

Waterford-Halfmoon Junior/Senior High School

STUDENT HANDBOOK 2021 - 2022

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The School day is organized as follows:

Bell Schedule

Buses unload for students buying breakfast*	7:30 – 7:45
Hallways Open	7:50
2 minute reminder	7:55
Period 1	7:57 - 8:45
Period 2	8:48 - 9:28
Period 3	9:31 - 10:11
Period 4	10:14 - 10:54
Period 5/6 Lunch	10:57 - 11:28
Class	10:57 - 11:37
Period 6/7 Lunch	11:40 - 12:11
Class	11:31 - 12:11
Period 8	12:14 - 12:54
Period 9	12:57 - 1:37
Period 10	1:40 - 2:20
Extra Help Period	2:25 - 3:00
Late Bus Arrives	3:15 - 3:25

***Students not wishing to have breakfast are to wait on the buses until 7:50.**

1/2 Day Bell Schedule

Hallways Open	7:50
Period 1	7:57 - 8:25
Period 2	8:28 - 8:47
Period 3	8:50 - 9:09
Period 4	9:12 - 9:31
Period 5/6/7	9:34 - 9:53
Period 8	9:56 - 10:15
Period 9	10:18 - 10:37
Period 10	10:40 - 11:00

TABLE OF CONTENTS

I.	Philosophy and Goals.....	1
II.	Traditions.....	1
III.	Academic Program.....	1
IV.	Attendance and Daily Procedure.....	7
V.	Athletics and Extracurricular Activities.....	9
	Prom Eligibility.....	10
	Academic Eligibility Policy.....	10
	Athletics.....	11
VI.	Standards of Conduct.....	19
VII.	Student Policies.....	24
	Electronic Policy.....	21
	Tardy to School.....	18
VIII.	Community Relations.....	26
IX.	Policy on School Searches.....	28
X.	Policy on Harassment, Hazing and/or Bullying	28
XI.	Policy on Cyberbullying and Cyberthreats.....	29
XII.	District Policies :	
	Attendance Policy.....	29
	Code of Responsibilities and Rights.....	35
	Code of Conduct.....	43

I. Philosophy and Goals

A Message from the Administration

Education is a lifelong process filled with intrigue and challenge. It is a process essential for everyone, yet different for each one of us. The formal setting of school contributes to your education. In addition, the activities, scholastic and social, are designed to assist you to become a participating and productive member of today's challenging world.

The Waterford-Halfmoon School Student Handbook is developed to provide you with an overview of the school community. This includes academic and co-curricular activities as well as procedural guidelines necessary for you to achieve your educational goals.

Your educational program at Waterford - Halfmoon will be developed by your teachers, your parents, you and your Guidance Counselor. A curriculum of over 70 courses exists as well as an active co-curricular program allowing you to select experiences which are suited to your interests, abilities and future goals.

Your success in Waterford-Halfmoon will be primarily determined by the effort and energy that you expend on your educational program. You are strongly encouraged to be an active participant in your school and the activities offered you. Through your active participation you will reach your fullest potential.

Welcome to the challenges of education and self-development. May your year be exciting, rewarding and productive.

PHILOSOPHY STATEMENT

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the School District:

I. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children; particularly the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.

II. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in the various areas of human endeavor.

III. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the school system seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types; and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

II. Traditions

The Alma Mater

The guiding spirit of our youth
Our Alma Mater dear,
You lead us ever onward
To knowledge and to truth.
Your praises now we loudly sing
As we pledge ourselves so true
By lives of worth and high endeavor
Honor e'er to you.
Our emblem of strength and youth, your colors, red
and white, will stand before us ever a symbol of
your truth. We sing to you with pride sincere and
promise e'er to try to prove our love for you, our
own Dear Waterford-Halfmoon High.

Special Events

The following are special events that we hold throughout the year: Fordian Fever Weekend/Homecoming, Jr/Sr Prom, Jr. High Semi Formal and Moving Up Day.

III. Academic Program

Academic Program

The development of a student's educational program at Waterford-Halfmoon is developed and guided by the Senior High Guidance Counselor, the student and his or her parents or guardian. Each program is developed individually and is based upon:

- past and present academic performance
- the student's self-awareness as a result of standardized test information
- the need for a future career path

The Guidance staff has prepared a "Student Program Guide" designed to assist students with educational and occupational plans during and beyond high school. Its purpose is to point out facts which must be considered in setting realistic goals and to enable students to

avoid delay and error caused by rumor, mis-information and confusion. The Guidance Office is also equipped with reference sources that will supply information aiding the student's plans for his/her future.

Parents and students are urged to have frequent contact with the Guidance Office for any concerns or questions regarding the student's programs or progress during the year. A student may see their Guidance Counselor by making an appointment with the Guidance Secretary.

Assemblies

Student assemblies are seen as part of the overall educational process.

Students are reminded of proper conduct at assemblies to ensure responsible audience participation:

- * Take an assigned seat quietly
- * Do not speak above a whisper, and then only when necessary
- * Pay attention to the speaker/performer(s)
- * Applaud only when appropriate

Awards and Honors

A series of awards, honoring students for special achievements, are presented at graduation, the Academic Awards Ceremony, or the Athletic Banquet. During graduation, approximately fifty awards and scholarships are presented in the areas of outstanding academic achievement, outstanding contributions to various extracurricular activities, attendance and service to the school and community. The Valedictorian and Salutatorian are honored at graduation. Students receive this honor based on their cumulative average for fifteen quarters of high school attendance. **An eligible student must attend the District for a minimum of four (4) full academic years, prior to graduation, from grades 9 through 12.**

The Academic Awards Ceremony provides the faculty, by department, with the opportunity to honor students who have demonstrated outstanding academic success or extraordinary effort. The Sports Banquet, held in June, is sponsored by the Waterford Halfmoon Sports Booster Club and culminates the year's athletic program.

Approximately 100 students are recognized and awarded numerous trophies and certificates at the annual Sports Banquet.

Honors Dinner

During the spring of 2000 the School Board initiated a special dinner to honor students in grades 9-12 who have achieved academic excellence. The top ten students in each of the four high school classes will be invited to attend a dinner in their honor. They will be the guests of the Board of Education. Their parents will be paying guests for this awards dinner. The dinner will be held in the spring.

Class Rank

Class rank is determined by calculating a cumulative average based on the final course grade each year of a credit-bearing course, through the third quarter of the last year the student is enrolled. Summer school final course grades, if higher, will replace the final course grade originally earned.

