Services

- a) A Psychologist is available on a full-time basis. By means of testing, interviews with students, parents and teachers, problems are evaluated, and suggestions made to provide a solution.
- b) Students may request this service through their School Counselor. Referrals may be made by Teachers, Parents or the School Counselor through the Principal. For information or concerns, please call 535-3254.

E. Scheduling

- a) Full day students: Students who have full day schedules must enroll in six subjects in addition to Physical Education or be enrolled in the BOCES Program.

F. Student Academic Assistance

- a) If extra help is needed in one or more of your subjects, you should arrange to stay after school with your teacher and take the late bus home. A student-tutoring program can also be arranged through your School Counselor. Intervention Services are provided to students who demonstrate need.

G. Tutoring

- a) Tutoring is available to students in need under the following conditions:
 - i. A written note must be submitted from a doctor (stating why the student should be instructed at home and when such instruction should begin and end).
 - ii. The School Counselor will inform the school doctor of the request for home tutoring. If the school doctor concurs, the days of home tutoring will be recorded as excused absences.
 - iii. Home Tutoring: a maximum of ten hours per week, which can be provided two hours per day or any other permutation thereof.

H. Withdrawal and Transfer

If withdrawing from school or transferring to another district, please see your school counselor and the district's registrar.

VIII. STUDENT CONDUCT

A. The “plain language” summary version of the Code of Conduct can be found in Appendix A of this document.

B. The full version of the Code of Conduct can be found in Appendix B of this document.

C. Announcements

Announcements for the day are broadcast over Channel 5. Additional announcements may be aired over the public address system at any time. All announcements should be given to the Main Office Secretary in written form. Printed announcements, which are to be posted about the building, must be approved by the Building Principal before being posted.

D. Assemblies

We take pride in the courteous behavior of our student body at assemblies. Whenever any audience gathers, students or adults to observe a program, the following courtesies are always observed, whether it is in a school setting or away from school:

- a) Talking in a conversational tone is appropriate while the auditorium is being filled.
- b) Whenever someone steps before the audience – talking stops immediately and all attention is focused on the speaker and the program.
- c) If the Pledge of Allegiance is given, the audience will rise and remain standing until the Pledge is completed.
- d) Your enjoyment and appreciation of a performance is reflected in your applause-clap in an appropriate manner. **ANY OTHER NOISE IS DISCOURTEOUS AND UNACCEPTABLE.**

Those few students who are uncooperative will be asked to leave the assembly so they will not spoil the enjoyment of others or upset the performance.

E. Backpacks and Bags

- a) In order to create the safest environment for students and staff, students are not permitted to use backpacks, totes or string bags, during the school day. They are permitted to use them to carry books and supplies to and from school but are NOT permitted to carry them between classes. Students will be assigned a locker in the hallway to store their materials.
 - i. Exceptions – lunch bags and small bags for PE clothes
- b) Students in grades 7-12 participating in the “bring your own device” program (BYOD) are permitted to carry their devices in a protective case. However, the case is to store the device **ONLY**.

F. Bicycles

Bicycles and skateboards may be ridden to school as a means of transportation only. Recreational use of bikes, skateboards, scooters, roller-skates, or rollerblades on school grounds is prohibited during the school day. Extreme tricks, stunts, and the use of jumps or ramps on school grounds are prohibited at all times. All bicycles must be parked in the bike rack provided by the school and should be properly locked. Students are expected to be courteous and safe, and to use good judgment when operating one of the aforementioned vehicles.

G. Cafeteria

- a) The cafeteria will be open to serve students breakfast from 7:30 to 8:30 am. Lunch will be served during different periods throughout the afternoon. Each student will have a lunch period built into his or her schedule.
- b) We hope to encourage your participation in our cafeteria program and ask your help in keeping the cafeteria looking neat and clean. You should keep in mind the fact that it is certainly inconsiderate to leave a table dirty when some other student will be eating at it. Remember our cafeteria may also be used for meetings, study halls and other activities.
 - i. We have the following expectations:
 - a. Follow guidelines of the Code of Conduct
 - b. Talk with friends, but no “HORSEPLAY”.
 - c. **ABSOLUTELY NO THROWING OF ANY MATERIALS UNDER ANY CIRCUMSTANCES IS PERMITTED.**
 - d. When going through the serving line, please pass as quickly and quietly as possible. There is to be no cutting into line and students should refrain from pushing and shoving in the line.
 - e. Students will remain in the cafeteria during their scheduled lunch periods.

- f. Students must have a pre-signed pass to leave the cafeteria prior to the end of the lunch period.
- g. After you finish your lunch, return your tray and throw away your trash in the barrels provided.
- h. Your cooperation and courtesy to the lunch room personnel and lunchroom supervisor is expected.
- i. Pitch in – if you see a paper on the floor you may not have put there, help out and put it in the basket. A little help on everyone’s part can help to gain pride in our school.
- j. Refrain from running through the cafeteria
- k. A student, who believes he/she qualifies for free or reduced priced lunches, should pick up an application from the Health Office.

c) Questions or concerns: Contact the cafeteria at 535-3214.

H. Corridor Traffic

Traffic control in the corridor is everyone’s responsibility. Students should always keep to the right as they move about the building. Please keep a steady walk without running.

I. Dress Code

All WGCSD students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. The purpose of the dress code to ensure a productive learning environment in which all students feel comfortable. The responsibility for the dress and grooming of a student rest primarily with the student and their caregivers. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

1. Allowable Dress & Grooming:
 - a. Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent, and shoes.
 - b. Shirts and dresses must have fabric in front and on the sides and must not be strapless.
 - c. Clothing must cover undergarments (bra straps excluded)
 - d. Fabric covering all private parts must not be see through.
 - e. Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
 - f. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - g. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
2. Non-Allowable Dress & Grooming:
 - a. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
 - b. Clothing may not depict pornography, nudity, or sexual acts.
 - c. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
 - d. Clothing, including gang identifiers, must not threaten the health or safety of any other students or staff.
3. If the student’s attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline procedures for similar violations.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including out of school suspension.

J. Driving and Parking on Campus

- a) Prior to driving to school, students must register their vehicles by completing proper paperwork in the appropriate main office of their assigned building. Required information includes copy of registration (name/make/color/year of vehicle/license plate number), and a copy of a valid driver's license.
 - i. Student drivers will receive a parking permit to place on the rearview mirror of their vehicle. The tag must be visible at all times when the vehicle is parked.
 - ii. Parking is a privilege and that can be revoked at any time by the principal, designee, or the Superintendent if driving or parking rules are broken. In addition, tardiness to school may result in revocation of a parking permit.
 - a. Student vehicles should be locked at all times when parked on school property. Students are not permitted to sit in cars or loiter in the parking lot. Students may not return to their cars until they are ready to leave for the day or unless escorted by a staff member.
 - b. Students are not permitted to use their car to leave campus during the day unless they have prior approval to drive to a prescheduled health provider appointment, to drive to BOCES, or they have a legal school dismissal.
 - c. All cars are to stop and yield to the right of way to school busses. Vehicles are not permitted to cut into a line of busses.
- b) Parking has been reserved for students in the **East Parking Lot (Back lot)** on the main office side of the school. Student who drive must enter through the main (flag pole) entrance to the high school.
- c) Expectations for driving and parking on campus:
 - i. No one may pass a stopped school bus anywhere on campus while students are boarding or unloading;
 - ii. At dismissal, school buses leave campus first after loading students; student driven vehicles leave campus AFTER the buses have left;
 - iii. Student drivers are EXPECTED to drive with caution at all times AND observe a speed limit of no more than 15-20 miles per hour while on campus at any time;
 - iv. Student drivers are EXPECTED to drive carefully and cautiously both to and from school taking great care in residential areas always alert to the needs of pedestrians;
 - v. Student drivers are to be extra cautious entering/leaving campus via any route and at all times are EXPECTED to exercise caution, prudence and common sense given our changing weather conditions;
 - vi. At no time should anyone park on any grassy areas, in any lot or spot reserved for staff, "reserved" marked areas or handicapped-marked areas unless authorized and/or any areas clearly off limits;
 - vii. Common sense should always prevail

