

WHITESVILLE CENTRAL SCHOOL
WHITESVILLE, NEW YORK 14897
PHONE: (607) 356-3301

STUDENT HANDBOOK
2020-2021

Tammy Emery
Superintendent

Renee McNeely
Principal/CSE Director

Elizabeth Potter
Guidance Counselor

Board of Education

<u>Members</u>	<u>Term Expires</u>
Jeffrey Erdmann, President	2021
Jane Hall, Vice-President	2023
Charles Cutler, Jr.	2021
Scott Garis	2022
Monica Acomb	2023

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WCS DIRECTORY

The following directory is a listing of school personnel. If you need to discuss a school related situation, please contact the appropriate individual, as indicated.

When calling the school (607-356-3301), press 0 for the Main Office unless otherwise indicated.

<u>NAME</u>	<u>POSITION</u>	<u>TELEPHONE NUMBER</u>
Eva Billings	Teacher's Aide	
Patrick Birmingham	Bus Driver	607-356-3263
Kayla Bissett	Kindergarten Teacher	ext. 323
Amy Brundage	MS Science, Biology, Earth Science	ext. 353
Joseph Chapman	Mechanic, School Bus Driver	607-356-3263
Denise Clarke	Universal Pre-Kindergarten Aide	ext. 321
Joan Cobb	Nurse	ext. 230
Joan Coleman	Cafeteria Manager	ext. 231
Ryan Conklin	Health & Physical Education	ext. 227
Maggie Cregan	Grades 4 & 5 ELA, Social Studies	ext. 347
Tiffany Crittenden	MS/HS Special Education	ext. 303
Laura Daniels	Cleaner	ext. 232
Devin DeMarco	MS ELA	ext. 351
Tammy Emery	Superintendent	ext. 225
Cynthia Emrich	Universal Pre-Kindergarten & RTI Teacher	ext. 321
Thomas Emrich	Special Education	ext. 343
Lacey Gardner	HS English	ext. 301
Kristi Garis	Cafeteria Staff	ext. 231
Stephany Grimes	Grade 2 Teacher	ext. 330
Jacob Grisewood	Technology & STEAM	ext. 306
Larissa Jacobs	Grade 3 Teacher	ext. 329
Rebekah Lewis	Grade 4 & 5 Math, Science	ext. 346
Tessa Levitt	Curriculum Coordinator	ext. 243
Alexander Lipnicki	MS/HS Math	ext. 307
Richard Marble	Bus Driver	607-356-3263
Trey Marra	Occupational Therapist	ext. 326
Deanna McIntyre	Cleaner	ext. 232
Michael McIntyre	Head Custodian	ext. 232
Michael E. McIntyre	Cleaner	ext. 232
Renee McNeely	Principal/CSE Director	ext. 223
Margeurite Meehan	Special Education Aide	ext. 343
Claire Miller	Attendance Clerk	ext. 241
Douglas Moot	Technology & Junior Accountant	ext. 226
Danika Morse	District Treasurer	ext. 222
Dennis Munro	Bus Driver	607-356-3263
Holly Ordway	Cafeteria Staff	ext. 231
Julie Ormsby	Grade 1 Teacher	ext. 327
Marissa Perez	Music Teacher	ext. 341
Elizabeth Potter	Guidance Counselor	ext. 234
Aaron Rawady	RTI, MS/HS Social Studies & AD	ext. 325
Mary Saunders	Bus Driver	607-356-3263
Michaela Schrader	Speech Therapist	ext. 326
Carin Schultz	MS Math, Science & Elem. RTI	ext. 352
Jennifer Schultze	Student & Family Support Specialist	ext. 265
Sally Severtson	Librarian	ext. 344
Carolyn Smith	Physical Therapist	ext. 336
Wendy Stebbins	Grade K-5 PE & MS/HS Social Studies	ext. 228
Linda Tronetti	Reading & RTI Teacher	ext. 325
Michael Wales	Psychologist	ext. 239
Melissa Waters	Guidance & CSE Secretary	ext. 235
Tracey Waters	Superintendent Secretary/District Clerk	ext. 221
June Weller	Chemistry Teacher	

MISSION: Whitesville Central School **EMPOWERS** all learners to Lead, Innovate and Communicate.

BELIEFS

We believe that:

- 1) All children must have the opportunity to realize their potential and to earn their place in an ever-changing society through the educational process;
- 2) Our school should provide a stimulating educational environment that promotes learning by providing security, motivation, discipline, understanding, acceptance, respect, direction, and encouragement from caring adults;
- 3) All students can learn to the highest degree possible within the regular program of their curriculum using the appropriate level of intervention;
- 4) Our school should provide for the development of self-confidence; of respect for self and others; of social and ethical awareness; and of intellectual, physical, and aesthetic capacities;
- 5) Growth occurs through the accomplishment of meaningful, challenging tasks
- 6) Motivation is necessary to the learning process
- 7) Our school should support life-long learning
- 8) Parental/care giver involvement is essential to every student's success
- 9) Our school should teach students to become responsible citizens and parents.

VISION: Whitesville Central School believes a **Leader** is intrinsically motivated with courage and integrity. Whitesville Central School believes an **Innovator** is a creative minded problem solver who is willing to take risks. Whitesville Central School believes a **Communicator** is an active listener who is well organized and tactfully articulates.

EDUCATIONAL ENVIRONMENT

We envision:

- 1) A close, cooperative effort by parents, teaching and non-teaching staff, students, community, and business;
- 2) A total school environment structured to assist students to choose success;
- 3) A challenging environment which provides for maximum academic achievement and emotional and social growth by
- 4) each student according to his or her ability;
- 5) Direction, encouragement, respect, and security from caring adults and, 5) first rate facilities.

PROFESSIONAL STAFF

We envision:

- 1) Teachers with increased professional status, adequate planning time and the opportunity for professional growth and;
- 2) Effective support systems in place for staff, students, and parents.

OUR STUDENT:

We envision:

- 1) Students who actively participate in the direction of their education, are accountable for their progress, and accept responsibility for the results;
- 2) Maximum academic achievement and emotional and social growth from each student, according to his or her ability;
- 3) Students with the ability to set long-range goals, and the confidence and ability to pursue them;
- 4) Students who respect themselves and others, and who show tolerance and social responsibility;
- 5) Students who are self-disciplined and motivated;
- 6) Students with skills in critical thinking, decision-making, communication, and organization and;
- 7) Students who are aware of and make choices toward healthful lifestyles.

CURRICULUM AND INSTRUCTION

We envision:

- 1) Support and commitment to career and cultural exposure by the Board, administration, and staff;
- 2) Adequate staff and curriculum offerings to keep up with technology and;
- 3) A shared, general approach by the school community to values education and its implementation.

POST-GRADUATES

We envision:

- 1) Graduates able to adapt and change careers;
- 2) A program of adult education for life-long learning and;

- 3) More graduates continuing their education.

EXIT OUTCOMES

Our Exit Outcomes serve as an educational focus, not as a list of graduation requirements. Opportunities for acquiring these exit outcomes will be integrated into the school experience and drive the behaviors of everyone involved. The Outcomes are observable, and periodically measured to the degree possible. They are designed to encourage responsible choices and to prepare students for post-graduate life as productive members of society.

- 1) [Mastery] Each graduate will have mastered a knowledge base to the highest degree possible for that individual.
- 2) [Post-Graduate Preparedness] Upon graduation from high school, each graduate will be able to enter post-secondary education and/or career-level employment.
- 3) [Critical Thinking] Each graduate will be able to think logically, critically, and creatively, using available resources to solve problems.
- 4) [Communications] Each graduate will demonstrate effective communications skills to convey and receive ideas in various forms.
- 5) [Cultural Participation] Each graduate will demonstrate knowledge, understanding and appreciation of the artistic and intellectual accomplishments and the cultural and ethnic diversity of civilization. Each individual will exhibit the skills needed to express personal and artistic interests.
- 6) [Citizenship] Each graduate will have acquired and shown the ability to apply knowledge about United States and global political, economic, and social systems, enabling each individual to function as an active, productive member of our democratic society.
- 7) [Personal Life Management] Each graduate will show the ability to understand ethical behavior, and the understanding of physical, mental, and emotional health.
- 8) [Cooperative Living] Each graduate will understand his or her rights and responsibilities, and demonstrate the ability to function effectively within groups, as a parent, home manager, family member, worker, learner, consumer, and community member.
- 9) [Self-Direct Achievement] Each graduate will demonstrate the ability to set goals and assume responsibility for reaching those goals.
- 10) [Lifetime Learning] Each graduate will possess the knowledge, skills, and attitudes necessary to adapt to changing times, personal situations, and new technologies.

SCHOOL INFORMATION

Student Admission

SCHOOL AGE: UPK

Universal Pre-Kindergarten - Children must be 4 years old on or before December 1st of that year. Kindergarten - Children must be 5 years old on or before December 1st of that year.

ENROLLMENT:

When a student moves into the district, or if a student is of school age, the parents should contact the Guidance Office at (607) 356-3301, or stop in. They will be asked to fill out enrollment forms and will receive information.

OUT-OF-DISTRICT STUDENTS:

Whitesville has a high proportion of out-of-district students. If an out-of-district student wishes to enroll at Whitesville, the parents should call the school to receive an application form. School Board policy allows out-of-district students to attend Whitesville under the following conditions:

- 1) No significant behavior problems in current school
- 2) UPK (Pre-school) half day: no out-of-district students accepted if 16 or more students are enrolled;
- 3) Kindergarten - 6th grade: no out-of-district students accepted if 25 or more students are enrolled.

Change of Address

Whenever a student moves or has a telephone number changed, the new address or telephone number should be given to the Main Office and Guidance Office.

School Day

Homeroom period for all students begins at 7:50am. School dismissal 3:00pm (Elementary) and 3:09 (Middle/High School).

Medical Information

NURSE:

The School Nurse is located in the main hallway. An ill or injured student should inform the teacher in charge, then report to the Nurse, who will administer medical treatment and inform parents if necessary.

MEDICATION:

To dispense any medication, including aspirin, the nurse must have a doctor's note on file. All medication must be taken to the school nurse unless a self-medication release form is on file.

IMMUNIZATIONS:

All students are required upon entry to have updated immunizations. The school nurse will send appropriate forms.

PHYSICALS:

Every year the school physician examines students who are in need of an annual physical. If a problem exists, parents will be notified.

INSURANCE:

School insurance is provided in the event of an injury sustained in school. It "picks up" where the parents' or guardians' insurance "leaves off."

School Bus Information

School buses leave the bus garage about 7:00 and leave school at the end of the day about 3:15. The time of student pick-up or drop-off depends on where the child is located on the route. If you have a question regarding bus times, or any other questions or concerns, call Joseph Chapman, Head Bus Mechanic, at (607) 356-3263, or speak to the bus driver, or call the school office.