After the third quarter of the last year enrolled, the following procedures are used to determine points earned in the last year of enrollment:

- A. Full year course in progress: average of the three marking period grades multiplied by .75.
- B. Half year course completed: final grade multiplied by .50.
- C. Half year course in progress: third quarter grade multiplied by .25.
- D. Physical education grade: average of the three quarter grades multiplied by .375.
- E. Vocational education grade: average of the three marking periods, multiplied by the credits assigned, then multiplied by .75.

Alphabetic transfer grade:

- | | |
|--------|---------------|
| A = 95 | D = 65 |
| B = 85 | F = no credit |
| C = 75 | |

The total points earned in the last year of enrollment, plus the points earned up through the third year are added together and divided by the units assigned. This number is used to determine the final high school average and class rank.

Communication with Parents

As a means of informing parents of a student's progress in school, six reporting systems are used:

- 1. Report cards** are mailed at the close of the four marking periods, after marks have been calculated and recorded. The report card states three areas of evaluation: achievement, effort and conduct, for each course taken. Parents will be informed at least 4 times a year of their child(ren)'s progress.
- 2. Interim report** of a student's progress will be mailed home at the conclusion of the five week period. These reports are designed to apprise parents of their child's progress or lack of progress. Teachers send interim reports as they see a need. Other special reports of unsatisfactory work, failure, or improvement are mailed or phoned to the parent/guardian as early as possible to keep them informed.
- 3. Class Attendance** will be reported on all interim reports and report cards.
- 4. Disciplinary Referrals** are written by a staff member to bring to the attention of the administration and parents, acts of misconduct or unsatisfactory performance. These referrals are acted upon by the administration after consultation with the student and teacher. One copy is mailed home and another is placed in the student's conduct folder. The CSE office will receive a copy if necessary.

5. Bus Conduct Reports are used by the bus drivers to report unsatisfactory conduct to the administration. After consultation with the student, the matter is acted upon and a copy sent to the parents and one placed in the students conduct folder.

6. Email/Phone Calls home are placed by both teachers and principal to alert parents of academic or social issues that may impede student performance. It should be noted that all phone calls both incoming and outgoing are recorded for safety reasons.

Course Offerings and the School Day

A variety of courses are offered for students at all academic levels. Students should contact their Guidance Counselor for the complete list of the over 70 courses offered at Waterford-Halfmoon and the many vocational courses offered at the Vocational Center in Saratoga.

Course Requirements

Successful completion of a course is usually based upon earning a final grade of 65% or better. However, in certain courses, specific course requirements, which are approved by the Principal, may also be required for the successful completion of a course.

Failure to complete these requirements will result in the student not being allowed to sit for the final examination.

Standardized Testing Schedule

<u>Test</u>	<u>Grade</u>
PLAN	10
PSAT(Preliminary Scholastic Aptitude Test)	11
ACT(American College Test)	11/12
SAT(Scholastic Aptitude & Ach. Test)	11/12
Standard Achievement Tests	9/11
CAT	

Full Student Status

Students will be required to maintain full student status during high school. Full student status is defined as maintaining a course load of six classes plus physical education per semester. A student can maintain full student status with an approved early release for work or educational study, providing this option continues for the entire year the early release is in effect. This must have approval by the principal. Students whose early release is terminated during the first semester must enroll in an elective course during the second semester. Students whose courses include courses at the Vo-tech Center are required to carry a full load of classes.

Grading System

Grades are used to indicate achievement and development in each class or subject area in which a student is enrolled. The course grade is derived by averaging all test grades, laboratory work, homework, class participation, projects or other items which show how well the student has achieved or learned. Achievement marks are numerical. A passing grade in a subject is 65% or better.

Grades of 55% or lower will be replaced with an "F" on Report Cards in quarters 1 and 2 for full year courses and the first quarter of a half year course (Q1 for fall semester and Q3 for spring semester). At any point during the school year, but not later than the end of the class, a teacher must change the "F" to a number grade. Teachers are required to communicate (via phone or e-mail) with all parents of students in danger of failing prior to report cards being mailed out. The teacher should consider the student's approach and progress throughout the year when assigning the number grade. The purpose of this policy is to create hope and motivation for struggling students and give teachers some flexibility in determining a student's final grade.

All teachers are expected to give daily grades on effort and participation to each student. These grades are averaged in with the quarterly grades. For the final course grade, the marking period grades and final examination are averaged together.

In the case of a mark of I (incomplete), no credit will be granted for any course unless all work is completed. If a student ends a course with any mark of I, he/she cannot earn credit for the course. No partial credit may be earned in a full year course.

Grades of Incomplete

In the event a student has been unable to complete course requirements during a marking period, the grade of Incomplete (I) may be assigned on the report card after the teacher has consulted with the principal. The grade of Incomplete is assigned by a teacher; if for example, a student has been ill and unable to complete the assignments for the marking period.

The purpose of the Incomplete grade is to provide the student who has been faced with legitimate circumstances beyond his/her control with a brief extension during which time course requirements may be completed. The student must complete all assignments before the 5th week of the next marking period.

In unusual circumstances, for example long term illness beyond five weeks, additional time may be allowed for the completion of assignments. Work not completed during the extended time should be assigned a zero and averaged for that quarter's grade. The quarterly grade of Incomplete would then be replaced with the newly calculated quarterly average.

Grades of incomplete may only be granted during the first three quarters. The principal may grant an incomplete at the end of the fourth quarter for exceptional situations.

Course Credit

To receive course credit a student must successfully complete a course with a final course mark of 65% or better. Students completing a Regents course will receive course credit if they pass the Regents examination and the course with a grade of 65% or better as determined by averaging the four quarters of the course and the Regents examination.

Graduation Requirements

Students must meet minimum graduation requirements as outlined by the New York State Education Department and adopted by our Board of Education to qualify for a high school diploma.

High School Diploma/Credential Options information posted on the High School Guidance website.

Educational Excuses

1. Physical education classes missed for educational purposes are not required to be made-up.
2. Such educational excuses include only school sanctioned activities such as field trips and approved college visitations.
3. Excuses for non-participation in physical education must be verified with a medical excuse. Missed physical education class time must be made up through physical participation or written assignments.

Parental Involvement

WHJSHS believes that student achievement is directly linked to parental involvement, and therefore encourages such involvement in school educational planning and daily operations.

Parents should remain active participants in their child's/children's education. Parents have certain responsibilities in regard to their child's / children's education:

- a. to ensure that the child(ren) attends school regularly
- b. to maintain continuing contact with the child's /children's teachers and principal about the progress of the child's /children's education
- c. to respond to communications from the child's / children's school
- d. to hold the child(ren) responsible for the work, attendance, behavior and deportment expected for the child's /children's education
- e. to be aware of the specific obligations of their child(ren) to make up work missed because of absence and to encourage their child(ren) to make all necessary arrangements to make up the work.