K. Electronics and Audio Equipment

- a) **NOTE** – The District assumes no responsibility for *personal* electronic devices such as iPods, smart phones, cell phones, headphones, or any other personal electronic device that is lost or stolen on its property, including school lockers or locker rooms.
- b) **Cell phone use:**
 - i. Student possessed cell phones must be turned off and be out of sight from the beginning of the school day up until the end of the school day with the exception of the student's designated lunch period (grades 7-12 only).
 - ii. Cell phones are never to be used and must be kept out of sight at all times in any area in which an individual has a reasonable expectation of privacy including, but not limited to rest rooms, locker rooms and showers. This prohibition applies at all times during school and non-school hours.

- iii. Students may never use a cell phone to interfere with instructional activities or to inappropriately message.
- iv. In the event a student violates this policy, the school may take the phone and make it available in a reasonable amount of time. Further, in the event a student violates the policy, discipline can be imposed upon the student.

c) Use of Computer & other Electronic Device Restrictions:

- i. Audio or video recording of any lesson, class activity or other academic exercise shall be used only for academic purposes. Students shall not publish any photo or recording to any social media for any purpose.
- ii. The use of devices is prohibited in all bathrooms and locker rooms.

d) Speakers and Headphones:

- i. The use of headphones (both wired and blue tooth) and/or speakers (both wired and blue tooth) is disruptive to the learning environment. Speakers are not to be used in the school building. Headphones are to be secured and out of sight during the school day.
 - a. Exceptions can be made at the discretion of the classroom teacher, if he or she believes that the use of headphones will benefit the learning environment of the classroom, but they are not to be worn in the hallway.

e) Disciplinary Procedures:

- i. Isolated incident of improper use/first incident:
 - a. Warning - Student will be asked to turn off the device and put it out of sight, parents will be notified of infraction
- ii. Repeated improper use:
 - a. Parents will be contacted.
 - b. Discipline referral will be sent to Dean of Students for documentation of violation – noting warning in comments.
 - c. Phone will be confiscated and turned into the Attendance Office.
 - d. Principal or Dean of Students will return the phone at the end of the day.
- iii. If improper use continues progressive discipline will be applied, which can include but is not limited to a phone turn over plan, lunch detention, in school suspension, out of school suspension

f) Bring Your Own Device (BYOD Program)

- i. In 2014-15 the Watkins Glen Central School District began a BYOD program.
- ii. To participate in the program a student and parent must fill out a BYOD user agreement, which is located in the main office.
- iii. In order for a device to be used in this program it has to be logged into our District's student network.
- iv. Per New York State Law, students who utilize cell phones must be logged into the student BYOD network to access the internet.
- v. Violation of the rules and regulations outlined in the user agreement will result in the loss of this privilege.

L. Good Sportsmanship & Spectator Behavior

- a) Athletic contests are played to promote good sportsmanship and fair play. If you will do your part as a spectator, we are sure that you and the players will have a very enjoyable and worthwhile experience.
- b) We ask your cooperation in adhering to the following rules of behavior expected from all who attend athletic events:
 - i. Please cooperate with referees and school officials.
 - ii. There will be no booing or heckling of officials.
 - iii. The dress code as described in the District Code of Conduct must be followed at all times. Specifically, shirts must be worn at all times.
 - iv. Please, no objectionable cheers, language or gestures.
 - v. Noisemakers will not be allowed during cheers by the cheerleaders or during foul shots (in the gym).
 - vi. There will be no throwing of confetti or other materials.

- vii. Chaperones have been instructed to ask spectators to stop any unacceptable behavior. If spectators continue to perform in a poor manner, they will be asked to leave by the chaperones and/or police.
- viii. At no point in any athletic contest are students and spectators allowed on any playing surfaces. At the conclusion of a contest, spectators must wait until the playing surface has been cleared of all student-athletes prior to entering the field of game play.
- ix. Body Paint:
 - a. Will be limited to 4 reasonably sized stripes on the face
 - b. Paint cannot interfere with the speedy identification of any spectator
 - c. All paint must be applied off campus
- c) Sportsmanship is an expectation for players, coaches, and all spectators:
 - i. Let the players, play
 - ii. Let the coaches, coach
 - iii. Let the officials, officiate
 - iv. Fans should be loud, proud and positive
- d) Always remember that an athletic contest is a game played by high school athletes not professionals.

M. Library

- a) The High School Library is provided for students as a place for research, reading, collaborative project work, and quiet study. Books, magazines, databases, laptop computers, video editing software, photo editing software and audiovisual materials are available for these purposes.
- b) The Library is normally open from 7:30 AM to 3:30 PM.
- c) Food and beverages are not permitted in any area of the library or computer areas. Tables in the front hall are provided with refuse containers for students with food and beverage. Students are expected to leave the front hall clean and orderly.
- d) Students in study halls needing to use the Library materials to complete assignments may get passes from the Librarian. Students on passes, but not doing work or being disruptive, may be sent back to study hall. Continued misbehavior may result in loss of library passes for the semester.
- e) Students on Senior or honor passes must still request a pass from the Library staff.
- f) Books are signed out for a two-week period and may be renewed. Reference books and historical materials are not to leave the Library unless special arrangements have been made with the Librarian. Magazines and reserve shelf materials can be signed out for the period or at the end of the day for overnight use ONLY. There are no fines for overdue materials, but borrowers are expected to be responsible and considerate of fellow students by returning materials on time and in the condition, they were checked out of the library.
- g) Before a student leaves the library, he/she is expected to log-off their computer, leave the area around their computer clean, push in their chairs and return all materials to the areas that they found them or place them in the book return.
- h) Occasionally it is necessary to close the library to study hall passes for one or more periods due to group testing, special projects or multiple class research projects.