Bus Routes:

Beech Hill	--Mary Saunders
Cryder Creek	--Patrick Birmingham
Uptown	--Patrick Birmingham
Spring Mills	--Dennis Munro
West Union	--Dick Marble
Universal Pre-K	--Joseph Chapman

Facility Use

The Whitesville school building or playing fields are available to the community groups as long as student activities are not affected. Call the office at (607) 356-3301 or refer to the school's website for a "Building Request Form." All school rules and regulations apply.

Senior Privileges:

- 1) Beginning the second day of school, seniors who have returned completed permission forms may enjoy the privilege of leaving school grounds during the assigned lunch period.
- 2) Beginning the seventh week of school, seniors who meet the criteria and who have returned completed permission forms may also leave during AIS study hall provided that the student is not assigned to an AIS class.
- 3) Students may request work release privileges on an individual basis.

SENIOR PRIVILEGES MAY BE REVOKED UNDER THE FOLLOWING CONDITIONS:

- 1) When a Senior is excessively tardy or excessively absent from school, privileges may be suspended at the discretion of the administration. A warning will be issued prior to the suspension of privileges.
- 2) If a senior receives a failing five-week report or report card grade, his/her privileges will be suspended for the remainder of the quarter. Privileges may be reinstated at the end of the quarter if grades (and cumulative average) are passing. The next failure will result in the privilege being revoked for the remainder of the school year.
- 3) If a Senior receives a disciplinary referral, privileges may be suspended at the discretion of the administration.
- 4) If a Senior is in jeopardy of graduating, he/she will not receive his/her privileges.
- 5) Failure to notify the school nurse if sick will result in the loss of privileges.
- 6) Seniors must not be in the building roaming during released time.
- 7) If a Senior does not re-enter the building using the Main Office Entrance.

National Honor Society Privileges

Members of the National Honor Society may leave during the scheduled lunch period and AIS study hall time provide they have turned in a permission form. This privilege may be revoked under the same conditions as senior privileges. These privileges begin the second day of school and after the induction ceremony.

Student Vehicles

Student Driving Permission Forms are available in the Principal's Office. They must be signed by a parent or guardian and returned to the school office. Students must park on the far side of the high school parking lot or in the student parking lot outside of the big gym. Students are expected to operate their vehicles in a safe manner obeying all vehicle and traffic laws. Students are only permitted to operate their vehicles before school, at lunch with release permission, and after all buses have left, unless an administrator grants permission. Students who fail to operate their vehicles properly may lose permission to park on school property.

School Newsletter:

The school newsletter, the Blue Jay By-Lines, is mailed every other month to all district residents, and to parents of out-of-district students. Pennsylvania students received a hard copy of the By-Lines in their homeroom. Enrollment information, bus lists, and free and reduced lunch information is provided in the September edition. Monthly calendars and school lunch information are provided bi-monthly, along with general articles of interest, and a message from the Superintendent. If you wish to receive a copy of the Blue Jay By-Lines, call the school office at (607) 356-3301.

Fundraising Activities

All fundraising activities must be consistent with the policies of the Board of Education and New York State Education Law and will be approved by the administration. Fundraising campaigns are not to be in competition with local merchants and are to be scheduled by the class so to minimize competition between various classes. The Principal must be consulted for scheduling of events and entering into financial agreements.

Lunch: Free or Reduced Price

Federal Aid is available to provide "free or reduced" lunches for children of families under a certain income. Forms to fill out and return to school are available in the September School Newsletter, or in the office at any time.

Breakfast: - Served 7:30-7:50 for all students. Cost is \$1.10. Students who qualify for "free or reduced" lunch also qualify for "free or reduced" breakfast.

Lunch: -Served from 11:00 through 12:30. Cost is \$2.25.

Morning Milk: - Served to students in grades K-5. Cost is \$.30.

Meals may be pre-paid. Please send money in an envelope marked with the child's name and grade level. Students should give this envelope to Ms. Coleman when they come into school in the morning.

Announcements

Each morning during homeroom, are live streamed on the Whitesville Central School website and viewed in homerooms. Requests for announcements should be emailed to techclass@whitesvillesd.org.

Drills

By law, certain drills must be held periodically during the school year. Among these are bus emergency drills, fire drills, and lockdown drills. Also, once a year we must conduct an emergency evacuation drill. These are all serious and important practices for handling emergencies. Once a drill is signaled, **STUDENTS MUST REMAIN QUIET AND ALERT TO DIRECTIONS UNTIL THE DRILL IS COMPLETED.**

Emergency School Closings

In the event it becomes necessary to close school due to weather, impassable roads or other emergencies, an announcement will be made on the radio. Please listen to the following stations rather than calling the school for information:

- Channel 7 TV (WKB Buffalo); - 103.5 FM (WJQZ, Wellsville); - 790 AM (WLSV, Wellsville);
- Channel 4 TV (WIVB Buffalo); - 101.9 FM (WZKZ, Wellsville);
- Channel 2 TV (WGRZ Buffalo); - 95.7 FM (WPIG, Olean); 1450 AM (WHDL, Olean);
- 105.3 FM (WKPQ, Hornell); 1320 AM (WHHO, Hornell);
- 92.1 FM (WCKR, Hornell); 1480 AM (WLEA, Hornell).

Also, a Global Connect message will be sent via the phone to each enrolled family at WCS. If you have a telemarketer block on your phone, you will not receive the message.

Pink Pass or Dismissal During the School Day

A "pink pass" is a pass given to a student to leave school early, or to leave school and return. Passes are given if /when:

- 1) The School Nurse determines that a student is ill and must go home. In this case, the Nurse will call the parent to arrange transportation home.

- 2) The parent requests early dismissal due to an unavoidable appointment. In this case the parent should send a letter to school a day or more in advance, so that the teachers will be aware that time will be lost.
- 3) The parent requests early dismissal due to an emergency. In this case, the parent calls the school or comes into school to pick the student up.
- 4) The parent must sign out their child before the child can leave school grounds.

Lockers

Each 4th-12th grade student will be assigned a locker and is expected to use only that locker, with a school lock which is available from Mrs. Miller. The locker is a possession of the school district and, as such, may be subject to search. Money, merchandise, and valuables should not be left in lockers. If necessary, valuables may be left at the office for safe keeping, as the school is not responsible for lost or stolen property.

GUIDANCE

Our Guidance Counselor, Ms. Elizabeth Potter, is available to guide students with scheduling choices and to counsel those with academic problems or personal problems as well as to advise students with college or career choices. Students should feel free to ask Mrs. Waters, Guidance Secretary, for an appointment.

Grades 6-8 Requirements - General Summary

Middle school students must repeat any "majors" that are failed: English, Math, Social Studies, and Science. Every effort will be made to allow students to move ahead in courses they have passed.

Senior High Requirements - General Summary

All school subjects taken in grades 9-12 count as academic credit.

All students in grades 9-12 are required to take a minimum of 7.5 academic credits per year, one half of which is physical education.

Exceptions would be a senior student who is satisfactorily meeting all of his or her graduation requirements and obtains a work release for part of the school day, or students who have an individual education plan that would stipulate otherwise.

Students must have acquired the following credit units to be considered a class member:

SENIOR	14 units of academic credit.
JUNIOR	10 units of academic credit.
SOPHOMORE	5 units of academic credit.

Diploma and Graduation Requirements

All students are required to meet all graduation requirements including passing all required courses and meeting the requirements of Attendance Policy #6121. Any deviations from requirements of this policy must be reviewed by the Board of Education before the student is allowed to graduate.

Honor Roll

High Honor Roll:	Student has attained an average of 95% or above.
Honor Roll:	Student has attained an average of 90% - 94.99%.
Merit Roll:	Student has attained an average of 85%-89.99%

Senior Class Final Rankings

Valedictorian and Salutatorian will be determined after third quarter grades have been determined. If there has been a BIG change by the end of the 4th quarter (indicating a student did not continue to be responsible about his/her academics) and the administration feels that the student should NOT be honored, the class rankings will be recalculated.

CURRICULUM REQUIREMENTS **GRADES 6-8**

Units of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. By the end of grade 8, a student should complete the following units of study:

<u>SUBJECT</u>	<u>UNITS OF STUDY</u>
English	3
Social Studies	3
Mathematics	3
Science	3
Art and Music	2
Health	.5
Introduction to Technology	1
Home & Career Skills	.75
Physical Education	1.5
Second Language **	1

** Must have 2 units by the end of grade 8

GRADES 9-12

<u>REGENTS DIPLOMA (Units)</u>	<u>SUBJECTS</u>	<u>LOCAL DIPLOMA (Units)</u>
4	English	4
4	Social Sciences	4
3	Science	3
3	Mathematics	3
1	Art and/or Music *	1
.5	Health Education	.5
1	Physical Education	2

* Art/Music requirement can be with any Art course, Band, Chorus, Design & Drawing for Production, or Technical Drawing (½).

(1) units of a second language must be completed by the end of Grade 9. This can be obtained by participating in Spanish 7 and Spanish 8 at the middle school level or the completion of Spanish I at the high school level.

A three (3) unit sequence in a second language is a pathway for an Advanced Regents diploma. Any five-unit sequence may be substituted for the second language. If a student pursues an Advanced Regents diploma without taking a second language sequence, a 5-unit sequence in technology, business, art, or career technical education.

SEQUENCE

1 - 5 Unit Sequence in an Occupational Education area

REQUIRED TESTS

LOCAL/REGENTS DIPLOMA

English Language Arts (min 65)
 Algebra I CC (min 65)
 US History (min 65)
 Global History & Geography (65 or higher)
 Science (min 65) (Earth Science or Biology)

REGENTS/ADVANCED DIPLOMA

English Language Arts (65 or higher)
 US History
 Global History & Geography (min 65)
 Algebra I CC
 Physical Setting/Earth Science (65 or higher)
 Living Environment/Biology (65 or higher)
 Geometry CC (65 or higher)
 Algebra II CC (65 or higher)

Student Graduation Plans will be evaluated after every testing to ensure that student have opportunity and are taking the appropriate exams to achieve their Diploma option. Should students struggle to get a 65 or higher on any of the exams required for a high school diploma, the school counselor will meet with the student and parent(s) to discuss other avenues for obtaining a high school diploma, (pathways).

CHALLENGING A COURSE

- Policy: Students who score 85% or above on a State Regents Examination, but do not have a passing average using four marking periods in the course, must complete a teacher designed project that may require the student to attend class.

- Procedure: The teacher will design a project that allows the student to show competency in at least five skill/content areas taught in the course being challenged. This project must be approved by the school principal. The teacher will draw up a contract signed by the student, parent, teacher and principal outlining what steps the student must follow in order to complete the exit project successfully including a rubric with which the project will be graded.