For further information on how parents can be involved in the school, contact the Parent Teacher Organization. For information on how parents can assist their child(ren) academically, contact the Guidance Department (ext. 3314).

Parent Conferences

Parent-teacher conferences are an important element in reporting student progress to parents.

Parents may initiate a conference by calling the school Guidance Office and/or making an appointment with the teacher, counselor or Principal. When a parent requests a conference with the teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time.

If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another conference time may be arranged.

Guidance Services

The guidance and counseling programs function to (1) assist all pupils in assessing and understanding their abilities, aptitudes, interests, and educational needs; (2) increase their understanding of educational and career opportunities and requirements; (3) help them set and reach realistic goals; (4) help them attain personal growth and social adjustment; and (5) provide information useful to school staff members, parents, and community in planning and evaluating the school's program. Coordination with other pupil personnel services and appropriate community organizations is of prime importance. School counselors function in these essential activities of the guidance program:

1. Collecting, organizing, and interpreting information appropriate to an understanding of the pupils' abilities, aptitudes, interests, and other personal characteristics related to education-career planning and progress and satisfactory personal-social adjustments.
2. Making available to pupils, parents and teachers information useful to them in understanding educational and career opportunities and requirements, and personal social relationships related to the choice of and progress in an educational program or an occupational field.
3. Providing individual counseling to: (a) help the pupil and parent develop a better understanding of the pupil's personal characteristics and potentialities, (b) help the pupil, with parent assistance, make educational and career plans in the light of understanding of self in relation to opportunities and requirements, (c) stimulate and assist the pupil in carrying out appropriate plans for education and career, and (d) discuss appropriate sources of assistance.
4. Providing group guidance activities to: (a) orient pupils to educational opportunities and procedures at various grade levels, (b) inform them about occupational and military service opportunities and requirements, (c) assist them in making normal personal adjustments and social contacts, and (d) help them make transitions from one school level to another or to out-of-school activities.
5. Providing placement services for individual pupils to assist them in (a) making appropriate transitions from one school level to another, one school to another, or school to employment; and (b) obtaining financial aid to continue their educational development, such as scholarships and loans.

6. Providing administrators and teachers with information about individual pupils or pupil groups that is useful in planning and in providing school programs to facilitate the full development of pupil potential.
7. Collecting, analyzing and interpreting information needed to evaluate the guidance and counseling program; providing guidance information which may be used in evaluating the school's program in terms of its ability to develop human potential.

High School Credit for College Courses

All students who have successfully fulfilled the requirements to enter into their senior year and have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with our school district. Such opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by the administration are necessary before any college courses may be taken during the school day.

Students who desire and are eligible for accelerated programs are encouraged to see their Guidance Counselor. In order to be eligible for early completion of graduation requirements the following must be completed:

1. The student must initiate a request for such programs with his/her Guidance Counselor prior to the beginning of the second semester of the junior year.
2. The guidance staff will consider the request to determine student suitability for such a program based on the following criteria:
 - a. completion of all requirements with the exception of twelfth grade English and Social Studies
 - b. college courses selected in the areas of English and Social Sciences must approximate the course content of our twelfth grade required courses in English and Social Studies.
3. Prior to the final approval of the Principal, a meeting of the Guidance staff and the Principal must be held to discuss student suitability for the college performance, level of maturity and probability of success.
4. After the Principal's approval of the student's application has been given, it will be the responsibility of the Guidance staff to contact the parents of the student for a final determination of the matter.

The parents will assume the responsibility for all follow-up concerning college course selection and student progress.

Home Instruction

Home instruction is a service provided to students who are unable to attend school due to medical, emotional or disciplinary problems. Secondary students receive instruction for two hours per day. Students may receive credit for their work while on homebound instruction.

The parent must notify the Principal or Guidance Counselor if a student will be on an extended absence and will require an itinerant teacher. If the inability to attend is due to a medical or emotional reason, the parent should obtain from the child's physician a written medical request for home instruction including the beginning and end dates.

Home Tutoring

Parents may request to hire a home tutor for their children at any time. Home tutoring costs are the responsibility of the parents. Guidance counselors and subject teachers will usually have suggestions regarding educational professionals or other successful students who may be interested in home tutoring your child. Sometimes a fellow student from the National Honor Society is available at no cost.

Homework Policy

The faculty and administration agree that homework is an important aspect of a sound education. Students should expect to receive homework on a regular basis as assigned by the teacher. Students are expected to promptly submit homework, which will be evaluated and included as a portion of a student's grade. Parents are encouraged to review homework assignments with their child. Faculty members will explain the homework policy to students at the beginning of each course.

Homeroom Placement and Grade Status

Homeroom placement or grade status is determined by specific subjects completed and units earned. Class status is determined as follows: Sophomore, 5 units; Junior, 10 units; Senior, 15 units exclusive of Physical Education. Class status is determined at the beginning of each school year.

Honor Roll and Merit Roll

An honor recognition system is designed to recognize the outstanding scholastic achievements of the student body. It is divided into two forms of recognition - an Honor Roll and a Merit Roll.

To be eligible for either, a student must be a full-time student. The student's cumulative average for the quarter is used to determine academic rank.

Honor Roll status is awarded to students who achieve an average of at least 90% and do not receive a failing grade or incomplete. Merit Roll status is awarded for an average of 85-89% and no failing grades or incompletes.

National Honor Society

The highest academic honor to be realized in the Waterford-Halfmoon High School is membership in the M. Marian Ranney Chapter or Gilbert DeLucia Chapter of the National Honor Society (NHS). Membership is based on scholarship, service, leadership and character. Sophomores, Juniors and Seniors who have maintained an over-all scholastic average of 88.0% or higher (without rounding) are eligible for Senior Honor Society membership. 8th graders or Freshmen with a 90.0% average (without rounding) are eligible for membership in Junior Honor Society. Academically eligible students are required to complete a student activity form application and submit it to the National Honor Society advisor(s) in order to be considered for membership.

Scholastically eligible students who apply for membership are voted on by the five members of the Faculty Council. The Honor Society Faculty Council reviews the student activity forms and teacher recommendations and votes to determine who shall be admitted to the Society on the basis of Service, Leadership and Character. A majority vote of the Faculty Council is needed to be tapped for membership. Members of the Society are then inducted at the Academic Achievement Ceremony in September.

Society members are required to perform 10 hours of community service for each semester of the school year. This equals a total of at least 20 hours for the entire academic year. If at any time, a member does not fulfill their obligation and commitment to the Honor Society, they will be placed on probation by the faculty advisor(s) and face possible discipline and dismissal by the Faculty Council.