N. Lockers

- a) Locker use will continue to be optional, and backpacks allowed for the 2022-23 school year.
- b) Lockers are provided for the student's personal use. Each student should memorize the combination and locker number just as soon as it is issued by the homeroom teacher on the first day of school.
- c) The combination should never be given to anyone else. A secretary will be glad to help students who forget their combination. Do not use lockers to store money. Money should be held in the Main Office temporarily.
- d) The locker should always be locked. The school cannot be responsible for articles lost from lockers. If, for any reason, the locker does not work properly, the difficulty should be reported immediately to the main office.
- e) Special lockers are issued in the gymnasium dressing rooms for gym clothes.
- f) Students have no reasonable expectation of privacy with respect to lockers (desks and other school storage places) and school officials retain complete control over them. This means that student

lockers (desks and other school storage places) may be subject to search at any time by school officials, without prior notice to students and without their consent.

- g) No signs will be put on the outside of lockers.
- h) You will be expected to take good care of them and keep them neat and clean. When school ends in June, you will be responsible for leaving your locker just as you found it in September. Lockers are to be cleaned out prior to the students last day in school.
- i) Students should not be at their lockers during class periods. All books, material, supplies, etc. should be secured during the “passing time” allocated between formal class periods.

O. Open/Closed Campus

- a) Students who possess a senior honor pass or an honor pass may leave school during lunch. Senior/honor passes will be given out during the first 2 weeks of school. **These passes may also be used during a study hall to extend a lunch or leave early at the end of the day (when the student has no remaining classes). Parents or guardians must sign off before passes are issued.**

P. Personal Property

- a) It is extremely important you safeguard your personal property at all times while in any public building. It is good practice never to leave personal belongings unattended or out of sight. It should not be necessary for you to bring to school more than the usual amount of money needed for lunch. You are reminded to label your name on all items of outdoor clothing, books, musical instruments, eyeglass cases, gym clothing and shoes and any other personal school incidentals. Never give a thief the opportunity to steal.
 - i. We offer some advice:
 - a. Students are assigned school lockers and gym lockers. Secure all personal belonging in the lockers that are assigned to you. Always be sure that the locker is locked.
 - b. Do not take valuable items such as cell phones, radios, calculators, toys, extra clothing, etc. to school.
 - c. Take only as much money to school as needed and either keep it in your personal possession or give it to an administrator to put in the school safe. Do not show your money to other students.
 - d. Do not share the combination of your locker with anyone else and keep your locker locked at all times. Do not pre-set your combination for easy opening – because someone else could open it almost as easily.
 - e. Do not take unnecessary items to class where they might be unintentionally left behind.
 - f. Report all personal thefts as soon as possible.
 - g. If you see an action which you have good reason to believe is a theft, report the incident in confidence to an administrator.

Q. Security Cameras

- a) For the safety of students, employees, and visitors to our district, security cameras are located throughout District property. Security cameras may also be used on District busses.

R. Student Harassment and Bullying Prevention and Intervention & The Dignity for All Students Act:

- a) The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.
- b) To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school busses and at all school-sponsored activities, programs and events.
- c) Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

d) Definitions

- i. **Bullying**

- a. Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.
 - b. **Cyberbullying** - inflicting willful and repeated harm conducted by electronic mean via social media, email, or text message.
- ii. **Discrimination**
 - a. Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).
- iii. **Hazing**
 - a. Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
- iv. **Harassment**
 - a. Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:
 - 1)race,
 - 2)color,
 - 3)weight,
 - 4)national origin,
 - 5)ethnic group,
 - 6)religion,
 - 7)religious practice,
 - 8)disability,
 - 9)sex,
 - 10)sexual orientation,
 - 11)Gender (including gender identity and expression).
 - b. In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.
- v. **Prevention**
 - a. The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as

well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

- b. Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.
- c. In order to implement this program, the Board will designate at its annual organizational meeting a Dignity Act Coordinator. The role of the Dignity Act Coordinator is to coordinate and enforce this policy. In addition, the Superintendent will establish a district-wide Task Force on Bullying Prevention, as well as Bullying Prevention Coordinating Committees in each school that will be overseen by the Dignity Act Coordinator. Committees will include representation from staff, administration, students and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. In addition, the program will include reporting, investigating, remedying and tracking allegations of bullying. The accompanying regulation provides more detail on the specific programs and strategies implemented by the district.

e) Intervention

- i. Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.
- ii. Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.
- iii. In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

f) Provisions for students who do not feel safe at school

- i. The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.
- ii. The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

g) Training

- i. The Board recognizes that in order to implement an effective bullying prevention and intervention program (BPC), professional development is needed. The Superintendent, the BPC and the District Professional Development Team will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. The BPC will be trained in accordance with state requirements and will

continue their professional development so as to successfully support this policy and program.

h) Reporting and Investigation

- i. Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, Equal Opportunity and Nondiscrimination, or Sexual Harassment and the district's Code of Conduct. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system when applicable.
- ii. There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to their building principals or other administrator who supervises their employment. Supervisors will refer the information to appropriate district staff for investigation as designated in regulation. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.
- iii. The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

i) Disciplinary Consequences/Remediation

- i. While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.
- ii. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct.

j) Non-Retaliation

- i. All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

k) Specifics on the Dignity for All Student Act can be found on our district web page under "resources".

S. Student Morale-Sensitivity

In any community composed of large numbers of people, there are always people who are different from you (academically, physically and in maturity). All students need to become aware and more sensitive to these differences and conduct themselves according to the following guidelines:

- a) If you have nothing nice to say to someone or about someone, then say nothing at all.
- b) Avoid the usage of negative-nicknames when referring to others – mean, nasty or hurtful nicknames only foster a feeling of unfriendliness to others.
- c) Everyone has feelings and as such, you should make a strong effort to get along with everyone else. If you simply find it impossible to be someone's friend, then avoid that other person.
- d) Friendships have to be worked on continually in order to remain strong. Strong effort on your part is necessary to both make and to keep friends.

- e) If a friend of yours has a conflict with someone else, you should avoid taking sides in the issue and immediately becoming that other person's enemy also. Let your friend work out his/her own conflict without interference from you.
- f) Avoid "peer-pressure" situations involving things you know are wrong. Good friends do not force their values/ideas onto others after they know that others may not agree with them. If your "friends" seem to be getting into trouble more often than not, perhaps you'd better evaluate your friendships.
- g) Teasing, arguing and fighting solve nothing. If you're having a problem with someone else and can't seem to solve the problem yourself, please seek the advice and recommendation of any adult in the building.
- h) Two wrongs never equal a right – if someone else does or says something which hurts you and you respond by doing or saying the same thing to him/her or to others, you are just as wrong as the first person.
- i) Make an effort to welcome new students to our school – introduce yourself and offer to assist them to help make their adjustment to a new school a smooth and happy experience.
- j) Become part of your total school community, not just a member of a small clique or group seemingly with nothing in common with the rest of your classmates. Be proud of whom you are and accept the fact that not everyone has to think and act like you do.
- k) Regarding social networking and social media, think before you hit "send". The way you behave online can impact your school day.