PASSING THE REGENTS AND THE COURSE

- Policy: If a student passes a State Regents Examination and can show a passing average in the course using 4 marking periods plus the exam, he or she will be given credit for the course and released from attending class in that course.
- Procedure: The guidance counselor and the teacher will total the students marking period and regents grades to determine if the student has a 65% average. The principal must sign off on the agreement to release the student from the class.

5 UNIT CURRICULUM SEQUENCE REPLACING LANGUAGE (SPANISH) CAREER & FINANCIAL MANAGEMENT AND 4 UNITS IN ONE OF THE FOLLOWING AREAS:

TECHNICAL EDUCATION SEQUENCES

World of Technology	1 unit
Building Construction	1
Materials Processing	1
Advanced Woodworking	1
** Drawing & Designed for Production	1 ** if not used in Art/Music requirement

BUSINESS/MARKETING SEQUENCES

Career and Financial Management	1 unit
Business Analysis/Business Computer Applications	1
Accounting	1
Principles of Marketing	1
Business Math	1
ACE Applied Business Math	½
ACE Business Law	½
ACE Professionalism	½
ACE Macroeconomics	½
ACE Business Communications	

ART SEQUENCES

Studio in Art	1 unit
Studio in Drawing and Painting	1
Studio in Media Arts	1
*Computer Aided Design and Drawing	1 * if not used in Tech. sequences
Portfolio Art	1
Studio in Ceramics/Sculpture I	1
Studio in Ceramics/Sculpture II	1

ACADEMIC SEQUENCES

(Regents only)

SCIENCE SEQUENCES

Physical Setting: Earth Science	1 unit
Living Environment: Biology	1
Physical Setting: Chemistry	1
Physical Setting: Physics	1

MATH SEQUENCES

Algebra I CC	1 unit
Geometry CC	
Algebra II CC	

FOREIGN LANGUAGE SEQUENCES

Spanish 7 and 8 –OR– Spanish I	1 unit
Spanish II	1
Spanish III	1

PHYSICAL EDUCATION

Each student must complete four (4) years of physical education for which 2 units of credit are given (½ unit per year).

HEALTH EDUCATION

Before graduation, each student must successfully complete ½ unit of study in Health Education. We offer this course to 10th grade students.

A full list of course descriptions can be viewed on the school website under the Guidance department.

EXTRACURRICULAR ACTIVITIES

INTERSCHOLASTIC ATHLETICS

Whitesville Central School fields the following teams:

- Varsity Soccer, Boys and Girls
- Varsity Basketball, Boys and Girls
- Varsity Baseball, Boys
- Varsity Softball, Girls
- Varsity Cheerleading
- Junior Varsity Soccer, Boys and Girls
- Junior Varsity Basketball, Boys and Girls
- Junior Varsity Baseball, Boys
- Junior Varsity Softball, Girls
- Modified Soccer, Boys and Girls
- Modified Basketball, Boys and Girls
- Modified Baseball, Boys and Modified Softball, Girls

(The fielding of these teams is contingent upon the number of students interested.)

All students who participate on an athletic team receive a copy of the **Code of Athletics**, which must be signed by the student and a parent/guardian in order to participate.

Academic Eligibility

- 1) Students covered by this policy may be declared ineligible for participation if they have a failing average of two or more subjects with an "unsatisfactory" comment.
- 2) A list of all ineligible members will be turned into the Main Office by 2:30 PM Thursday with a copy given to the coach or advisor involved. The coach or advisor will inform the student of his/her ineligibility by 4:00 PM Thursday.
- 3) Ineligibility will run from the following Monday through Saturday. Students can regain eligibility at the discretion of the teacher(s) involved. It is the student's responsibility to consult with the teacher to determine what must be done to regain eligibility. Teachers must notify the appropriate coach or adviser by 2:30 of the day when a student regains eligibility.
- 4) A student who is declared ineligible is required to attend all practices and games during the period of ineligibility unless excused by the coach or adviser.
- 5) Ineligible students are required to attend academic study hall twice per week.
- 6) Students failing a course but not declared ineligible can be assigned to academic study hall, which they would have to attend twice per week.

MUSIC

Whitesville Central School offers the following opportunities:

- | | |
|------------------|--------------------|
| Senior High Band | Senior High Chorus |
| Junior High Band | Junior High Chorus |
| Elementary Band | Elementary Chorus |

Marching Band -- generally, the Marching Band performs on Memorial Day.

Speech Services

All students are screened for speech and language problems upon entering school. When appropriate, therapy is provided individually or in small groups depending on needs. Parents with questions should contact the school and ask to speak to the speech therapist.

Special Education

The Special Education program at Whitesville consists of a Resource Room and Self-Contained class in the building. Students with certain needs may have to be placed in classes in other schools.

Resource Room: The Resource Room provides our handicapped population with support services and remediation of problem areas. Support services are typically related to completion of homework, organization skills, study skills, and testing modifications. Remediation means receiving help in certain academic areas. Learning-disabled students are taught to compensate for their disablement.

Self-Contained Class: Students with greater disabilities may be placed in the self-contained class, where the curriculum is modified to meet their individual needs. One-on-one instruction and remediation are often provided. The students are "mainstreamed" in regular classes as much as possible.

Committee for Special Education: All Special Education placements are made through the Committee for Special Education, which consists of staff members, a parent representative, and the parent of the child in question. Any parent with a question should call the Guidance Office and ask to speak to the Chairman of the Committee for Special Education.

TRANSPORTATION

Bus drivers will use the Assertive Discipline approach to discipline.

A. BEFORE YOUR SCHOOL BUS ARRIVES:

1. **DRESS WARMLY**• Wear clothes to fit the weather conditions.
2. **BE ON TIME**• Be at your assigned bus stop at least five minutes before your bus is scheduled to arrive.
3. **STAY AWAY FROM THE STREET**• While you are waiting for your bus, stay back from the edge of the road.
4. **WAIT QUIETLY**• Do not roughhouse or run around while waiting for the school bus.
5. **LINE UP**• When you see your bus approaching, line up in a single line, letting girls go first.
6. **WAIT FOR BUS TO STOP**• Do not start toward the bus until it has come to a full stop and the driver has opened the door.

B. GETTING ON THE SCHOOL BUS:

1. **USE THE HANDRAIL**• Make a habit of using the handrail every time you enter or leave the bus. This helps to prevent falls.
2. **WATCH YOUR STEP**• Watch your step to be sure you have solid footing as you enter or leave the bus. In the winter you should watch for ice on the steps.

C. WHILE YOU ARE ON THE SCHOOL BUS:

1. **STAY IN YOUR SEAT**• Find your seat as soon as you get on the bus and stay in it until the bus has come to a full stop at your school or at your bus stop.
2. **IF YOU MUST STAND**• When there are no more seats and you must stand, face forward and hold onto the seat handrails of the seats on each side of you. Let someone else hold your books.
3. **DO NOT BOTHER THE DRIVER**• While the bus is in motion, do not talk to the driver or distract their attention.
4. **BE ABSOLUTELY QUIET**• As the bus is approaching a railroad crossing, you must be quiet.
5. **ALWAYS OBEY THE DRIVER**• The school bus driver is to be obeyed at all times just as your classroom teacher is obeyed.
6. **STAY INSIDE OF THE SCHOOL BUS**• Always keep your head, hands, and arms inside the school bus. Never throw anything out the windows.
7. **HELP OTHERS AND BE POLITE**• You can help younger pupils learn to ride the bus safely and protect them as they learn.
8. **KEEP YOUR HANDS TO YOURSELF**•

9. KEEP THE BUS AISLE CLEAR• Keep your feet under your seat, books, lunch boxes, and backpacks in your lap.
10. KEEP YOUR BUS CLEAN AND NEAT• Do not litter on your bus. Eating and smoking are not permitted on the bus at any time.
11. NEVER THROW ANYTHING• You can help prevent accidents and injuries by not throwing anything in the bus, out of the bus, or at the bus.
12. IN CASE OF EMERGENCY• Obey your drivers. They will tell you what to do.

D. AS YOU LEAVE THE SCHOOL BUS:

1. USE THE HANDRAIL AND WATCH YOUR STEP• Only you can prevent falls.
2. BE COURTEOUS• Help others when steps and walks are icy.

E. AFTER YOU LEAVE THE SCHOOL BUS:

1. WALK CAREFULLY• Never Run.
2. IF YOU MUST CROSS THE ROAD TO ENTER OR LEAVE YOUR BUS:
 - a. Come only in front of the bus and at least ten feet ahead of it.
 - b. Watch for your driver's signal before you enter the roadway.
 - c. Be sure all traffic has stopped, then enter the roadway carefully.
 - d. Help smaller children to cross the street safely.

F. ON EXTRACURRICULAR BUS TRIPS:

1. FOLLOW THE RULES• The same rules, as listed above apply to all trips made by your school bus.
2. OBEY THE DRIVER AND TRIP SPONSORS• They are responsible for your conduct and safety and need your cooperation.

BUS DISCIPLINARY PROCEDURES

(All students may have assigned seats at the discretion of the bus driver.)

- 1) The bus driver is in charge of student conduct on the bus and must be obeyed. For disciplinary incidents, the bus driver will remind the student(s) involved of the rules and regulations. If problems continue, the bus driver may make seating changes.
- 2) If problems continue, or a major incident occurs, the bus driver will write a School Bus Incident Report and turn it into the Superintendent of Schools, who will investigate the incident. After investigation, the Superintendent of Schools or designated authority may simply notify the parents, or may impose school discipline such as in-school or after school detention.
- 3) A second incident report will result in more severe detention or a short-term bus suspension.
- 4) A third incident report will result in a bus suspension of no fewer than 3 days.
- 5) A fourth incident report will result in long-term suspension.

Any incident endangering the welfare of students, the driver, or any other vehicles will result in bus suspension even though it may be the first incident reported to the Superintendent.

RULES AND CODE OF ETHICS FOR COMPUTER USE

As a computer user, I agree to follow the rules and code of ethics in all of my work with computers while attending Whitesville Central School.

- I am responsible at all times for the proper use of my account. I will not share my password. If at any time I suspect another person knows my password, I will change my password or see the technology coordinator for help changing my password.
- I recognize that all computer users have the same right to use the equipment; therefore, I will not play games or use the computer resources for non-academic activities.
- I also recognize the work of all other users is valuable: therefore, I will protect the privacy of others' areas by not using their IDs and by not trying to learn their passwords. Attempts to log on to the district network or computers in the name of another user, with or without the user's password, are strictly prohibited.
- I will not waste nor take supplies; such as paper, printer ribbons and diskettes, that are provided by the school.
- When I am in the computer lab, I will talk softly and work in all ways that will not disturb other users.
- I will not copy, change, read or use files in another user's area.
- I will not attempt to gain unauthorized access to the systems programs or computer equipment.
- I will not download information onto the hard drives of any school computer.
- I will not attempt to load computer programs on the hard drives of any school computer. I understand that diskettes

may not be used on the school computer system.