Students are only allowed one probationary period during their time in Honor Society. Students who are on probation are not allowed to receive any benefits of membership in the Society. This includes, but is not limited to, participation in NHS field trips and the wearing of the NHS regalia at the commencement ceremony for Seniors. Once a member is dismissed from Honor Society, they are never again eligible for NHS membership or the benefits of membership, including Honor Society scholarships.

For more detailed information on the selection process and/or rules and obligations of the M. Marion Ranney Chapter of the National Honor Society, please see the Constitution and By-Laws that are on the school website.

Library

The library facilities, books and computers are maintained for certain uses. Appropriate activities include quiet study, reading, research, and purposeful browsing.

Students wishing to use the library facilities during an approved period must have a pass and sign in at the circulation desk. Students must stay in the library until the period ends unless their pass specifies that they are to return.

Book bags are not permitted in the library. All book bags should be left in the locker.

Borrowing materials

Books and periodicals may be borrowed for 4 weeks and may be renewed if not in demand. Materials lost or damaged must be paid for.

Students are not to expect overdue notices before returning materials. The date on the due date slip shall be deemed sufficient evidence that the materials are overdue.

Student Schedules and Changes

Members of grades 9 through 12 follow individual programs of study. The Guidance Department assists individual students in planning their courses in advance. Conferences for this purpose are usually held during the spring semester in grades 8 through 11.

Schedule advisement may also be obtained from the Guidance Office during the months of July and August. Since individual schedules are completed in the spring, and are approved by parents, it will be difficult to change a course selection. Please contact the guidance counselor in writing with any schedule concerns. A meeting may be set up to resolve the issue.

Course Changes

The selection of high school courses for a student is based on his/her academic performance, standardized test scores and future career plans. The student's yearly program also results from a conference between the student and the counselor, as well as various group activities. Should a change in circumstances occur and a change of courses be necessary, the following will be in effect:

1. Course changes will be completed for educational reasons where appropriate and possible. Changes are not made for social reasons.
2. Schedule changes may be initiated by students, parents, and/or staff.
3. Course change forms must be completed prior to any change. Forms must indicate specific reasons for the change and have parental approval with signature.
4. The administration will have final say whether to grant the specific change.
5. Changes may be limited by:
 - a. class size
 - b. graduation requirements
 - c. student full time status
 - d. reasonable justification
6. Time table of schedule changes is as follows:
 - Changes in programming may occur with counselor input until June 1st.
 - a. after the listing of courses is sent home, students must make any necessary changes during August including students wishing to use the privilege of early release for work purposes.
 - b. Students may change a class up until the 4th week of class in exceptional situations.
 - c. Obvious scheduling errors will be dealt with on an individual basis.

Science Labs

Earth Science, Chemistry, Living Environment and Physics will have their labs scheduled during the normal school day. Successful completion of labs and hours are required in order to sit for the Regents Exams.

Study Halls

The study hall is classified as a quiet study hall and students are expected to work quietly.

Teachers will not give passes to students to go from class to the cafeteria to get something to eat or drink. No food or drink is permitted outside the cafeteria.

Study Hall Expectations:

The study hall is a regular part of each student's schedule and should be spent in a way which makes maximum use of his/her time. In order to ensure this, the following rules and regulations must be followed:

1. All students are to be seated and quiet.
2. Attendance will be taken.
3. Students with library passes from other teachers should present those passes to the study hall teacher. These students are to remain in the library for the entire period unless their pass is signed by a teacher stating their return to study hall.
4. Study hall teachers, at their discretion, may issue passes to:
 - a. the library
 - b. the high school office, guidance office
 - c. the lavatories - passes are to be limited to one student at a time
5. Talking, with permission, should be brief and quiet
6. Unless given specific permission by their study hall teacher in order to support the educational program, students may not use any phones or electronic devices.

Summer School

Summer school is an option for those students who do not pass a course during the regular school year. Several schools in the area provide summer school programs and this option should be considered if a student desires to remain with his/her class and graduate on time. The cost of summer school is the responsibility of the student. This option should also be considered as selection of courses is extremely difficult once a student fails a course and falls out of course sequence. Students will not be allowed to "double up" due to failure. (i.e. take English 11 & 12 in one year.) This practice is not educationally sound and usually causes extreme stress and further failure. Extenuating circumstances can be brought to the principal's attention for review.

For further information, please contact the Guidance Office at 237-0800 ext. 3314.

IV. Attendance and Daily Procedures

Student Attendance

The Board of Education, in accordance with the Compulsory Attendance Law, requires that each minor from six to sixteen year of age shall regularly attend school provided in Education Law Section 3205 (3), a student shall be required to remain in attendance until the last day of session in the school year in which the student becomes sixteen years of age.

Punctual and regular attendance is directly related to school performance. Frequent absence from regular classroom learning experiences disrupts the continuity of the instructional process. As a result, students who miss school frequently experience difficulty in achieving the maximum benefits of schooling.

Every student is expected to be on time and attend all classes. Attendance is taken by teachers each day. The attendance officer may make daily telephone calls to parents to report unauthorized class absence, and regular attendance reports are sent to parents via the report card.

Student Absences and Excuses

The following reasons for student absence from schools are recognized as valid by New York State Law:

- a. personal illness
- b. serious illness or death in family
- c. impassable roads or extreme weather conditions
- d. quarantine constitutes a class absence
- e. compulsory religious services
- f. compulsory attendance at court

In addition, college visitations which are approved in advance by the Guidance Office are considered important enough to excuse a student's absence for this reason.

Although days missed for the above reasons are considered legal absences, students must realize that their schoolwork can suffer if they are out of class too often. Students are responsible for keeping informed of makeup work missed in class. The student must contact the teacher to arrange for makeup work within 2 days of returning to school.

Each absence must be accounted for. It is the parent's/guardian's responsibility to notify the Attendance Office at 237-0800 ext. 3324 by 9 a.m. on the morning of the absence.

It is essential that parents/guardians provide a written excuse for each absence even if they call. Such excuse should contain the reason and date of absence, and be presented to the homeroom teacher as soon as a student returns to class. Students are not authorized to write or sign excuses even with the parent's knowledge or consent.

A student who is absent 3 or more days may be asked to present a Doctor's note. The school is required by law to keep all absentee excuses.

Students, who are illegally absent, truant or cut a class will not be afforded the opportunity to make up work for credit. Students will receive a grade of zero for any graded work missed due to illegal absences, truancy or the cutting of a class.

Note: Please consult the Comprehensive Attendance Policy on page 28 of this book for additional information.