T. Student Passes

- a) It is assumed that students will be in all classes on time and prepared for those classes. Students are NOT to be excused from classes or the cafeteria unless they have a PRESIGNED pass to the Student Support Office, Library or Health Office. Students are NOT to be at their lockers and/or wandering the hallways during any class periods without a pass. Students who abuse the pass system will not be issued any further passes

U. Student Searches

- a) The rules in the code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

V. Study Halls

- a) Books and materials needed for study are to be taken to the study hall at the beginning of the period.
- b) Procedures:
 - i. Each student is assigned a regular seat and should be in that place when period begins.
 - ii. Permission to talk or work together must be obtained from the study hall teacher.
 - iii. Passes must be presented to study hall teacher at the beginning of the period.
 - iv. Students are to have study materials with them when they arrive.
 - v. Students who are using time during study hall period ineffectively will be reported.

W. Telephone

- a) The Attendance Office Secretary will make a call for you in an emergency. Messages and deliveries from home should be left in the Attendance Office. Students will be called out of class only in the case of an emergency.
- b) Students can use a school phone located in the Attendance Office or the Health Office as needed. Students must have permission from the School Nurse or the Attendance Clerk before using a school phone.

X. Tobacco/Drugs/Alcohol Policies

- a) The buildings and grounds of the Watkins Glen Central School District are "Drug Free School Zones."
- b) Therefore, the Code of Conduct disallows the **possession**, use/consumption, sale, exchange, distribution, and being under the influence of the following items/substances:
 - i. Cigarettes, chewing tobacco, e-cigarettes, or any other nicotine-based product.
 - ii. Alcoholic beverages

- iii. Illegal substances - include but not limited to:
 - a. Inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as “designer drugs.”
- c) The Code of Conduct also disallows the inappropriate use or sharing of prescription and over-the-counter drugs. For the proper protocol for medication use in school please refer to the “Health and Safety” portion of this handbook.

IX. CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

A. Athletics

a) Athletic Mission

- i. The Watkins Glen Athletic Program, a focal point of school pride, emphasizes sportsmanship, character development, respect, responsibility and commitment through participation in interscholastic athletics.

b) Athletic Program Objectives and Goals

- i. To enhance the character of our student-athletes (hard work, respect, self-discipline, self-sacrifice, honesty, and teamwork)
- ii. To promote and foster good sportsmanship and fair play
- iii. To promote academic and athletic excellence
- iv. To encourage maximum participation by the student body
- v. To provide direction for our student athletes to reach their highest level of proficiency
- vi. To treat all student athletes fairly and consistently
- vii. To develop highly skilled and strategically aware athletes
- viii. To develop physically fit athletes who are strong, agile and quick
- ix. To maintain qualified coaches to instruct and prepare our athletes
- x. To work together to achieve common goals
- xi. To celebrate individual and team successes
- xii. To provide a safe and chemically free environment

c) Philosophy of Interscholastic Athletics at Watkins Glen Central School

- i. We believe interscholastic athletics serve as a model of life; they provide opportunities for students to demonstrate responsibility, sportsmanship, cooperation, concern for others, leadership, respect, good citizenship, loyalty and tolerance. The athletic program is centered on the welfare of the students, and is a vital part of the total Watkins Glen Central School District curriculum.
- ii. Participation in the athletic program is a privilege not a right. We invite all students to participate in the program. Athletes will follow the Interscholastic Athletic Rules and Consequences Handbook, athletic academic eligibility regulations, and the district Code of Conduct.

d) Information on the athletic program at Watkins Glen

- i. Most of our athletic information can be found on our district website at www.wgcsd.org under the athletics link or in our athletic handbook.
- ii. Establishing a new sport or expanding an existing sport to another level is a process that may be initiated in writing by a student, staff member or parent and given to the person in charge of the athletics program or any district administrator. Please see the contact information listed below.

e) Participation in the athletic program is a privilege not a right. We invite all students to participate in the program. Athletes will follow the Interscholastic Athletic Rules and Consequences Handbook, athletic academic eligibility regulations, and the district Code of Conduct.

f) Information on the athletic program at Watkins Glen can be found on our district website at www.wgcsd.org. If you need further information, please contact Mrs. Croft (clerical support) or Mr. Weeden (Athletic Director) at 535-3280.

B. Class, Club, and Student Council Officer Criteria

a) Criteria for nomination to and service as a Class, Club or Student Council Officer:

- i. Student must reflect academic effort and success, leadership, service and character.
 - a. ACADEMIC EFFORT AND SUCCESS:
 - 1) Student must maintain good, regular daily attendance and show strong efforts in all classes.
 - b. LEADERSHIP:
 - 1) Student should display leadership in promoting school activities.
 - 2) Student should exemplify a positive attitude and conduct the responsibilities of the elected office effectively and efficiently.
 - c. SERVICE:

- 1) Student should be willing to uphold scholarship and maintain a positive school attitude.
 - 2) Student should always exhibit courtesy and respect.
- d. CHARACTER:
- 1) Student should be a person who upholds the principles of morality and ethics; nominee should always comply with school regulation and expectations; nominee should be able to take criticism willingly and accept recommendations graciously.
- b) The Class or Club advisor will determine if any of the above criteria are not being met by a Class, Club or Student Council Officer. Failure to comply with any of the criteria will result in a written notice to the officer (with a copy to the parent/guardian and Principal). Continued and repeated non-compliance will result in loss of the elected office.

C. Dances

- a) Guidelines have been established for maintaining a safe atmosphere at Dances at WGHS.
- i. Students in grade 9 are permitted to attend both 7-8 dances and 10-12 dances.
 - ii. No student in grades 7-8 is permitted to attend a 9-12 dance. Conversely, no student in grades 10-12 is permitted to attend a 7-8 dance.
 - iii. Dances at Watkins Glen High School are restricted to WGHS students and their guests. Guest passes are obtained through the Principal via the Main Office and must be returned to the Main Office for Principal review at least 48 hours prior to the dance. All students and their guests must be in good academic standing to attend. Guests must be under the age of 21.
 - iv. Once you have entered the building you must stay. If you leave the building, you will not be allowed to re-enter.
 - v. Admission will be denied one hour after the dance begins.
 - vi. Permission to arrive after the one-hour time limit must be arranged in advance with the Principal or designee.

D. School Clubs/Activities

- a) There are a number of school clubs/activities available to students. They are varied and offered in many areas of interest. These clubs/activities are open to new members throughout the school year. Consider joining a club/activity to make high school a great experience.

E. Seniors

- a) The Senior Class provides a series of activities and items throughout the senior year, including the Class Trip to Washington, the Prom, yearbook, class picnic and graduation caps, gowns, announcements, photo, etc. as a package for all seniors.
- b) To help students and parents pay for these things, the Class, as Juniors and Seniors, has several major fund-raising activities. Students participating in these projects are given "credit" for the amount of profit the class treasury receives from their individual efforts.
- c) This "credit" is then applied toward the cost of the senior items, reducing or eliminating entirely the out-of-pocket expense charged each class member.
- d) Detailed records are maintained to keep track of the amount of profit each student has earned for the class ("credit"). Seniors are then asked to pay the difference, if any, in cash, between the amounts of credit earned and the total cost of the Senior Activities ("Class dues").
- e) The main goal of many students is the class trip to Washington in the fall. By School Board policy, certain threshold standards are established within the class credit system to assure that those going have aided the class in fund-raising efforts.
- f) The money earned in class projects is deposited into the class treasury for class activities. Thus, credit may not be used for those things which the senior class does not order and provide for the entire class as a part of the package (class rings, class keys, senior portraits).
- g) Students who have earned more than enough credit to provide for their class dues and Senior Trip (if applicable) may, at the end of their senior year, transfer their extra credit to another member of the Senior Class or to a Junior.