- I will not violate the property rights and copyrights in the data and computer programs.
- Juniors and Seniors: I will not use the network to send unsolicited, non-educationally related messages which are inoffensive, but which consume computer system resources. I will not use the network to send slanderous, abusive, intimidating or otherwise offensive messages. I will not use the computer systems to disturb or harass other computer users or to send unwanted e-mail.
- All other students: I will not use the network to send messages of any kind.
- I will not encourage the use of tobacco, alcohol, or controlled substances or otherwise promote any other activity prohibited by the district policy or regulation, or local, state, or federal law or regulation, through the use of the district's network or computers.

Violations of the **RULES AND CODE OF ETHICS** described above will be dealt with seriously. Violators will lose computer privileges as well as be subject to disciplinary action or other appropriate penalty as determined by the principal or superintendent.

Attendance Policy

Philosophy:

Education Law requires that the student attends school on every school day unless legally excused. The Board of Education believes that regular school attendance is essential for academic success. Students with good attendance will learn more and earn higher grades, and they will be well prepared to meet the attendance requirements of future employers. As a particular matter, each student absence decreases state operating aid. With this in mind, the Board asks the cooperation of each parent and student to keep absences to a minimum. Throughout this policy, the concern is of avoidable absences.

Definitions:

Student absenteeism will fall into one of the following two categories:

Legal - These include absence because of medical appointments (with written confirmation from medical provider) sickness or injury, sickness or death in the family, religious observances, school-sponsored event, approved college visitations, impassable roads or weather conditions, court appearances, military obligations, music lessons, and approved cooperative work programs.

Illegal - These include truancy, family vacations and gathering, personal appointments, shopping, etc. With the assistance of the school nurse and attendance officer, the Superintendent will ultimately determine the category under which a particular absence falls.

Student/Parent Responsibilities

Except for truancy, an excuse will be required for both legal and illegal absences. All excuses must be turned in within three days of the absences or the student will be considered "an unexcused illegal absence."

Parents should be aware of their responsibilities to make certain that their children attend school regularly. Excessive illegal absence, excused or unexcused, may result in legal action through Family Court. If in doubt, parents should contact the nurse or Superintendent to discuss a planned absence of more than one or two days.

Tardiness

If a student is late to school, he/she is to report to the nurse's office with a note from home stating the reason for tardiness. Students who arrive late without an excuse must provide one within three days or be subject to disciplinary action. Students who miss more than 20 minutes of a class will be counted as absent from that class. Excessive or habitual tardiness will be handled by the administration.

Truancy

Truancy is defined as absences without school or parental permission or knowingly skipping classes. Offenses will be subject to The Disciplinary Code.

Early Dismissals (Pink Passes)

At its discretion, the school will honor phoned or written requests for early dismissal. Students will advise teachers of the classes missed because of early dismissal. Students on “pink passes” are excused to leave as late as possible and return as early as possible and are responsible for missed work or tests.

Elementary and Junior High Attendance

Elementary and Junior High students are expected to be in attendance at least 85% of the school year. Students who are absent more than 27 days will be considered for retention.

Grades 9 - 12 Class Attendance / Grade Policy

Because of the important relationship between class attendance and student performance, each marking period 10% of the student’s grade will be based on classroom participation while 90% of the students grade will be based on the student’s performance on homework, tests, papers, projects, etc.

For the purpose of this policy, class participation means that a student is in class, ready to work. Any student who misses a class is expected immediately upon his or her return to identify the material covered. If the absence is excused, the student may earn his or her classroom participation grade by arranging an assignment with the teacher to cover the work missed.

Automatic Withdrawal

All students must attend at least 85% of all class sessions in order to receive credit for the course. Generally, a half year course will meet 60 times and a full year will meet 120 times; therefore, a student may not be absent more than 9 sessions from a half year course, nor 18 sessions from a full year course. Special courses that meet on a different schedule will be figured on a percentage basis.

All absences, legal and illegal, will count in the total sessions missed as per rulings from the NYS Commissioner of Education. The Superintendent may review special circumstances, but generally “an absence is an absence.”

Parent involvement is an important factor in working with a student, and the steps below will help to involve parents.

- 1) After the 3rd absence from a half-year course, or the 6th absence from a full year course, the teacher will notify the parent by phone and will notify the guidance counselor and the Superintendent. If unable to reach the parent by phone, a letter will be sent by the teacher.
- 3) After the 6th absence from a half-year course and the 12th absence from a full-year course, the teacher will give the Superintendent a notice of absence, which will be sent to the parent, requesting a conference with the student, parent, teacher, guidance counselor and Superintendent.
- 5) After the 9th absence from a half-year course or the 18th absence from a full year course, the student will be dropped from the course. The Superintendent will notify the parent by phone and a letter. The parent will have three days to meet with the Superintendent to appeal the decision.

Adopted 4-30-84, Revised 8-9-88, Revised 9-19-95, Revised 1-16-96, Revised 8-20-07, Updated 8-01-09

Whitesville Code of Athletics

New York State Public High School Athletic Association’s Code of Ethics

IT IS THE DUTY OF ALL CONCERNED WITH HIGH SCHOOL ATHLETICS:

1. To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect the integrity and judgment of sport officials.
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
8. To encourage leadership, use of initiative, good judgment by players and the team.
9. To recognize that the purpose of athletics is to promote the physical, mental, social and emotional well-being of the individual players.
10. To remember that an athletic contest is only a game-not a matter of life or death for players, coach, school, fan, community, state of nation.

Athletic Philosophy Statement

Participating in interscholastic athletics at Whitesville Central School is a privilege. Student-athletes are given the opportunity to experience learning through the unique vehicle of sport. Interscholastic athletics is an educational program in which participants will be required to maintain academic growth while developing citizenship, sportsmanship, character, responsibility, motor skills, and health habits to contribute to a healthy lifestyle.

With privilege comes responsibility. Student-athletes at Whitesville Central School will act responsibly.

- Whitesville student-athletes should be positive role models for other students.
- Students serving in/out of school suspension will not practice/play on days of suspension. Also applies to those who do not participate in PE (medical excuse or by choice).
- A student-athlete assigned to academic or disciplinary detention after school will attend the detention. May participate after detention but will not miss due to game/practice.
- Expected to attend all practices/games unless excused by the coach or Athletic Director.
- A student-athlete will travel with the team unless a parent has notified the coach in writing before/after the athletic contest. If the student-athlete is riding with someone other than the parent, the parent and whoever is providing transportation need to submit in writing, and receive administrative approval, prior to the contest. If the person so authorized is not present at the contest, the student-athlete will return with the team.
- A student-athlete must attend the entire school day the day of a contest in order to be eligible to play in the contest unless the absence is excused (e.g. college visit, doctor's appointment, funeral, etc.). Students that leave school early or come in late due to illness will not be eligible to participate in same day contest.
- The student athlete is expected to attend the next school day after a contest unless there is an excused absence. Students who are absent or tardy the day following a contest may receive disciplinary consequences.
- The privilege of competing in Allegany County, Section V, and the New York State Public High School Athletic Association mandates responsibilities for the Whitesville Central School District and its student-athletes. Student-athletes will adhere to the NYSPHAA code of ethics, eligibility requirements, and sportsmanship standards, and the rules and regulations of the Allegany County Athletic Association and Section V. Specific information on these guidelines is available from the Athletic Director.

Student-athletes are acting as representatives of the school and community; they will be expected to behave ethically and with good judgment.

- Athletes are expected to demonstrate sportsmanlike and ethical behavior and will show respect for officials, coaches, opponents, and teammates. Whenever representing the school, the athlete will be expected to meet those standards outlined in the student handbook.

Participation in Whitesville Central School Interscholastic Athletics requires keen minds, healthy bodies and high levels of training and conditioning.

- Each school year each athlete must pass an approved physical examination.
- All injuries related to participation in interscholastic athletics must be reported immediately to the coach.
- Athletes with an illness or injury sustained in an athletic event or any other activity that requires a visit to the doctor, hospital, or primary care facility must receive written clearance by a physician in order to return to participation in athletic activities. Written clearance by a physician must be submitted to the school nurse, who will determine if the student-athlete is able to return or if that student will need to be cleared by the school doctor.
- All student-athletes will be required to wear appropriate protective equipment when participating during practices and games.
- Head Injuries:
 - Any student with a suspected head injury or concussion must remain out of all physical activity for at least 24 hours.
 - Any student who has a concussion must remain out of play until cleared by their family physician. The school medical director has final authorization and must sign off on all releases prior to starting the return to play protocol. Please be advised that all data acquired and each situation will be reviewed on an individual basis and may require a medical visit with the school medical director.

- By signing the Code of Athletics, the parent/guardian and student agree to the following:
 - All parents/guardians and students will report concussion symptoms, head injury, or syncopal episodes (fainting) that occur during school activity or outside of school.
- For more information on head injuries you can visit the Center for Disease Control and Prevention at <https://www.cdc.gov/headsup/index.html>

Whitesville Central School will provide a challenging environment that provides for maximum academic achievement.

- While participating in athletics, academic eligibility requirements must be met. An athlete may not participate in athletic competitions while failing the eligibility standards. Once academically ineligible, a student must follow the current guidelines before regaining eligibility.

Fairness and citizenship are key elements to the effectiveness of the Whitesville Central School Athletic Policy.

- The student-athlete must sign a Whitesville Central School Athletic Policy prior to competing, indicating he/she has read the policy and will abide by its terms. The student-athlete’s parent or parental caregiver must sign the policy indicating an awareness and support of the policy and the rules governing participation in athletics at Whitesville Central School.
- Coaches and other responsible adults may report violations of this policy by student-athletes. Reports of this nature will be made in person and in writing to the coach, Athletic Director, or Superintendent.
- Coaches or administrators may take steps to insure student-athletes adhere to this policy. Discussions with student-athletes, parent contacts, shortening of playing time and game suspensions are among options. Expulsion from a team may be taken as a last step when intermediate steps have failed to correct the problem.
- Coaches may establish other rules and procedures for their athletic teams, which they will distribute with the athletic policy. Student/parent signatures will also acknowledge these additional rules.

Citizenship

- Athletes reported by a coach or other responsible adult to have committed a serious misconduct while in or out of school jurisdiction will be referred to the Athletic Committee who will determine any disciplinary action to be taken. A subgroup of the committee to view the case will consist of at least 3 of the following representatives of the Athletic Committee: Athletic Director, Principal/Superintendent, varsity coach, and faculty member.