Hall Passes

It is fully expected that students will be in the class or location which their schedule requires. Student passes are required from an authorized staff member for any variation from schedules.

The teacher to whom a student is assigned at a given time has first claim on the student's time. That teacher may or may not honor passes for the student to go elsewhere in the building, depending upon the circumstances at that time.

Student passes are required if a student is to be in the halls during class time for errands or personal business. The student pass also serves as a late pass if a student is detained by a staff member. The practice of "pass hunting" at the beginning of a period for that period is not permitted. It is expected that students who have legitimate business will secure a pass well in advance.

Students are to have a pass in order to go to the Nurse's Office. The only exception to the above is in case of emergency.

There is no such thing as a "permanent pass". A student should complete a schedule change if a change is required.

Passes issued by the school nurse will be distributed by the homeroom teacher. If the student has a test or another appointment for the time stated, he/she should return the pass to the school nurse before the first period so another appointment may be scheduled.

Detention

Detention will meet Monday through Friday. Students assigned detention are to report to the detention room for the 2:25 - 3:10 p.m. detention period.

Students are expected to do school work during the detention period. If a student does not bring work, an assignment will be made by the Detention Supervisor.

Failure to report to an assigned detention is a serious matter and will result in the assignment of additional detention periods and/or internal suspension. Continual failure to report to detention assignments will result in in-school suspension and if it persists, out-of-school suspension. When a detention has been assigned to a student, the student is expected to attend.

If there is a legitimate reason (doctor appointment, etc.) as to why the student cannot serve detention that day, the student must bring a note to the main office the morning of the detention. The note must be signed by the parent/guardian of the student, must be specific in stating why the student cannot be in detention that day and must contain a telephone number at which the parent/guardian can be reached during the school day so that the note can be verified. No notes will be accepted after the detention has been missed. In the case of an emergency situation, the school can be notified by a telephone call from the parent/guardian before 2:20 p.m. on the day the detention is assigned. Provided that the phone call is followed up with a written excuse the next morning, the detention will be rescheduled.

Early Dismissal for Work

Long Term:

An option for early dismissal exists for Junior and Senior students who either have a bona fide employment obligation or who are enrolled for course work in a local college or university. The early release option is available only to students whose schedule permits a change without jeopardizing graduation requirements and who accept the following conditions:

1. All school requirements take priority over the early dismissal. These include but are not limited to, scheduling requirements, detention, and in-school suspension. A student will be given one day's notice, if necessary, of his required presence in school so that notification can be given to the employer or other concerned parties.
2. It is the responsibility of the student and his/her parent/guardian to give attention to the academic implications of the early dismissal. It must also be understood that an early dismissal is granted the entire semester.
3. The building must be left within five minutes of dismissal time unless permission is obtained from the Office to remain longer.
4. Transportation is the responsibility of the student and parent/guardian. Hitchhiking is not permitted; it is a violation of state law and subject to local police enforcement.
5. Priorities in granting permission for early release are as follows:
 - Priority 1 - for attendance at an educational institution
 - Priority 2 - for working seniors
 - Priority 3 - for working juniorsNOTE: 9th & 10th graders are not eligible for early dismissal.
6. To be eligible for work release, a student must work a minimum of three school days per week and secure special permission from the Principal.

A student who desires an early dismissal is to secure an Early Dismissal Request Form from the Main Office. After a program review with the Counselor, information supplied by the student, employer and parents is required. The early dismissal permission is subject to review at any time.

Field Trips and School Activities

Participation in school activities such as music lessons, group instruction, guidance appointments, etc. are recorded as excused absences and will not count towards the attendance policy. It is expected that students who miss class for such activities will make up the work they have missed. Work not made up will adversely affect the student's grade.

Field Trips:

Student trips are an important aspect of the educational process and should be scheduled if closely correlated with class assignments. Several precautions are necessary when scheduling a trip. There must be a clearly defined itinerary with adult chaperones. Parents are to

be provided with the necessary phone number in case of emergencies. If travel agents are to be used, they require administrative approval. Trips over three days duration must be taken during a vacation. A signed disclaimer form must be obtained from parents.

Arrangements must be made in advance for any student with medication in the Health Office. This includes inhaler, epi-pens and all daily medications. Please call the nurse to make the arrangements.

Student Code of Conduct during Trips:

1. All students are expected to exhibit acceptable behavior as young adults representing the Waterford-Halfmoon School District. They should be courteous, polite and helpful at all times.
2. A curfew will be in effect each evening at 11:00 p.m. At this time all students are to be in their assigned rooms. Periodic bed checks will be made.
3. In the event of a mixed group activity, boys and girls are not to be in each other's room after curfew.
4. General rules and regulations affecting student conduct found in the student handbook will be in effect regarding alcoholic beverages and use of drugs.
5. Students will travel to and from the activity on transportation provided by the school district. The only exception is when a parent, in person, assumes the responsibility of the student and provides written permission. The supervisor or chaperone may ask for parent identification if the parent is unknown to them.

Leaving the Building

One day (short term):

In the event that it becomes necessary to leave the building or school grounds during the day, students must obtain permission from the Principal. The Principal will require a note or fax from the student's parent to verify the need of absence. Any student leaving the school grounds during the school day, for any destination, without the knowledge and permission of school officials is truant.

For Special Appointments:

Requests are honored for early dismissal from school or late arrival for such reasons as medical appointments, legal matters, college visitations (for seniors) and other appointments which cannot be scheduled at other times. Written requests for early dismissal or late arrival must be made by a parent or guardian at least one day in advance of the requested date of early dismissal. Requests made for the same day may be denied. In the event of an emergency or unforeseen need for an early dismissal on the same day, a parent or guardian must contact the Attendance Office.

The school may require parent telephone verification of all written requests for early dismissal.

V. Athletics and Extracurricular Activities

Athletic and Extracurricular Activities

A variety of extra-curricular activities is provided to enhance student participation in the school program. Student participation is encouraged and those interested should contact faculty advisors.

We regularly engage in league play in basketball, baseball, soccer, bowling, volleyball, softball, tennis, golf, and track.