- h) Class credit is generally not assigned for such class fundraising events such as dances, circus, play cast and crew, etc. in which it is difficult to determine which students are responsible for and how much of the profits the class makes.
- i) These funds are used to pay for general class expenses, to help reduce the total amount of class dues and/or to provide for extra items and activities for the Senior Class during the year.

F. Student Council

Student Council officers and homeroom representatives are elected each year. The Council conducts many activities. Perhaps most significantly, the Council has a voice in the formulation of school procedures in conjunction with the School Board, Administration and Faculty.

G. Student Fund-Raising Activities

- a) Each school may perform annual fund-raising activities.
- b) All fund-raising activities must be approved by the Principal and the Board of Education prior to their taking place.

H. Student Publications

- a) All student publications must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations or materials designed to disrupt the educational process will not be permitted. ^[1]_[SEP]
- b) It is the policy of the Watkins Glen Central School District Board of Education that student journalists shall have the right to determine the content of student media with final approval by the building principal or designee.
- c) Overall such speech and or publication cannot interfere with or impinge upon the rights of other students, faculty, or staff.
- d) In addition, student publications must be:
 - i. Grammatically correct
 - ii. Professionally written & produced
 - iii. Thoroughly researched with valid sources
 - iv. Unbiased/unprejudiced
 - v. Free of vulgar or profane language
 - vi. Suitable for all audiences and all stakeholder groups
 - vii. Not an endorsement controversial topics however, may address them
- e) In addition, all publications by students or student organizations must be pre-approved by the building principal or designee. However, prior restraint can be lifted after a concept is reworked to fit all policy guidelines. A new draft must be approved before publication.
 - i. Types of publication that are subject to prior review include but are not limited to:
 - ii. Event Announcements/Flyers/Advertisements
 - iii. The Yearbook
 - iv. The school newspaper
 - v. The school play/production
 - vi. Television Production
 - vii. Any publication or speech directed to an audience outside of the classroom
 - viii. Content that has been approved for one media platform (as listed above) may be published to all approved media outlets.

I. Travel to Athletic Events

- a) Students involved in athletics must adhere to the following procedures:
 - i. Students who travel to athletic events by school bus are required to travel back to the Watkins Glen School by bus unless released to their parents.
 - ii. Students must provide the coach and Athletic Director with a note from parents IN ADVANCE of the game if they want to ride home from the event with another athlete's parent.
 - iii. Athletes who ride on the team bus may not ride home with friends, cousins, girl or boy friends or others. THIS IS NOT PERMITTED.
 - iv. Coaches will not drive student-athletes home after practice or games.

X. SEXUAL HARASSMENT

- A.** Our District is committed to safeguarding the right of all students within the school to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the student perceives such behavior as unwelcome, such as inappropriate touching, verbal comments, sexual name-calling, spreading sexual rumors, gestures, jokes, pictures, blocking a student's movement, etc. Sexual harassment is a form of sexual discrimination. Any student, who believes that he or she has been subjected to sexual harassment, should report the alleged misconduct immediately. The student can pursue his/her complaint informally or file a formal complaint. In the absence of a victim's complaint, the school upon hearing of or having reason to suspect the occurrence of any sexual harassment, will promptly begin an investigation.
- a) School Board Policy – 0110 Sexual Harassment
- B.** It is the policy of the District that all employees and students have a right to work or study in an environment free of discrimination on the basis of sex or sexual orientation, which encompasses freedom from sexual harassment. The District strongly disapproves of sexual harassment of its employees or students in any form, and states that all employees as well as students at all levels of the District must avoid offensive or inappropriate sexual or sexually harassing behavior at school, on school grounds, at school functions, and on school transportation and will be held responsible for ensuring that such workplace is free from sexual harassment. Specifically, the District prohibits the following:
- C.** Sex-based harassment can be comprised of two types of behavior: sexual harassment and/or gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes. Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.
- D.** Such conduct may result in disciplinary action up to and including dismissal or suspension upon instruction.
- E.** Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel or students is also prohibited. This behavior includes but is not limited to commentary about an individual's body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendos, and sexually suggestive objects, books, magazines, photographs, cartoons or pictures.
- F.** Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors are urged to report such conduct to the compliance officer so that the District may investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer, the employee or student may go to the Superintendent or a person appointed by the Superintendent to handle the complaint.
- G.** The District will endeavor to investigate all complaints as expeditiously and as professionally as possible. Where investigations confirm the allegations, appropriate corrective action will be taken.
- H.** The District will endeavor to maintain the information provided to it in the complaint and investigation process as confidentially as possible, consistent with the laws of the State and, if applicable, the collective bargaining agreement.
- I.** There will be no retaliation against employees or students for reporting sexual harassment or assisting the District in the investigation or a complaint.
- J.** The procedure to investigate any complaint shall be consistent with the Anti-Discrimination Policy.

XI. EQUAL OPPORTUNITY

- A.** The Board of Education, its officers and employees, shall not discriminate in its programs and activities on the basis of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability, or predisposing genetic characteristic.
- B.** This policy of nondiscrimination includes: access by students to educational programs, counseling services for students, course offerings, and student activities; as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.
- C.** The Board of Education, its officers and employees shall not discriminate against students on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression).
- D.** A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.
- E.** Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity base on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.
- F.** Annual Notification
 - a) At the beginning of each school year, the district shall publish a notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, students and the community. The public notice shall:
 - i. inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression);
 - ii. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and
 - iii. be included in announcements, bulletins, catalogues, and applications made available by the district.
- G.** The Superintendent has been designated to handle inquiries regarding the district's non-discrimination policies. Contact information for the Superintendent is available on the district's website. Complaints of sexual harassment or discrimination are covered by policy 0100.
- H.** All complaints and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.
- I.** The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

XII. HEALTH AND SAFETY

- A.** See [Appendix C](#) for update to student expectations as it related to the COVID-19 health crisis
- B. Accidents**

Every accident in the school building, on the school grounds, at the athletic practice sessions, or at any athletic event sponsored by the school, must be reported immediately to the teacher/coach in charge of the activity. If a teacher is not available, report the accident to the Health Office or the Main Office.
- C. Emergency Management Plan**

The Watkins Glen Central School District has an Emergency Management Plan (SCHOOL SAFETY PLAN –currently being revised) for each school to provide the best possible protection for our students, staff and school buildings in the event of a disaster. The plan outlines procedures for:

 - a) Retention of students after the normal school day in case of unsafe conditions in the community such as:
 - i. an impending tornado
 - ii. after a storm when branches are down and bus travel is unsafe
 - iii. during a severe and sudden winter storm
 - b) Early dismissal in case there is a pending emergency or damage to the building. The plan also provides for evacuating students to another building if their own building should become unsafe for such reasons as a hazardous material spill or toxic smoke.