The Whitesville Central School is committed to promoting healthy lifestyles.

- Athletes will not have in their possession, be associated with, or use tobacco, alcohol, or other chemicals in any way including look a like drugs and all those outlined in the Whitesville Central School Drug and Alcohol Policy. The term “possession and association” implies the legal definition according the New York State ABC law, whereas “the intent to consume” alcohol or other chemicals may be reasonably inferred by the circumstances.

First Offense in an Athlete’s Career

- The athlete will be suspended for 1/2 of the number of regularly scheduled contests, rounded up to the higher number. A suspension will include regular season, playoff, sectional, and state tournament games. The student will continue to practice with the team and will sit on the bench in street clothes during games. The student will not warm up with the team. In the event that there are less than 1/2 of the games remaining in the season, the suspension will carry over into the next season in which the athlete participates. The athlete will be encouraged to attend one counseling session (Allegany County Council on Alcoholism and Substance Abuse) dealing with the dangers of substance abuse and provide documentation of completion to the Athletic Director, Principal, or Superintendent. After documentation is presented, the suspension may be reduced to 1/3 of the contests. If receiving I.S.S. as a result of the offense, the athletic suspension will go in to effect upon completion of I.S.S.

Second Offense in an Athlete's Career

- The athlete will be suspended for a full season. A suspension will include regular season, playoff, sectional, and state tournament games. The student will continue to practice with the team and will sit on the bench in street clothes during games. The student will not warm up with the team. In the event that there are no games remaining in the season, the suspension will carry over into the next season in which the athlete participates. The athlete will be encouraged to attend three counseling sessions (Allegany County Council on Alcoholism and Substance Abuse) dealing with the dangers of substance abuse and provide documentation of completion to the Athletic Director, Principal, or Superintendent. After documentation is presented, the suspension may be reduced to 1/2 of the contests. If receiving I.S.S. as a result of the offense, the athletic suspension will go in to effect upon completion of I.S.S.

Third Offense in an Athlete's Career

- The athlete will be suspended from all interscholastic athletics for a period of one year from date of suspension.

Note: Whitesville Central School will make every attempt to assist students and families with counseling for alcohol, tobacco or other drug habits. Any athlete who is suspended from competition for these offenses must meet the requirements of the Drug and Alcohol Policy before resuming participation. It is the athlete's responsibility to make these arrangements with the guidance counselor.

- Upon suspension, the student-athlete and the parent/guardian will receive notice of the disciplinary action in writing. A student-athlete may have a parent/guardian present to discuss the facts underlying the proposed disciplinary action against him/her.
- A student-athlete or his/her parent/guardian may appeal the student-athlete's suspension.
 - 1.) The request for appeal shall be made in writing to the superintendent.
 - 2.) The superintendent will convene with the Athletic Council, made up of the athletic director, a coach, and a teacher. The superintendent will appoint an alternate if the appealing student's coach is a member of the Council.
 - 3.) It is recommended that parents/guardians be present at the hearing. Any party present may question another party on facts and issues relevant to the athlete's conduct and the disciplinary actions taken up at that time.
 - 4.) A decision shall be reached by majority vote of the Athletic Council and written notice will be sent to the athlete and his/her parents/guardians.
 - 5.) The decision of the Athletic Council is final.

Participation in Whitesville Central School Interscholastic athletics requires responsibility and accountability.

- Once a player decides to participate in interscholastic athletics, he/she is committed to the team and its goals.
- If a player quits a team he/she must meet with the coach within 5 school days.
 - If they do not, they will be ineligible to participate in their next sport season for 1/3 of the contests.
- If the player does not meet with the coach within 10 school days, they must meet with the Athletic Director before any participation is allowed.

Communication Checklist

During the course of the season, concerns may arise. The following communication process will be followed:

1. Player arranges meeting with the coach
2. Parent arranges meeting with the coach
3. Parent arranges meeting with the Athletic Director
4. Parent arranges meeting with the Superintendent

Levels of Participation

Modified: The modified program focuses on teaching the rules and fundamentals of the game, skill development, responsibility, and sportsmanship. Fair participation for all student-athletes is the goal (at the coach's discretion).

Junior Varsity: The purpose of the junior varsity sports program is to continue to improve at a higher level what is taught at the modified level. Further emphasis is placed on competition and preparation for the varsity level. Playing time begins to focus on contribution to team success (at the coach's discretion).

Varsity: The focus of the varsity sports program is to compete at the highest level while continuing the development of the student-athlete's technical and tactical abilities and their responsibilities as a varsity student-athlete. With team success being the goal, playing time will be dependent upon who can contribute to that best (at the coach's discretion).

NYSPHSAA Athletic Placement Process Requirements

7th and 8th graders who wish to participate on a JV or Varsity team must meet the NYSPHSAA eligibility requirements administered by the Director of Athletics. The Athletic Placement Process is as follows:

- A. Coach's interest in addition of student-athlete
- B. Parent/Guardian Permission
- C. Administrative Approval
- D. Medical Clearance
- E. Sport Skill Evaluation
- F. Physical Fitness Testing (student-athlete must meet the 85th percentile level for their age in 4 out of 5 test components)
- G. Qualification Determination
- H. Try Outs (3 practice trial period)

Additional information outlining participation requirements as outlined by the NYSPHSAA may be obtained upon request to our Athletic Director or by visiting the following website:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/athleticplacementprocess12-11-17finalrevised.pdf>

Summary

- Interscholastic Athletics is an educational program that is an extension of the school day. All standards for Whitesville Central School students established by the Board of Education apply to athletes while participating in Interscholastic Athletics. Student-athletes will meet the terms of this athletic policy and other policies or discipline codes of the school and are subject to all of the rules and regulations therein.

Conclusion

- The standards of this policy have been established by student-athletes, parents, and coaches. It is the intent of Whitesville Central School to continually review this policy to ensure it is directing the athletic program toward its goals. Feedback on this philosophy from students, community members, and school staff is always welcome.

Code of Conduct

I. 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 of 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 in regard to citizenship, character, 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 on school property, 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.

II. 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 or event.

“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 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.

“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 or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

“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, chains, laser pointer, 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.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title IX Part B of Article V of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact or any individual volunteering their services and/or expertise to the District. (Education Law Sections 11[4] and 1125[3]).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]). Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

“Harassment” means 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; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

“Race” means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

“Color” means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

“Weight” means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

“National Origin” means a person's country of birth or ancestor's country of birth.

“Ethnic Group” means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

“Religion” means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

“Religious Practice” means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

“Gender” means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".) Actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

“Bullying” generally involves the following:

Imbalance of Power: People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.

Intent to Cause Harm: actions done by accident are not bullying; the person bullying has a goal to cause harm.

Repetition: incidents of bullying happen to the same person over and over by the same person or group.

Bullying can take many forms, including:

Verbal: name-calling, teasing, making one feel stupid or incompetent

Social: spreading rumors, leaving people out on purpose, breaking up friendships

Physical: hitting, punching, shoving

“Cyber bullying” Cyber bullying involves using the Internet/social media, mobile phones or other digital technologies to harm others. Cyber bullying happens through the use of technology such as computers, cell phones and other electronic devices. *Examples of cyber bullying include:*

Sending hurtful, rude, or mean text messages to others

Spreading rumors or lies about others by e-mail or on social networks

Posting or sending messages that are intimidating or threatening in nature

Posting or sending embarrassing pictures or videos

III. Student Rights and Responsibilities

It is the student's right:

- 1) To attend school in the district in which one's assignments, parent or legal guardian resides. →
- 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. →
- 3) To be respected as an individual. →

It is the student's responsibility:

- To attend school daily, regularly and on time, perform and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
- To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
- To respect one another, and to treat others in the manner that one would want to be treated.

- | | | |
|--|---|---|
| 4) To express one's opinions verbally or in writing. so as not to offend, slander, or restrict the rights and privileges of others. | → | To express opinions and ideas in a respectful manner. |
| 5) To dress in such a way as to express one's personality. | → | To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational use opportunities. | → | To be aware of available educational programs in order to and develop one's capabilities to their maximum. |
| 7) To take part in all school activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. | → | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | → | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function, or activity. | → | To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others to report any incidents of intimidation, harassment, or discrimination. |

IV. 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.
- 2) Send their children to school ready to participate and learn.
- 3) Ensure their children attend school regularly and on time.
- 4) Ensure 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.
- 8) Convey to their children a supportive attitude toward education and the district.
- 9) Convey a respect for all individuals regardless of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex
- 10) Build good relationships with teachers, other parents, and their children's friends.
- 11) Help their children deal effectively with peer pressure.
- 12) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 13) Provide a place for study and ensure homework assignments are completed.
- 14) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote

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/gender identity, 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) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

C. Guidance Counselors and School Psychologists

- 1) Maintain student confidentiality except in instances where a student would be harmful to himself/herself or others.
- 2) Support educational and academic goals.
- 3) Know school rules, abide by them, and enforce them in a fair and consistent manner.
- 4) Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- 5) Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
- 7) Regularly review with students their educational progress, college, and career plans.
- 8) Provide information to assist students with college and career planning.
- 9) Encourage students to benefit from the curriculum and extracurricular programs.
- 10) Maintain and encourage 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/gender identity, or sex, with the understanding of appropriate appearance, language, and behavior is a school setting, which will strengthen students' self-image and promote confidence to learn;
- 11) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Expectations of Other School Staff

- 1) Follow the Code of Conduct; know and abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly, and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage 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/gender identity, or sex, with the understanding of appropriate appearance, language, and behavior is a school setting, which will strengthen students' self-image and promote confidence to learn;
- 6) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Principals

- 1) Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.

- 2) Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- 3) Evaluate on a regular basis all instructional programs.
- 4) Support the development of and student participation in appropriate extracurricular activities.
- 5) Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- 6) Communicate to students and parents in a timely manner
- 7) Maintain and encourage 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/gender identity, or sex, with the understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 8) Follow up any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

F. Superintendent

- 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 operations 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.
- 6) Collaborate with students, teachers, administrator, and parent organizations, school safety personnel 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.
- 7) Maintain communication with a representative body of students.
- 8) Address all areas of school safety concerns.
- 9) Appoint the Dignity Act Coordinator. The coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultations and advice as needed on the Dignity Act.

G. Board of Education

- 1) 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.
- 2) Approve Dignity Act coordinator per the recommendation of the Superintendent.
- 3) Lead by example by conducting board meetings in a professional, respectful, courteous manner.
- 4) Maintain confidentiality on all school matters involving personnel information and records.