Dances

The High School Student Government, working with the faculty and administration, has developed the following policy concerning high school dances:

1. Jr. High dances are for grade 7&8 only and Sr. High dances are for grade 9-12 only. This includes proms and date dances.
2. Under these conditions a WHS student may bring one guest from outside the school under these rules:
 - a) only guests under 21 years of age will be permitted
 - b) the WHS student must personally pick up a guest form from the main office.
 - c) form is to be completely filled out and personally returned to the student government advisor at least one day prior to the end of ticket sales.
 - d) WHS student and guest are to arrive at the same time and are expected to spend the evening together
 - e) WHS student is held accountable for the behavior of his/her guest
 - f) should the guest cause a problem, the student and guest will be immediately ordered to leave and the WHS student may lose the privilege of attending all future dances, formals and semi-formals held that year
 - g) The student government advisor shall turn over the list of guests to the head chaperone who will be responsible for checking in guests at the door
 - h) Guest forms must be approved by Administration
 - i) Administration has the right to deny any requests
3. Admission will be denied to all persons who:
 - a) arrive more than 1 hour and 15 minutes after the announced start of the dance.
 - b) were not in school for the full day upon which the dance is held
 - c) in the judgment of the chaperones appears to be under the influence of an intoxicating substance
 - d) arrive claiming that he/she is the guest of a WHS student and whose name is not on the list
4. Anyone who exits the building for any reason shall also leave school property. There is to be no loitering at the entrances or in the parking lot.
5. No one is to be let out "to get some air".
6. Students may be denied access to dances as a result of disciplinary actions.
7. If at a dance, any inappropriate behavior occurs which results from the use of alcohol or drugs, the administration can require students to complete and submit a Contract for a Drug and Alcohol Free Dance prior to admission to future dances. Parents will be contacted.

Prom Eligibility

Students will be permitted to attend the Prom if he/she:

1. Has NO MORE than **25 UNEXCUSED** lates to school during the 2020-21 school year, AND
2. Has NO MORE than **10 UNEXCUSED** absences from school during the 2020-21 school year, AND
3. Has NOT received an Out of School Suspension (OSS) at any time during the 2020-21 school year, AND
4. Has received **NO MORE than 5 days** of In-School Suspension (ISS) during the 2020-21 school year, AND
5. Does NOT have a failing average in more than 2 full-year classes by the end of the 3rd marking period

Jr. High School Semi-Formal & Moving Up Day Field Trip Eligibility

Students will be permitted to attend both the Spring Semi-Formal and the field trip if he/she:

has NO MORE than **20 combined UNEXCUSED** absences and/or UNEXCUSED lates to school during the 2018-19 school year, AND

has NOT received an Out of School Suspension (OSS) at any time during the 2018-19 school year, AND

has received NO MORE than 5 days of In-School Suspension (ISS) during the 2018-19 school year AND

does NOT have a failing average in more than 2 full-year classes by the end of the 3rd marking period

If a student does not meet one of the above criteria, he/she may only attend one of the events (either the junior high school semi-formal or the moving up day field trip). If a student fails to meet two or more of the criteria listed above, he/she will be deemed ineligible to attend both events.

Extracurricular Activity Permission Procedure

In order for a school organization to hold an activity, an activity slip must be filled out in triplicate with the information requested and signed (in this order): (1) the class advisor, (2) chaperones, (3) custodian, (4) Student Government President, (5) Principal

These activity slips may be obtained from the High School Office. When the activity slip is completed and approved by student Government, the date will be reserved and posted on the school calendar in the Office.

A faculty member must be present at each group meeting or activity in the building. Students are not allowed to remain in school rooms unless supervised by a member of the faculty.

Extracurricular Rules and Regulations

These rules and regulations have been formulated by the School District and approved by the Board of Education.

Academic Eligibility Standards

The intent of the academic eligibility policy is to encourage all students to pass each class for each quarter.

1. All teachers will indicate a grade for each five-week period using the current reporting system. (Grade ranges for interim reports and grades for report cards.)
2. Guidance will generate a list of all students failing 2 or more courses from the computer. This will be called the Academic Ineligibility List.
3. Guidance will distribute the academic ineligibility list to all faculty members.
4. Guidance will send home a letter to parents of those students who were identified above, indicating that their child is on the academic ineligibility list. The letter will also indicate that any parent wishing to have a parent/student/teacher meeting should call the guidance office to arrange for an appointment.
5. Students are responsible for reviewing their report cards/interim reports to see if they are in good standing.
6. Students who are failing or have an incomplete in two or more subjects are considered academically ineligible. This means the following:
 - a. The first full week after report cards/interims are distributed students are allowed to practice, and are allowed to participate in sporting competitions, or extracurricular events such as plays, dances (except the Prom), or other special events or field trips.
 - b. The second week, on Monday, students are now eligible to take around the Academic Eligibility sheet to all their teachers. The sheets are available in the guidance office. Teachers will indicate if the student is presently passing their course for that quarter. If a student can demonstrate that they have passing grades in all but one class, he/she can now participate fully in all activities for that week. Anyone still failing two or more subjects would continue to be able to practice, but not allowed to play or participate in any extracurricular activity or sporting competition for the week. Students must return completed Academic Eligibility Sheets to the High School Principal no later than Tuesday at 2:20 pm. Students missing this deadline will remain ineligible until the following week.
 1. Students who are now eligible to participate will be given a form from guidance to be given to their coach/advisor indicating that they can play or participate for the week.
 2. Coaches/advisors must check for the eligibility form weekly and keep the forms on file for the remainder of the season for verification purposes.
 - c. Repeat the steps outlined in section b for weeks three, four and five. On each Monday, all students who are on the academic eligibility list still have to bring around the Eligibility sheet to see if they are maintaining their grades. If a student is not passing all but one course by the end of the third week of taking the eligibility sheets around, the student will not be allowed to participate in practices or games until they are passing all but one course again. They are still required to complete the academic eligibility sheets each week if they are still a member of a team or member of an extra-curricular activity. Ability to play will be determined according to the procedure outlined in paragraph b.

7. Students will remain on the ineligibility list for the five weeks. At the next report card/interim, if a student has passing grades in all but one subject area, the student will be removed from the ineligibility list and will no longer have to bring around the Academic Eligibility sheet. If a student has been on the ineligibility list as a result of interim grades, and is still not passing all but one course when the marking period ends, they will continue to take the eligibility sheets around each week and will follow the action outlined in #6c. They will not start over in the process as outlined in #6a.
8. Parents will be contacted by their child's counselor when their child has been ineligible for two consecutive five-week periods to suggest a parent /student/teacher/coach or advisor meeting be held.
9. Teachers are available to help students after school. Students should speak to their teachers to arrange a mutually agreed upon time and date.
10. A student failing two or more courses in the 4th quarter and/or for the year, will be considered on probation effective September of the following school year. If the student raises their grades to passing by attending summer school and has no more than one 4th quarter failure and/or year failure remaining, the student will be cleared and not placed on probation. Probation means that students can play and participate in all athletic and extracurricular activities and events, but still must take around an eligibility sheet and have their teacher's sign it beginning the second week of school. At that time, if a student is failing two or more courses he/she will be placed on the Academic Ineligible list. Please refer to section c.
11. Appeal Procedure: In the event a student/parent/guardian feels extenuating circumstances are involved, an appeal, in writing, may be made to the Principal within five days of the date of the notification letter. A committee composed of the principal, the student's counselor and the student's activity advisor will hear the case and render a decision based on the data provided.