- c) If the plan is activated and will affect dismissal times, it will be announced over the same radio stations that normally broadcast school closings for snow days (WFLR, WELM, WTKO, WQIX). Please listen to these stations for information.
- d) If there is an emergency, please do not come to the school to pick up your child and please do not call the school. Additional traffic denies access of emergency vehicles and interferes with the orderly response to the emergency. Telephone calls hinder emergency communication. Your child's well-being is the school's primary concern and every step will be taken to safeguard him or her.
- e) When it is safe to return your child home, he or she will be returned by normal means and a radio announcement will be made regarding when students will be released or may be picked up at school.
- f) There will be one "Early Dismissal" drill held during the school year, in accordance with Commissioner of Education Regulation 155.13. You will receive a notice at least one week in advance of this drill. Students will be dismissed approximately 15 minutes earlier than usual on the day of the drill.

C. False Alarms/Threats

- a) A threat to the school or its occupants is a felony offense and offender will be prosecuted to the fullest extent of the law.

D. Fire Drills and Emergency Evacuations

- a) Your teachers will review with you the detailed procedures for fire drills and building evacuations. You must know the evacuation procedures for each scheduled classroom.
- b) If in doubt, leave by the nearest exit. Remember to walk quickly and quietly. No talking please.
- c) When you are outside at a safe distance from the building, your teacher will take attendance. Should the fire alarm sound during lunchtime, leave the building immediately and quietly through the nearest exit.
- d) When the "all clear" is given, enter the building in an orderly manner. Remember that more people are injured because of confusion, panic and lack of courtesy than from actual fire.
- e) For civil defense drills or other emergencies, directions will be given over the P.A. system.

E. Health Office Services

During class periods and/or study halls students are NOT to be in the Health Office unless ill or specifically requested to be there in order to respond to some type of medical concern.

F. Injury

- a) If a student is injured and requires medical attention, it is the responsibility of the student to report the injury to the High School Health Office.

G. Insurance

- a) Student Accident Insurance will be provided by the District. For more information contact Mrs. Standish at 535 – 3212

H. Medication Procedures

- a) If a student requires medication during school hours, the following procedures must be followed:
 - i. The school nurse must have on file a written request of the parent(s) or guardian(s), giving permission for such administration as specified by the family physician.
 - ii. The school nurse must have on file the written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which medication is prescribed, and the possible side effects of the medication.
 - iii. The medication should be delivered directly to the school nurse by the parent in its original labeled container. Please note that this includes all medication, both prescription and nonprescription.

I. School Closing and Delays

- a) Should it become necessary to close or delay school or not hold a school session because of inclement weather or other emergency circumstances, an announcement will be made over stations WFLR, Dundee and Watkins Glen; WELM, Elmira; and WTKO, Ithaca. **YOU SHOULD NOT CALL THE SCHOOLS, RADIO STATIONS, ETC., BUT LISTEN TO YOUR RADIO.**
- b) Media outlets will be informed by 6:00 a.m. during adverse weather conditions.
- c) Other means of notification:

- i. Local television stations such as WENY, WETM, and YNN
- ii. Social Media, specifically follow WGHS on Twitter @WG_HIGHSCHOOL

XIII. SCHOOL PROPERTY

A. Care of Buildings and Grounds

The condition of our facilities is the responsibility of all stake holders. We know that the appearance of our building is related to the way people feel about our school and themselves. Be proud of your school and of yourselves and help maintain a clean and orderly building, so that we all may enjoy our pleasant surroundings.

B. Care of School Property

- a) Students are responsible for the proper care of all books, supplies and furniture supplied by the school. All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. *Keep your lockers locked, please and do not share your combination with anyone.
- b) Students, who abuse property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
- c) Students must never go on the school roof. Any items accidentally landing on the roof will be retrieved for you by the custodians.

C. Lost and Found

- a) Articles of all types found in the building or on school property should be turned in to the Main Office immediately. Upon appropriate identification, lost articles will be returned to their rightful owner.
- b) It is suggested that students carefully mark all items and exercise the utmost care in the protection of their personal belongings. The school cannot be responsible for lost or stolen items.

D. Main Office

- a) Students are not allowed to be behind the counter in the Main Office unless they have a particular reason and are granted permission.

E. Property Concerns

- a) School lockers, desks and other such equipment are not the private property of students, but the property of the school district and as such may be opened and subject to inspection from time to time by school officials.
- b) Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, for example, a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school related activities.

F. Visitors to the Schools

Parents and other citizens are encouraged to visit the school periodically during the course of the school year. Persons who are not students or staff must report immediately to the Main Office when they enter the school building. Student visitors from other schools, unless they have a specific reason and prior approval of the Building Principal, are not permitted to enter school buildings

APPENDIX

APPENDIX A Plain Language Summary of the Code of Conduct

Project SAVE (Safe Schools Against Violence in Education) Act, seeks to improve school safety and ensure a safe and effective learning environment. To achieve this, the law codifies many existing regulatory requirements that have resulted in safe schools. It also provides tools for educators.

Through our Code of Conduct, we seek to do all we can to prevent incidents of violence in our schools and to develop ways to intervene in unsafe situations. Our code contains new initiatives seeking to ensure our schools remain safe and responsive to emergency situations.

The Code of Conduct was written in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other school personnel as required by section 2801 (3).

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive. A student's first violation may merit a lighter penalty than subsequent violations.

If misconduct is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

The following information is a fairly comprehensive synopsis of our Pre-K-Grade 12 Code of Conduct. What is not listed here is:

- various explanatory information preceding each section;
- information on the Essential Partners in the Code;
- reporting violations; penalties/procedures/referrals;
- alternative instruction;
- discipline of students with disabilities;
- referrals to law enforcement and judicial authorities;
- search/interrogation information;
- documentation of searches;
- child protective services investigations;
- prohibited conduct/penalties for public conduct on school property;
- dissemination and review.

If you would like a full copy of our Code of Conduct, please contact any of our schools or call 535-3220.

Introduction

This Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

Definitions

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority over the classroom.

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee or attempts to do so.

2. Commits or attempts to commit an act of violence upon another student or any other person lawfully on school property or at a school function.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

Student Responsibilities

All students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Student Dress Code

A student's dress, grooming and appearance, including hair style/ color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Allowable Dress & Grooming:
 - a. Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent, and shoes.
 - b. Shirts and dresses must have fabric in front and on the sides and must not be strapless.
 - c. Clothing must cover undergarments (bra straps excluded)
 - d. Fabric covering all private parts must not be see through.
 - e. Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
 - f. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - g. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
3. Non-Allowable Dress & Grooming:
 - a. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
 - b. Clothing may not depict pornography, nudity, or sexual acts.
 - c. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
 - d. Clothing, including gang identifiers, must not threaten the health or safety of any other students or staff.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the education of students.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Running in hallways
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate website; or any other violation of the district's acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
2. Inappropriate public sexual contact.
3. Display or use of personal electronic devices, such as, but not limited to, cell phones, iPods, digital cameras, in a manner that is in violation of district policy.