H. Dignity Act Coordinator

1. The Dignity Act also requires at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
2. There will be one Dignity Act Coordinator per school. At Whitesville Central School the Dignity Act Coordinator is:
Elizabeth Potter
607.356.3301 x234
epotter@whitesvillesd.org

V. Student Dress Code

Individual taste in student dress is acceptable. However, it cannot promote the use of drugs, alcohol, tobacco, offensive language, or behavior.

It cannot be disruptive to the educational process. "Students shall not wear attire which interferes with the operation of the school or which impinges upon the general health, safety, and welfare of District students or employees."

Each building principal or his/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.

In all schools (K-12): The purpose of the dress code at Whitesville Central School District is to ensure a productive learning environment in which all students feel comfortable. Students and parents have responsibility for acceptable dress and appearance. Student dress affects the culture and climate of the school. One of the values in our district is that we respect the rights and feelings of others; any item of clothing that would be offensive or distracting to others does not fit in our value system. This dress code applies to all students.

- No hats, hoods, or bandannas are to be worn (except for religious/medical purposes).
- No coats or outerwear are to be worn in the building (except for religious/medical purposes).
- Sunglasses may only be worn for medical reasons.
- Backpacks/messenger bags, oversized purses/carryalls are to be kept in lockers during the day.
- Hazardous jewelry cannot be worn, including but not limited to spiked jewelry or wallet chains.
- Footwear should be worn at all times.
- No article of clothing should have profanity, or obscene pictures, or imply a sexually suggestive remark, this also includes references to drugs, alcohol, and tobacco.
- No undergarments should be visible.
- Torn or altered clothing should not be revealing or suggestive.
- Skirts, dresses, or shorts should extend beyond the fingertips with arms at your side. Bottom of shirt should meet the top of pants.
- Pants, shorts, skirts, or dresses should not be revealing or suggestive in nature (example: skintight clothing);

- No student should wear tank, halter or tube tops, spaghetti straps, one-shoulder, or strapless dresses or blouses. Straps on dresses and blouses must cover under garments.
- No see-through clothing.
- No Pajamas or slippers (unless the day has been designated a Pajama day by administration)
- All tops must completely cover the midriff, back and not expose cleavage

Students who are in violation of the dress code will receive a warning, followed by a detention for further violations. In each case, the student will need to modify his or her appearance by covering up the offending item or changing into something acceptable. Students that repeatedly fail to comply with the dress code at Whitesville Central School District will be subject to further discipline including suspension.

VI. 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 when necessary and to place emphasis on 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 (while not all inclusive) 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 penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic

misconduct including work/internship sites. Students are given the opportunity to learn in a safe, positive environment. With that opportunity comes the expectation that students are responsible for their conduct during school hours, and at all school-related activities on or off school property.

Disciplinary action will be taken by the teacher using their classroom behavior modification system, teacher set rules and consequences and when that is exhausted, the referral process. Disciplinary action will be taken by administration through a referral process when conduct is in violation of acceptable expectations.

While it is impossible to provide an exhaustive list, the Board of Education has specifically classified the following actions as *not permissible* and the student will be subject to disciplinary action, up to and including, suspension from school, when he/she engages in:

- 1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others;
- 2) Insubordinate conduct – failing to comply with the directions of a teacher, administrator, or other school employee;
- 3) Selling, using, or possessing obscene materials;
- 4) Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature;
- 5) Using profane, vulgar, obscene, or abusive language or gestures (including ethnic slurs);
- 6) Lateness for, missing, or leaving class without permission or excuse;
- 7) Leaving school grounds without administrative permission;
- 8) Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building;
- 9) Cheating/Academic Integrity;
- 10) Copying;
- 11) Plagiarism;
- 12) Altering records;
- 13) Destroying or defacing property;
- 14) Vandalism;
- 15) Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator, or other District employee;
- 16) Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property;
- 17) Fighting
- 18) Making unreasonable noise;
- 19) Obstructing traffic;
- 20) Creating a hazardous condition;
- 21) Driving a motorized vehicle in a reckless manner;
- 22) Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, bath salts and any substances commonly referred to as "designer drugs";
- 23) Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs;
- 24) Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.;
- 25) Smoking or using any tobacco product. This also includes tobacco free chew. Possession or use of an incendiary device (lighter/matches). Possession/use of paraphernalia related to smoking (e-cigarette, vape, juice, etc.);
- 26) Gambling;
- 27) Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior;
- 28) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club, or team;

- 29) Engaging in harassing conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being. (verbal, physical, psychological, cyber-bullying, text-messaging, photo distribution by cell phone, e-mail, etc.);
- 30) Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.;
- 31) "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees;
- 32) Engaging in public displays of affection (PDA);
- 33) Sale of any items or services without administrative approval;
- 34) Conduct which endangers the health, welfare, or morals of others and which violates Board rules for public order on school property;
- 35) 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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.);
- 36) Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function;
- 37) Harassment, 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 wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex;
- 38) Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband
- 39) Assisting another student in any of the above actions;
- 40) Loitering (defined as being on school property, unsupervised, without the purpose of participating in an after school/extracurricular/school sponsored activity);
- 41) Misusing computer/electronic communication devices (such as cell phones), including any unauthorized or inappropriate use of computers, software or internet/intranet account; accessing inappropriate web sites; evading the District's content filter; using an outside wireless network; or any other violation of the Whitesville Central School District Acceptable Use Policy;
- 42) Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration);
- 43) Unauthorized use of personal computer, laptop, tablet, or e-reader and/or other computerized information resources through the District computer system is prohibited;
- 44) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging and/or tampering with a fire extinguisher or AED.

VII. Anti-Harassment Policy

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation.

Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital or veteran status, or disability by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, transgender or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes.

This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs, and activities, including those that take place at locations off school premises.

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital or veteran status, or disability that:

- a) Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;
- b) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extra-curricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- c) Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District;

The School District will act to promptly investigate all complaints either, verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations are read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/ educational services and opportunities.

However, different treatment of any member of the above-named group which has a legitimate, legal, and nondiscriminatory reason shall not be considered a violation of District policy.

SEXUAL HARASSMENT POLICY (STUDENTS)

The Board of Education affirms its commitment to equal opportunity and nondiscrimination and recognizes its responsibility to provide for all District students an environment that is free of discrimination and harassment based on sex (with or without sexual conduct), race, color, creed, national origin, age, disability or other category protected by law.

The District also does not tolerate any actual or attempted reprisals or retaliation against a student who raises a sincere and valid concern regarding harassment or discrimination. All such discrimination, harassment, and/or retaliation is, therefore, strictly prohibited by the District. Anyone engaging in such conduct is subject to disciplinary action up to and including discharge.

HARASSMENT PROHIBITED - DEFINITION:

As used in this policy, the term "harassment" refers to conduct relating to or based upon a person's race, color, religion, sex, gender, age, national origin, disability or other category protected by law which fails to respect the dignity and feelings of the individual. Harassment that is forbidden by this policy can take several forms, including but not limited to:

(1) Sexual harassment. The legal definition of sexual harassment of a student under Title IX of the Education Amendments of 1972 is: "Verbal or physical conduct of sexual nature, imposed on the basis of sex, by an employee or agent of a recipient (of federal aid) or other student that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX."

There are two types of harassment: quid pro quo harassment and hostile environment harassment. Quid pro quo harassment occurs when some benefit, such as grade, credit, graduation, or other benefit, is conditioned upon receipt of sexual favors, or when some punishment will result from refusing to comply with a demand for sexual favors. Hostile environment harassment occurs when conduct of a sexual nature is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's performance or ability to benefit from his/her education, or creates an intimidating, hostile, offensive, or abusive school environment. The District will not tolerate sexual harassment between members of the same or opposite sex.

Prohibited sexual harassment includes, but is not limited to, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress;

- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student;
- The conduct has the purpose or effect of having a negative impact on the student's academic performance, unreasonably interfering with the individual's education, or creating an intimidating, hostile, or offensive educational environment;
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

- Verbal conduct such as making or using sexually derogatory comments, epithets, slurs, or jokes, making graphic verbal comments about an individual's body or appearance;
- Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for or suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates;
- Spreading sexual rumors;
- Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive drawings, images, pictures, written materials, and objects in the educational environment, regardless of the medium;
- Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Some conduct, even though consensual, may violate the harassment policy because it creates a hostile environment for others, e.g., a third-party overhearing a joke. Although sexual harassment is limited to unwelcome actions, private, personal, consensual conduct may at some point become unwelcome. This also pertains to the District's prohibition of Public Displays of Affection. Students who participate in a consensual relationship and who at some point wish to discontinue the relationship, should tell the other participant, either verbally or in writing, that the conduct is no longer welcome and, therefore, must cease. Any person advised that conduct previously acceptable to a student is now unwelcome must cease such conduct immediately. Any conduct of a sexual nature following such notice may be determined to be sexual harassment.

Employees are hereby placed on notice that if an employee engages in acts which the District determines to be acts of sexual or other harassment; such acts are outside of the course and scope of the employee's employment. Such conduct may result in the employee having to obtain his or her own legal counsel; sexual harassment or unlawful discrimination may result in a monetary judgment against the employee personally, or the filing of criminal charges.

(2) Harassment Based on Race, Color, Religion, National Origin, Age, Marital Status, Disability or Other Category Protected by Law.

Harassment based on race, color, religion, national origin, age, marital status, disability or any other category protected by law can include any verbal, written, or physical act in which such protected categories are used to make a student uncomfortable at school, or interferes with a student's performance ability to benefit from his/her education, or creates an intimidating, hostile, offensive or abusive school environment. Harassment

based on race, color, religion, national origin, age, marital status, or any other category protected by law may take many forms. While it is impossible for the District to provide an exhaustive list, the following is a list of some examples of harassing behavior that the District will not tolerate:

- Jokes that refer to gender, race, color, religion, national origin, age, marital status, disability or any other category protected by law;
- Posting or distributing cartoons, drawings, or any other material that negatively reflects a person's race, color, religion, national origin, age, marital status, disability, or any other category protected by law;
- The use of slurs or other offensive language;
- Practical jokes, horseplay, or teasing that makes fun of or insults a person's race, color, religion, national origin, disability, age, marital status, or membership in any other category protected by law;
- Any act of retaliation against an individual who reports a violation of this policy or who participates in the investigation of a complaint made pursuant to this policy

REPORTING, INVESTIGATING, AND HANDLING OF DISCRIMINATION, HARASSMENT AND RETALIATION

Any student who believes he or she is a victim of discrimination, harassment and/or retaliation by any individual, including any student, teacher, or other employee of the District, who has knowledge of an incident(s) involving discrimination, harassment and/or retaliation of a student(s), must report all incident(s) of such conduct to the District's designated Title IX Complaint Officers or, if not possible, to any other District Administrator.