Athletics (Revised July 2018)

The Athletic Department at Waterford-Halfmoon is founded on the principle that interscholastic athletics provides educational value for our students. Interscholastic athletics promotes character traits of high value which will lead to success later in life. These include the commitment to take one's talents to the highest level of performance; embracing the discipline needed to reach high standards; learning to work with others in pursuit of a common goal; and adherence to codes of fair play, self-control and respect. Athletics will also play an important role in creating a sense of community in our school while creating a positive environment in which others wish to be a part of.

The establishment of this athletic handbook is a reflection of the school's concern for safety, well being, and conduct of its athletes. The rules and regulations that are contained in this athletic handbook are in the athlete's best interests.

The creation of such rules necessarily carries the responsibility for enforcement. Such enforcement requires cooperation between the school and the home. Together we can work toward our mutual concerns of reducing the risks and possible penalties that could occur if the provisions of this handbook are not followed.

PHILOSOPHY OF INTERSCHOLASTIC ATHLETICS

Participation in interscholastic athletics is an elective activity and therefore a privilege, not a right. Athletics should be a broadening experience about teaching life lessons. A well coordinated program is vitally important to the morale of the school and our community.

Everyone involved in the delivery of athletics possess a unique opportunity to teach positive life skills and values. Desire, dedication, self-discipline and responsibility need to be developed in order to ensure the commitment and personal sacrifice required by athletes. Making such a commitment helps promote integrity, pride, loyalty, and character. The final outcome is better citizenry carrying these values throughout their life.

It is the very nature of athletic competition to strive for victory. However, the number of victories is only one criterion when determining a team's success. Guiding the team to attain maximum potential is the ultimate goal. To this end, the coaching staff must teach student-athletes to prepare in order to reach their maximum potential then to be modest in victory and steadfast in defeat.

CORE VALUES & DEPARTMENT GOALS

Core Values

1. Develop student-athletes through teaching life lessons so that individuals and programs can reach the highest level of success.
2. Maintain our responsibility to the school, our teammates, and ourselves through individual accountability and commitment to effort, fair play and self-control.
3. Treat those around us with honor and represent the school in an exemplary manner at all times.
4. Conduct ourselves and cooperate with others in a way that displays integrity, loyalty and discipline.

Department Goals

1. Provide student-athletes with the highest quality academic, athletic, social, spiritual experience.
2. Achieve competitive success in every program.
3. Develop and maintain a strong inclusive environment which promotes equity, sportsmanship, compliance, and diversity.
4. Develop and execute a campaign that communicates the message of the Athletic Program.
5. Provide high quality leadership and management of interscholastic athletics.

CODE OF ETHICS

It is the duty of all concerned with school athletics:

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

SECTION 2

SPORTSMANSHIP POLICY FOR ATHLETES

1. Learn and understand the rules of your sport. Play hard, play to win, but play fairly within the rules.
2. Do not allow your temper to distract you from the fundamentals of good sportsmanship. Maintain self-control.
3. Respect your opponent. Never taunt. Congratulate him or her and game's end. Acknowledge good play.
4. Respect the integrity and judgment of the officials. Never question the decision of an official.
5. Be an example for your school, teammates and opponent.

A player who is disqualified from a contest for unsportsmanlike behavior by an official is prohibited from playing in the next regularly schedule contests, per NYSPHSAA rules.

A player who strikes or otherwise physically assaults an official will be subject to an extended suspension from athletic competition. A physical confrontation with an official is any incident which a player either strikes, bumps, or otherwise physically intimidates an official prior to, during or after a contest or game.

SECTION 2

CODE OF CONDUCT FOR SPECTATORS

1. Spectators are an important part of the games and are encouraged to conform to accepted standards of good sportsmanship and behavior.
2. Spectators should, at all times, respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.
3. Enthusiastic cheering for one's own team is encouraged.
4. Booing, whistling, stamping of the feet and disrespectful remarks shall be avoided.
5. There will be no ringing of bells, sounding of horns, or other noisemakers at indoor contests during play. Anyone who does not abide by this rule will be asked to leave the premises.

6. Pep bands or school bands, under the supervision of school personnel, may play during time outs, between periods, or at halftime. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.
7. The throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.
8. During a free throw in basketball, all courtesies should be extended.
9. Spectators will observe the rules of the local school concerning smoking, food and drink consumption, littering, and parking procedures.
10. Spectators will respect and obey all school officials and supervisors at athletic contests.
Any inappropriate spectator behavior directed at the coaches, players, and officials, could result in disciplinary action including permanent suspension from athletic events.

CONDUCT OF AN ATHLETE

The conduct of an athlete is closely observed in many areas of life; on the field, in the classroom and in the community. Take pride in yourself, your team and your school. You should always project a positive image. Winning or losing is not as important as your reaction to winning or losing. Your reaction is what people will remember – not the score.

In the arena of athletic competition, a real athlete does not use profanity or illegal tactics, and learns fast that losing is a part of the game and that you should be gracious in defeat and modest in victory. It is always courteous to congratulate your opponent on a well played game after the contest, whether in defeat or victory.

The school is interested in each athlete as an individual, and the coaches will do all they can to help each achieve the highest level he or she is capable of achieving. However each student-athlete must accept the responsibility that goes with being a member of a team. Our teams represent the school community. The following rules have been developed for all of our modified, freshman, junior varsity and varsity team members. The school realizes that in order for these rules to be adhered to, the athletes must believe in them and discipline themselves to abide by them, sometimes sacrificing personal pleasure for the team. Parents are asked to do all they can to support the Code of Conduct and help their son or daughter live up to this code.

Academics

Generally speaking, athletics have a positive effect on the athlete's performance in the classroom and their feelings towards education.

Students are responsible to make arrangements to receive regularly schedules help in any subject in which they are failing.

QUITTING POLICY

Quitting is an unacceptable habit and one that is counterproductive to the traits of interscholastic athletics. Students who quit a team after the tryout period may be susceptible to sitting out other contests in their next sports season. Additionally, any student who misses three consecutive practices unannounced will be deemed to have quit the team.

However, there may be times where athletes find it necessary to drop a sport for good reason. No student may quit one sport and then participate in another once the teams have been selected. If he/she has been cut from one team, it is legitimate to try-out for another. All legitimate requests for changing sports must be made through the Athletic Director.