D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

7. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of yourself or others. Examples of such conduct include, but are not limited to:

1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, gender (identity and expression), sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to, a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation or gender (including gender identity and expression). In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror.
8. Hazing, which includes an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
9. Selling, using or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Possessing or using any tobacco or nicotine-based products.
12. Possessing or using electronic cigarettes (E-Cigarettes) on school property.
13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as "designer drugs."
14. Inappropriately using or sharing prescription and over-the-counter drugs.
15. Gambling
16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
17. Possessing or distributing pornographic material.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:

1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
2. Threatening or harassing students or school personnel over the phone.
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff.
2. Written warning – any members of the district staff.
3. Written notification to parent – principal or designee.
4. Lunch detention – teacher, principal or designee, superintendent.
5. Detention – principal or designee, superintendent.
6. Suspension from transportation – director of transportation, principal, superintendent.
7. Suspension from athletic participation – athletic director, coaches, principal or designee, superintendent.
8. Suspension from social or extracurricular activities – activity supervisor, principal or designee, superintendent.
9. Suspension of other privileges – principal or designee, superintendent.

10. In-school suspension – principal or designee, superintendent.
11. Removal from classroom by teacher – teacher, principal or designee.
12. Short-term (five days or less) suspension from school – principal, superintendent, board.
13. Long-term (more than five days) suspension from school – superintendent, board.
14. Permanent suspension from school – superintendent, board.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained in the complete copy of the Code of Conduct, which is available at the Superintendent's Office.

Discipline of Students with Disabilities

The full Code of Conduct contains provisions dealing with the discipline of students with disabilities.

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

Student Searches

Student Lockers, Desks and Other School Storage Places

Students may be assigned lockers in which they are allowed to store their personal belongings and coats. These lockers are school property and can be inspected or searched at any time. While students are assigned a lock or combination, this lock is for the purpose of protecting the students' belongings and does not create an expectation of privacy. Lockers, like all parts of a school building, including desks and other areas in which students are allowed to store their personal belongings, remain school district property and are subject to inspection and search at any time.

Visitors to the Schools

The following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal or designated area. There they will be required to sign the visitor's register and will be required to wear a visitor's identification badge which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building.

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose for which they are on school property.

Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus and/or at a school function.

The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012.

This legislation amended state Education Law by creating a new Article 2- Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.

Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

APPENDIX B
Full Version of the Code of Conduct

WATKINS GLEN CENTRAL SCHOOL DISTRICT

(Pre-K - GR 12)

CODE OF CONDUCT

AS REQUIRED BY

Project SAVE Legislation
Education Law § 2801

Commissioner's Regulations
§ 100.2 (1)

Developed in collaboration with students, teachers,
administrators, parent organizations, school safety staff
and other school personnel

First Reading: 6/18/12
Second Reading: 7/2/12
Adopted: 7/2/12
Revised: 6/23/20

Subsection 5300.01

CODE OF CONDUCT

INTRODUCTION

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

5300.05

DEFINITIONS

For purposes of this code, the following definitions apply.

“**Disruptive student**” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“**Gender**” means actual or perceived sex and shall include a person’s gender identity or expression.

“**Gender expression**” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“**Gender identity**” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“**Parent**” means parent, guardian or person in parental relation to a student.

“**School property**” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school or any other District-owned or District-operated facility, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extra-curricular event or activity.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality.

“Violent Student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee, student, or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property
8. Commits or attempts an act of hazing, which includes any intentional or reckless act directed against another, for the purpose of initiation into, affiliation with or maintaining membership in any school sponsored activity, organization, club or team.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

The term **“firearm”** is defined in 18 U.S.C.A. § 921 (3) and shall include any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm.

The term **“destructive device”** means any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to any of those devices already described in this paragraph. Except that “destructive device” shall not mean any device not designed or redesigned for use as a weapon.

STUDENT RIGHTS AND RESPONSIBILITIES

A. STUDENT RIGHTS

The district is committed to safeguarding the rights given to all students under state and federal law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. STUDENT RESPONSIBILITIES

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to manage their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship

ESSENTIAL PARTNERS

A. PARENTS

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure that their children attend school regularly and on time.
4. Ensure that absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure that homework assignments are completed.

B. TEACHERS

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents;
 - (a) Course objectives and requirements
 - (b) Marking/grading procedures
 - (c) Assignment deadlines
 - (d) Expectations for students
 - (e) Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Maintain confidentiality in conformity with federal and state law.

8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of harassment of any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. GUIDANCE COUNSELORS/SUPPORT PERSONNEL

All Guidance Counselors/Support Personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

D. SCHOOL COUNSELORS/SUPPORT PERSONNEL

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the code of conduct.
4. Help children understand the district's expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school

employee, or any person who is lawfully on school property or at a school function.

7. Address personal biases that may prevent equal treatment of all students.

E. PRINCIPALS/ADMINISTRATORS

All Principals are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex..
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.

E. SUPERINTENDENT

The Superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operation and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. BOARD OF EDUCATION

The Board of Education is expected to:

1. Collaborate with students, teachers, administrators, parent organizations, school safety staff and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

G. OTHER SCHOOL EMPLOYEES

Other school employees are expected to:

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
3. Know school policies and rules and enforce them in a fair and consistent manner.

5300.20

STUDENT DRESS CODE

All WGCS D students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. The purpose of the dress code to ensure a productive learning environment in which all students feel comfortable. The responsibility for the dress and grooming of a student rest primarily with the student and their caregivers. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

1. Allowable Dress & Grooming:
 - a. Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent, and shoes.
 - b. Shirts and dresses must have fabric in front and on the sides and must not be strapless.
 - c. Clothing must cover undergarments (bra straps excluded)
 - d. Fabric covering all private parts must not be see through.
 - e. Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.

- f. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - g. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
2. Non-Allowable Dress & Grooming:
- a. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
 - b. Clothing may not depict pornography, nudity, or sexual acts.
 - c. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
 - d. Clothing, including gang identifiers, must not threaten the health or safety of any other students or staff.
3. If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline procedures for similar violations.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including out of school suspension.

5300.25

PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
 - 1. Running in hallways
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which disrupts the normal operation of the school community.
 - 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate website; or any other violation of the district's acceptable use policy.

- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Lateness for, missing or leaving school without permission.
 - 3. Skipping detention.

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - 2. Inappropriate public sexual contact.
 - 3. Display or use of personal electronic devices, such as, but not limited to, cell phones, iPods, digital cameras, in a manner that is in violation of district policy.

- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of yourself or others. Examples of such conduct include, but are not limited to:
1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation or disability as a basis for treating another in a negative manner.
 5. Harassment, which is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its

- responsibilities under the law and in accordance with district policy regarding civil rights protections.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Bullying, is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, having, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.
 8. Hazing, which includes an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
 9. Selling, using or possessing obscene material.
 10. Using vulgar or abusive language, cursing or swearing.
 11. Possessing or using any tobacco or nicotine based products.
 12. Possessing or using electronic cigarettes (E-Cigarettes) on school property.
 13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. “Illegal substances” include but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as “designer drugs”
 14. Inappropriately using or sharing prescription and over-the-counter drugs.
 15. Gambling.
 16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 17. Possessing or distributing pornographic material.
 18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
1. Plagiarism.
 2. Cheating.