The Complaint Officers are also responsible for educating students and employees about this policy. All District employees must report any allegations of, or indications of, discrimination or harassment of which they are aware to the Complaint Officer immediately, but no later than five (5) school days. If an employee receives a complaint and it is not clear whether it involves discrimination or harassment, the employee shall report it to a Complaint Officer, who will determine whether the complaint is one to be handled pursuant to this policy. District employees who become aware of a potential complaint also must instruct students that they may file a complaint with a Complaint Officer. In the event that one Complaint Officer is the alleged offender, then the other Complaint Officer shall be contacted. In addition, in any case in which a Complaint Officer deems it appropriate, he or she may appoint a designee to handle or assist with the handling of a complaint. In the remainder of this policy or its accompanying regulations any reference to the Complaint Officer also includes a designee.

Upon receipt of an informal/formal complaint, a Complaint Officer or a designee will conduct a prompt investigation of the charges. However, if a Complaint Officer has knowledge of or has reason to know of any alleged harassment, the District is obligated, even in the absence of a formal complaint, to consider and investigate such conduct promptly and thoroughly, unless there are extenuating circumstances.

Based upon the results of the District's investigation, immediate and corrective action will be taken, including but not limited to, discipline, training, or other remedial measures; transfer of students or employees may also be affected. Such action taken with respect to students may include, but is not limited to, warning, detention, in and out-of-school suspension, transfer to alternative school, or other disciplinary action by the District, consistent with the requirements of applicable procedures of the Student Code of Conduct and the Education Law.

Employees are hereby placed on notice that if an employee engages in acts which the District determines to be acts of discrimination, harassment or retaliation, such acts are outside of the course and scope of the employee's employment. Discipline of employees may include, but is not limited to warning, reprimand, fine, suspension and termination consistent with applicable laws and collective bargaining agreements. Such conduct may result in the employee having to obtain his or her own legal counsel, result in a money judgment against the employee personally, or the filing of criminal charges.

The Board prohibits any retaliatory behavior directed against complainants and/or witnesses. Any such retaliation may result in discipline up to and including discharge. Complainants or witnesses experiencing retaliation from anyone should report it to a Complaint Officer immediately.

The District encourages the filing of good faith complaints. However, the filing of knowingly false complaints is prohibited. A student who knowingly makes a false complaint of any form against any other person shall be subject to discipline, including, but not limited to, a warning, detention, in or out of school suspension, transfer to an alternative school, or other disciplinary action by the District, consistent with the requirements of applicable procedures of the Student Code of Conduct and the Education Law.

A copy of this policy and its accompanying regulation shall be posted in appropriate places and be made available to all students.

ANTI-HARASSMENT REGULATION

A student who feels he/she is being harassed by peers or by a staff member, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc.

Any staff member receiving a student's report, a parent's report, or observing an incident of alleged harassment will examine the circumstances surrounding the alleged incident. If the receiving staff determines that harassment has occurred, they will take steps to end harassment.

In the event that the nature and magnitude of the incident(s) warrant further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures, which he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken into accordance with the policies and procedures adopted by the Board of Education including Policies 7550-7553, *Complaints and Grievances by Students*.

IMPLEMENTATION – Families of all currently enrolled students will be provided with a copy of the student anti-harassment regulation. Thereafter, a copy of the student anti-harassment regulation shall be given to each family on initial enrollment in the school district of Whitesville. High school students will provide written evidence of receiving the student handbook including the student anti-harassment regulation and that they have been advised to review its contents. Parents shall be informed annually of the existence of this regulation in such manner as directed by the Board of Education.

BULLYING POLICY - (PEER ABUSE IN THE SCHOOLS)

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the District Code of Conduct for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as:

"a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful."

Bullying can take three forms:

- a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation)

Bullying may also occur as various forms of harassment and/or hazing of students by other students (including "pledging" and/or a student's initiation into or affiliation with a school or student related organization or team).

The District also prohibits "Internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, email, web sites, blogs, cell phone, gaming systems, chat rooms, and text messaging when such use is subject but not limited to being on school grounds and/or at school functions by student, teachers, other school personnel and visitors. Cyber bullying is a form of electronic aggression and that both it and sexting are inappropriate and will not be tolerated on school grounds or at school-sponsored events or functions, using either school or personal information technology equipment. If said actions interferes with the operation of the school; or infringes upon the general health, safety and welfare of District student or employees. Disciplinary or referral actions can occur.

The NYSED VADIT Glossary of Terms defines Intimidation, Harassment, Menacing and Bullying (IHMB) as "threatening, stalking or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age or disability that substantially disrupts the education process" (8 NYCRR § 120.2[gg][1][vi][j]).

Cyber bullying is "the repeated use of information technology, including e-mail, instant message, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate others." Cyber bullying, unlike physical bullying, does not provide an option for its victims to walk away.

Cyber bullying is a form of electronic aggression and that both it and sexting are inappropriate and will not be tolerated on school grounds or at school-sponsored events or functions, using either school or personal information technology equipment.

Disciplinary or referral actions include the following:

- Referral to counseling;
- Teacher removal (formal 3214 hearing);
- Suspension from class or activities; in-school equivalent of one full day; activities or transportation for five (5) consecutive school days;
- Out of school suspension; equivalent of one full day;
- Transfer to alternative setting; or
- Transfer to law enforcement

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the building principal. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and to the extent possible within legal constraints.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students, and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct as enumerated above and may also be incorporated in staff and student handbooks.

NETWORK AND INTERNET ACCESS

- The use of school computers is a privilege, which may be taken away if the student uses computers, the network, or the Internet improperly – or causes damage to computer hardware or software;
- The school will remove any material from school computers that is not conducive to the educational mission or is not good for students (i.e. objectionable material);
- The school will limit access to Internet sites that it deems objectionable;
- Students will not install unauthorized software or download unauthorized files on school computers;
- The computers are to be used only for schoolwork as directed by the teacher and/or staff;
- Each student is responsible for good behavior while using computers and/or the network;
- The same rules that apply with regard to common courtesy and respect for people and property also apply with regard to use of the school computer network and the Internet;
- Improper use will lead to computer privileges being taken away from the student;
- The student use of the Internet will be monitored by a teacher or staff member;
- The District has the right to review (or monitor) all activities;
- E-mail correspondences and material created by students on school computers are considered property of the district.

VII. STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using personal electronics during the school day, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyber bullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

VIII. Reporting Violations

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 the 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.

X. 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, fair, 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 that 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 student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Academic Integrity Policy

Definition of cheating:

- 1) Submitting the results of another person's work as your own. Including, but not limited to plagiarism from web, book, friend etc.
- 2) Allowing your work to be used and/or submitted by another Lab Reports: Partners may share data only, not calculations or write-ups.
- 3) Providing content from assessments to classmates in other sections. Deceitful by both parties.

Procedures to follow:

1. Take Homework/Lab papers from students
2. Fill Out Academic Integrity Form (in triplicate) or online, if available.
 - a. Principal – with papers stapled to this copy
 - b. Academic Teacher
 - c. Parent
3. Academic Integrity form is mailed home to parent AND the principal calls the parent.

Tests: Automatic Zero

All other assignments/assessments: The first incident in a school year (not per class – per year) will result in the opportunity to redo the paper or take a zero. Any other incidents in that school year will result in an automatic zero.

B. Other 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. Verbal reprimand – any member of the district staff
2. Counseling (when appropriate)
3. Written reprimand – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
4. Written notification to parent- bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
5. Detention – teachers, principal, superintendent
6. Suspension from transportation – director of transportation, principal, superintendent
7. Suspension from athletic participation – coaches, principal, superintendent
8. Suspension from social or extracurricular activities – activity director, principal, superintendent
9. Suspension of other privileges – principal, superintendent
10. In-school suspension – principal, superintendent
11. Removal from classroom by teacher – teachers, principal
12. Short-term (five days or less) suspension from school – principal, superintendent, board of education
13. Long-term (more than five days) suspension from school – principal, superintendent, board of education
14. Permanent suspension from school – superintendent, board of education.

C. 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 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 below.

1. Detention Teachers, principals and the superintendent may use 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 students' 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 building principal's attention. Students who become a serious disciplinary problem may have their riding 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, student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building 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, extra-curricular 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 building 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." 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.

If the disruptive student does not pose a danger or on-going 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 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.

The teacher must complete a district-established disciplinary removal form and meet with the principal or 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, the principal or another district administrator designated by the principal must notify the student's parent's 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 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 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. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- a) The charges against the student are not supported by substantial evidence.
- b) The student's removal is otherwise in violation of law, including the district's code of conduct.
- c) 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, 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 classroom 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 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 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 building 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 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.

Upon receiving a recommendation or referral for suspension or when processing a case for suspension, the superintendent or principal, 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 or principal (referred to as the "suspending authority") proposes 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 express mail delivery, or some other means that is reasonably calculated to assure receipt 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 established.

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 five 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 superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b.) Long-term (more than 5 days) suspension from school

When the superintendent or building principal 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 a 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 10 business 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 30 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 personnel lawfully on school property or attending a school function.

D. 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:

- a) The student's age.
- b) The student's grade in school.

- c) The student's prior disciplinary record.
- d) The superintendent's belief that other forms of discipline may be more effective.
- e) Input from parents, teachers and/or others.
- f) 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 to school
Any student, other than a student with a 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 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 parents 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 this 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 §321493-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 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.

E. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
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 an 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 be for 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 the 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 law enforcement authorities.

XI. 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.

XII. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are afforded certain

procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purpose of this section of the code of conduct, the following definitions apply. A “suspension” means a suspension pursuant to Education Law §3214. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others. An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or current educational placement as follows:
 - a. The board, the district (BOCES) superintendent of school or a building principal may order the placement of a student with a disability into a s LAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time not-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries a weapon to or possesses a weapon in school or carries to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - 1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) 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...[for] a pocket knife with a blade of less than 2 ½ inches in length.”
 - 2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both.
 - 3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A 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 and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals of the CSE has placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The District's Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSEE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 1) Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the disabled student who is not in an educational placement determined by the district, can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an LAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a removal

that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel placement, or 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.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XIII. 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.

XIV. 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 student’s and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same gender as the student being searched and in the presence of another district professional employee who is also of the same gender as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable cause – to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student’s age, the student’s record, and the need for such a search.

School officials will attempt to notify the student’s parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. 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 informants.
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 items(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 or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items 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.

D. Police Involvement in Searches and Interrogations of students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function;
3. Been invited by school officials

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. IF the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. 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 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 gender.

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

XV. 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 students, 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 at the school will be considered a visitor.
2. All visitors to the school must report to the office of the principals 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 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. 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.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XVI. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning, tolerance and sportsmanship. 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 assemble. 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. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

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 other 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 race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.
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.

B. Penalties

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 long term ejection and/or authorities being called.
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 the 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 subdivisions 4 and 5. 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 refrain. The principal or his or her designee shall also warn the individual of the consequences for failing to refrain. If the person refuses to stop engaging in the prohibited conduct, or if the person’s 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.

XVI.I 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 a summary of the Code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
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 practicable 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.

The Board or 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 may 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 student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions 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 not later than 30 days after adoption.

XVIII. HAZING ADDENDUM

The Board of Education recognizes that hazing of students and staff is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation, and intolerance. The Board further recognizes that preventing and remedying hazing in schools is essential to ensure a healthy environment in which students can learn and employees can work productively. The Board is committed to providing an educational and working environment that promotes respect, dignity, and equality and that is free from all forms of hazing. To this end, the Board

condemns and strictly prohibits all forms of hazing on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

I. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school District shall plan, direct, encourage, aid, or engage in hazing;
- B. No teacher, administrator, volunteer, contractor, or other employee of the school District shall permit, condone or tolerate hazing;
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy or the enforcement of this policy;
- D. This policy applies to behavior directly connected to school activities that occur on or off school property and before, during, and after school hours;
- E. A person who engages in an act that violates school policy or law shall be subject to discipline for that act

Hazing Definitions

“Hazing” means committing an act against another person, or coercing another person into committing an act, that creates a risk of emotional, physical or psychological harm to a person, in order for the person to be initiated into or affiliated with a school related organization*, or for any other purpose. The term hazing includes, but is not limited to:

1. Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate (conduct has the potential to endanger the mental or physical health or safety of a student);
2. Any hurtful, aggressive, destructive, or disruptive behavior such as striking, whipping, sleep deprivation, restraint or confinement, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Substance Abuse- use or abuse of tobacco, alcohol, or illegal drugs;
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to emotional, physical or psychological stress, embarrassment, shame or humiliation that adversely affects the health or dignity of the students or discourages the student from remaining in school
5. Any activity that causes or requires the student to perform a task or act that involves violation of state or federal law or of school district policies or regulations

Reporting Complaints

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of hazing, and persons with knowledge of hazing report the incident immediately. The District will promptly investigate all complaints of hazing formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

Investigation/Resolution

If, after appropriate investigation, the District finds that a student, an employee or a third party including parent/guardian has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state and federal law.

All complainants and those who participate in the investigation of a complaint of hazing, have the right to be free from retaliation of any kind. The complainant will be notified of the outcome of the investigation.

The Superintendent of Schools or designee is required to develop and implement regulations for reporting, investigating and remedying allegations of hazing. These regulations are to be attached to this policy. Training programs shall be presented to students and employees to raise awareness of the issues surrounding hazing, and to implement preventive measures to help reduce incidents of hazing. Parents will be informed of this policy and the District's efforts to provide training to students and staff.

*"Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events, A student organization does not have to be an official school organization to come within the terms of this definition.

Expected Student Behavior

In the Whitesville Central School District, all students are expected to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel, and the care of school facilities and equipment.

Behavior-Related Offenses and Consequences

Any willful act, which disrupts the educational process, is prohibited.

The following range of consequences should apply in most circumstances. In unusual or extreme cases, this range may not be appropriate. For cases involving absence, truancy, class cutting, tardiness to school or to class, the intention is not to remove the student from the school or the classroom setting except in extreme circumstances. Students, who will not accept responsibility for their own behavior and who violate school rules will be required to accept the penalties for their conduct.

I Staff/Administrative Response	II Parent/Guardian Involvement	III Reallocation of Student's Time	IV Exclusion from Normal School Activities	V Suspension
OPTIONS Warning Verbal reprimand Teacher removal Time-out or out of classroom Loss of privileges Teachers/admin./counselor conference with student Contact with parent	OPTIONS Phone call to parent/guardian Written notification Conference with parent/guardian/admin./teacher/counselor	OPTIONS Detention In-school Suspension Saturday detention Parent/guardian notification required	OPTIONS Restricted access In-school suspension Suspend student privileges Alternative placement Parent/guardian notification required	OPTIONS Parent/guardian notification required Superintendent Hearing Notification of law enforcement, as appropriate
Restitution for loss of damage may be required in addition to any of the above consequences. Where appropriate, law enforcement officials will be involved				

The offenses and definitions listed below are examples and are not an exhaustive list.

OFFENSE	DEFINITION	RANGE
Absence-Unlawful	An absence for a day or any portion of a day for any reason other than those cited as lawful and/or failure to bring a note written by a parent/guardian to verify a lawful absence.	I to IV
Alcohol Violation	Possession or use of any alcoholic substance, including possession with intent to sell, give, deliver, or distribute.	IV or V
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property.	IV or V
Bus Misbehavior	Any violation of school system policy, or bus driver rules or policy occurring on a school bus.	I to V
Cheating/Academic Dishonesty	Copying; plagiarizing; altering records; or assisting another in such actions.	I to IV
Computer/Electronic Communication Misuse	Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing inappropriate websites; Misuse of a website, internet/intranet account or internet/intranet resource.	I to V

OFFENSE	DEFINITION	RANGE
Cutting Class	Unlawful absence from a class or school activity.	II to IV
Defamation	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.	II to IV

Destruction of Property/Vandalism	Damage, destruction, or defacement (graffiti) of property belonging to the school or others.	I to V
Discrimination	Use of race, color, creed, national origin, religion, physical or mental disability, age, gender, marital status, physical traits, or sexual orientation as a basis for treating another in a negative manner.	II to V
Disrespect Toward Adults	Inappropriate comments or physical gestures to teachers, staff members, or other adults in the school community.	I to V
Disruption, classroom	Behavior that interferes with the learning of others in any learning environment.	I to IV
Disruption, inciting and/or participating	Behavior disturbing the atmosphere or order.	I to V
Disruption, school	Behavior that interferes with the safe and orderly environment of the school or school activity.	I to IV
Drug Violation	Possession or use of (including possession with the intent to sell, give, deliver, or distribute) any inhalants or other intoxicants; controlled dangerous substances including prescription drugs, over-the-counter medicines, look-a-likes, and substances represented as controlled dangerous substances; or drug paraphernalia.	IV to V
Driving/Parking Violations	Unsafe operation, misuse of parking privilege may lead to revocation of parking permit.	I to V
Failure to Serve Assigned Consequences	Failure to serve detention, alternative instruction, Saturday school, suspension or other assigned consequences.	I to IV
False Alarms/Bomb Threats	Initiating a report warning of fire, or other catastrophe without cause, misuse of 911 or discharging a fire extinguisher.	IV to V
Fighting	A hostile confrontation with physical contact involving two or more students.	III to V
Fireworks or Explosives	Possession, use and/or threat to use firecrackers, smoke bombs, flares, combustible or explosive substances or combination of substances or articles.	IV to V
Gambling	Wagering money or property.	I to V
Harassment	A sufficiently severe action or persistent pervasive pattern or actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning.	II to V
Hazing	Intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.	IV to V
Indecent Exposure/Pornography	Exposure to sight of the private parts of the body in a lewd or indecent manner.	II to V
Insubordination	Refusing to follow reasonable directions of teachers, staff, administration, including failure to identify self.	III to V
Intimidation	Engaging in actions or statements that put an individual in fear of bodily harm.	I to IV

OFFENSE	DEFINITION	RANGE
Leaving school grounds without permission	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian or someone listed on the emergency contact list.	III to IV

Physical Attack on Staff	Aggressive action directed at school staff, with physical contact, while on school grounds or at a school-sponsored event, including a situation where a staff member is intervening in a fight or other disruptive activity.	IV to V
Physical Attack on Students or others	Aggressive action, with physical contact, directed at another person, student or non-student, on school grounds or at a school-sponsored event.	IV to V
Profanity	Using vulgar or abusive language, cursing, swearing.	I to V
Refusal to Obey School Rules	Failure to comply with school rules, regulations, policies, and/or procedures.	I to V
Sexual Harassment	Unwanted/inappropriate verbal, written, or physical conduct of a sexual nature directed toward others.	II to V
Stalking	Malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in reasonable fear of serious bodily injury or death; or that a third person will likely suffer serious bodily injury or death.	IV to V
Tardiness	Lateness to school or class; tardiness to class of 20 minutes or more equals one class absence/cut; three incidents of unexcused tardiness of less than 20 minutes equals one class absence. Every 3 rd illegal tardy a quarter may result in after school detention.	I to IV
Theft	Taking or obtaining property of another without permission or knowledge of the owner	II to V
Threat to Staff, Physical or Verbal	Expression, conveyed by word or action, or intent to do physical harm to a staff member.	IV to V
Threat to Student, Physical or Verbal	Expression, conveyed by word or action, or intent to do physical harm to another student.	IV to V
Tobacco	Possession or use of any tobacco, tobacco products, vaping device or nicotine; including possession with the intent to sell, give, deliver, or distribute.	III to V
Trespassing	Unauthorized presence on school property, including while on a restrictive trespass, suspension, or expulsion.	II to V
Truancy	Unlawful absence without parental knowledge.	III to IV
Uncooperative Behavior	Intentional failure to follow reasonable directions of staff members or participate cooperatively in a school or class activity.	I to IV
Weapons Violations	Possession of an object or implement capable of causing harm or used in such a way to cause harm to another. This includes all guns, including pellet and BB guns, knives, and any implement, visible or concealed, possessed under a circumstance which would reasonably lead a person to believe it was a weapon.	IV to V

Consequences for Violations of Behavior and Discipline Policies

The professional staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation, which disrupts the learning environment of a school. When determining the consequences, they take the following into consideration:

- The severity of the incident.
- A student's previous violations and/or consequences for the same or related offense.
- If the offense interfered with the responsibility/rights/privileges/property of others.
- If the offense posed a threat to the health or safety of others.
- If the student has an Individualized Education Plan or a 504 Plan.
- The logical relationship between the offense and the consequence.
- The age-appropriateness of the consequences.

Corporal Punishment

The Board of Education prohibits, in any manner, the use of corporal punishment in the disciplining of any student. Corporal punishment is defined as physical punishment or undue physical discomfort inflicted on the body of a student.

Detention

Detention is the placement of a student in a supervised school setting during the school day, after school, and on Saturday.

Restricted Access

Under this provision, a student is allowed on school property only during the academic school day.

Suspension

Suspension is the denial of a student's right to attend school for violation of school system policy. A principal may suspend a student for 5 days or less. Suspension in excess of 5 days must be issued by the principal or superintendent, upon completion of a hearing pursuant to Education Law 3214.

Expulsion/Long-Term Suspension

Expulsion/Long-Term Suspension is the removal of a student from school, either for a specified period of time or permanently, as determined by the superintendent or the principal.

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