3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function. Examples of such misconduct include, but are not limited to:
1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic test).
 2. Threatening or harassing students or school personnel over the phone.
 3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

5300. _ _

District-Wide Backpack and Bag Policy

- A. In order to create the safest environment for students and staff, students are not permitted to use backpacks, totes or string bags, during the school day. They are permitted to use them to carry books and supplies to and from school, but are NOT permitted to carry them between classes. In grades PK-6 students will be assigned a space to store their materials in the classroom. In grades 7-12 students will be assigned a locker in the hallway to store their materials. Exceptions can be made for medical or religious purposes.
- B. Students in grades 10-12 participating in the “bring your own device” program (BYOD) are permitted to carry their devices in a protective cover.

5300. _ _

A. Driving and Parking on Campus

1. Prior to driving to school, students must register their vehicles by completing proper paperwork in the appropriate main office of their assigned building. Required information includes name/make/color/year of vehicle/license plate number, and a copy of a valid driver’s license.
 - i. Student drivers will receive a parking permit to place on the rearview mirror of their vehicle. The tag must be visible at all times when the vehicle is parked.
 - ii. Parking is a privilege and that can be revoked at any time by the principal, designee, or the superintendent if driving or parking rules are broken. In addition, tardiness to school may result in revocation of a parking permit.
 - a. Student vehicles should be locked at all times when parked on school property. Students are not permitted to sit in cars or loiter in the parking lot. Students may not return to their cars until they are ready to leave for the day or unless escorted by a staff member.
 - b. Students are not permitted to use their car to leave campus during the day unless they have prior approval to drive to a prescheduled health provider appointment, to drive to BOCES, or they have a legal school dismissal.
 - c. All cars are to stop and yield to the right of way to school busses. Vehicles are not permitted to cut into a line of busses.

2. Prohibited Vehicles

- i. Snowmobiles and all-terrain type vehicles are prohibited from being driven on school property.
- ii. Bicycles and skateboards may be ridden to school as a means of transportation only. Recreational use of bikes, skateboards, scooters, roller-skates, or rollerblades on school grounds is prohibited during the school day. Extreme tricks, stunts, and the use of jumps or ramps on school grounds is prohibited at all times. All bicycles must be parked in the bike rack provided by the school and should be properly locked. Students are expected to be courteous and safe, and to use good judgment when operating one of the aforementioned vehicles.

3. Notification of Law Enforcement

- i. Law enforcement will be notified in the case of traffic and parking violations and unregistered vehicles on school property.

5300.30

REPORTING VIOLATION

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

5300.35

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact

with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff.
2. Written warning – any members of the district staff.
3. Written notification to parent – principal or designee.
4. Lunch Detention – teacher, principal or designee, superintendent.
5. Detention – principal or designee, superintendent.
6. Suspension from transportation – director of transportation, principal, superintendent.
7. Suspension from athletic participation – Athletic Director, coaches, principal or designee, superintendent.
8. Suspension from social or extracurricular activities – activity supervisor, principal or designee, superintendent.
9. Suspension of other privileges – principal or designee, superintendent.
10. In-School suspension – principal or designee, superintendent.
11. Removal from classroom by teacher – teacher, principal or designee.
12. Short-term (five days or less) suspension from school – principal, superintendent, Board.

13. Long-term (more than five days) suspension from school – superintendent, Board.
14. Permanent suspension from school – superintendent, Board.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use lunch or after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself-herself properly on a bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or the superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension". The in-school suspension teacher will be a certified teacher, or a teaching assistant under the direct supervision of a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students.

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include but are not limited to: (1) short-term "time-out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. (Refer to SAVE Legislation process.)

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours, provided that if such twenty-four hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

The teacher must complete a district-established disciplinary removal form and meet with the principal of his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, provided that if such twenty-four hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, the principal or another district administrator designated by the principal must notify the student's parent in writing that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal, provided that if such twenty-four hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant

events. The informal meeting must be held within 48 hours of the student's removal, provided that if such forty-eight hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or his/her designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law § 3214 and a suspension will be imposed

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48 hour period for the informal conference, provided that if such forty-eight hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.\

6. Suspension from school:

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the

principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a) Short-term (5 days or less) suspension from school

When the Superintendent of Principal (referred to as the “suspending authority”) propose to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent’s decision unless they

can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

- b) Long-term (more than five days suspension from school).

When the superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within thirty days of the decision.

- c) Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

- d) Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

- 1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law § 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- 1) The student's age
- 2) The student's grade in school
- 3) The student's prior disciplinary record.
- 4) The superintendent's belief that other forms of discipline may be more effective.
- 5) Input from parents, teachers and/or others.
- 6) Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon on school property

Any student, other than a student with disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom.

Any student, other than a student with a disability who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given

the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the suspension may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petition

The district may file a PINS (Person in Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by

- a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b) Engaging in ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c) Knowingly and unlawfully possesses marijuana in violation of Penal law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a) Any student under the age of 16 who is found to have brought a weapon to school or
- b) Any student 14 or 15 years old who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42)

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate enforcement authorities.

5300.40

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education law § 3214, the district will take immediate steps to provide alternative means of instruction for the student.

5300.45

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 or New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan (BIP)* means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral support and services to address the behavior.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total

amount of time the student has been removed and the proximity of the suspension or removals to one another.

4. *Illegal drug* means a controlled substance but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substance Act or under any other provision of federal law.

5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement and conducted in accordance with requirements set forth later in this policy.

7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.

10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

11. *Students presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.

13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possess or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be discipline in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the Definitions section of this policy, unless:

1. The manifestation team determines that the student's behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substance, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstance on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting to goals set out in their respective individualized education program, and to received, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspensions.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement.
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer

or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)

5300.50

CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

5300.55

STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda" – type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

- In addition, the Board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to

believe that the search will result in evidence that the student violated the law or the district code of conduct.

- An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.
- An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.
- Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.
- Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. STUDENT LOCKERS, DESKS AND OTHER SCHOOL STORAGE PLACES

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. DOCUMENTATION OF SEARCHES

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is: what item(s) were found).

10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his designee shall clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. CHILD PROTECTIVE SERVICES INVESTIGATIONS

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

5300.60

VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of student, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school during the school day must report to the office of the principal upon arrival at the school. There, they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions after school hours that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. It will be the responsibility of each district employee to report any unauthorized person on school property to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

5300.65

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "**public**" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

A. PROHIBITED CONDUCT

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.

4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, sex, gender (including gender identity and expression), sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Possess and or use a cigarette, cigar, pipe, electronic cigarette (e-cigarette), chewing or smokeless tobacco.

B. PENALITIES

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.

5. Staff members other than those described in subdivision 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. ENFORCEMENT

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the persons conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

5300.70

DISSEMINATION AND REVIEW

A. DISSEMINATION OF CODE OF CONDUCT

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the district's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practical after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the

management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board will appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of students, teachers, administrators, parent organizations, school safety staff and other school personnel.

Before adopting any to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.