HAZING/INITIATION POLICY

The Athletic Department enacts this policy to ensure and maintain a safe learning environment for students that is free from hazing. Hazing will not be tolerated at any time.

Definition

Hazing is defined by any conduct or method of initiation into any interscholastic team or organization, whether on public or private property, which deliberately or recklessly exploits a less powerful student, physically, emotionally and/or socially. Such conduct characteristically takes place where/when an unfair advantage is being exerted on said person. This conduct includes but is not limited to; shaving, shower pranks, whipping, beating, branding, forced calisthenics, forced consumption of food, alcoholic beverages, drugs or any other substances.

Discipline

The athletic department will discipline or take appropriate action against any student, coach, volunteer or any other district employee who is found to have violated this policy. Such action may include but is not limited to a warning, suspension, expulsion, remediation or discharge.

SOCIAL MEDIA POLICY

As an organization with a commitment to quality of education and the safety of our students, the standards for appropriate online communication are equally as high. It is important that student-athletes recognize the power of public media domains and the potentially negative image that they can portray about other students, coaches, the athletic program, and the school. While we respect the right of student-athletes to utilize the variety of social media options available, we ask that the following guidelines be met by our student-athletes at all times.

1. Refrain from posting material, including pictures, that is threatening, harassing, illegal, obscene, defamatory, slanderous, promoting illegal activities or hostility towards any individual or entity.
2. Refrain from posting email addresses or other confidential information of students, faculty or any other person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
3. Be aware that college recruiters or future employees are starting to access information placed online on social networking sites. The information you post is considered public information. Protect yourself by maintaining a self-image that you can be proud of in the years to come.

Any inappropriate activity that is in violation of the above guidelines, including first time offenses, is subject to investigation by the school as well as civil authorities and can be disciplined under the code of conduct.

STUDENT ELIGIBILITY

1. A contestant must be a bonafide student enrolled in at least four subjects, including physical education.
2. A student-athlete shall be eligible for interschool athletic competition during eight consecutive semesters upon entry into ninth grade. A student-athlete shall be eligible for only four years in one interschool sport unless advanced by the Athletic Placement Process.
3. A student-athlete who attains the age of 19 prior to July 1 will not be eligible to participate in the Interscholastic Sports Program.
4. Seventh and eighth grade students between the ages of 12 and 15 may participate in the "Modified Program". A student who reaches the age of 16 during a sports season may complete that season and must play varsity or junior varsity the next sports season.
5. In order to participate in interschool competition, a student must show proof of a valid physical exam. A student can receive a physical exam from either the Waterford-Halfmoon Union Free School District or their own physician.

TRANSFER

A student who transfers without a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) is ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one year if the student participated in that sport during the one year period immediately preceding his/her transfer. Appeals process forms are available through the Athletic Director.

ATTENDANCE

Students are to be in school on time and remain in school for the entire day. Students who come to school after 8:30 AM without a legal excuse or leaving early without a legal excuse will not be permitted to practice or participate in athletic contests on the day in which they committed the infraction.

Regular Practices

Practices are essential for proper conditioning, improvement of techniques and acquisition of teamwork skills. Therefore, athletes are required to attend scheduled practices and team activities. Athletes who are absent from school are excused from practice on the same day as the absence. Athletes who are suspended from school may not participate in the practices or competition during suspension.

Family Vacations

Practice schedules and attendance rules are set by coaches in a consistent and fair manner and are approved by the Athletic Director prior to implementation. When parents/guardians and student-athletes choose to take their family vacation during the sport seasons, it must be understood that the time missed can affect team chemistry and personal conditioning. Teams cannot be developed to their fullest potential when all members are not present. Student-athletes who miss practices or competitions for any reason will likely have their position and/or playing time adjusted. The athlete and/or parent MUST personally inform the coach as soon as possible of their vacation plans.

TRANSPORTATION

Student-athletes will be transported to away contests by school authorized vehicles only. Under some circumstances, an athlete may receive permission from his/her coach to ride to or from a contest with his/her parents. This should be cleared with the coach. All team members are expected to conduct themselves in fashion that will ensure the safety of all passengers. All safety rules must be followed. All regulations are in effect during charter trips.

ISSUING OF SCHOOL CLOTHING AND EQUIPMENT

It is the responsibility of the athlete to turn back to the coach all clothing and equipment issued. Failure to do so will result in the athlete being financially responsible for the missing articles. Athletes not paying for the missing articles will forfeit their right to receive any school equipment or clothing in the next sport season or be eligible for any certificate, pin, or letter. A list of all violators will be sent to the Athletic Director and forwarded to the Principal. . Student athletes caught stealing issued equipment will receive additional consequences.

OUTSIDE TEAM RULE

The New York State Public High School Athletic Association allows outside competition (AAU, Travel, Club, etc). Waterford-Halfmoon athletes must understand that commitment to the in-season school teams comes first, and outside participation should not be detrimental to an individual or to a Waterford-Halfmoon team. There will be many circumstances where a student should not participate in an outside activity due to the possible effect on the team. Do not participate until you check with the individual coach involved with the school team.

NCAA INFORMATION

Any senior student-athlete planning to enroll in college as a freshman and who wants to participate in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. Applications may be obtained in the guidance office.

PARENT/COACH RELATIONSHIP

Both parenting and coaching are extremely difficult endeavors. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to children. As parents, when your child becomes involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

Communication you should expect from your child's coach:

1. Philosophy of the coach (within the guidelines of the athletic department).
2. Expectations the coach has for your child, as well as all of the players on the squad.
3. Locations and times of all practices and contests.
4. Team requirements (i.e., fees, rules, special equipment)
5. Procedure should your child be injured during participation.
6. Discipline that results in denial of your child's participation.

Communication coaches expect from parents:

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concern in regard to a coach's philosophy and/or expectations.

As your children become involved in the athletic program at Waterford-Halfmoon, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

Appropriate concerns to discuss with the coaches:

1. The treatment of your child, mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.

Issues not appropriate to discuss with coaches:

1. Playing time
2. Team strategy
3. Play calling
4. Other student-athletes

There are situations that may require a conference between the coach and parent. It is important that both parties involved have a clear understanding of the others' position. When these conferences are necessary, the following procedure should be followed to help promote a resolution of concern.

Procedure to follow to discuss a concern with a coach:

1. Call to set up an appointment with the head coach.
2. Waterford-Halfmoon Jr./Sr. High School – (518)237-0800 ext. 1311

If the coach cannot be reached, please call the Athletic Director at the number above and he will arrange the meeting for you.

Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.

The Next Step:

What can a parent do if the meeting with the coach did not provide satisfactory resolution?

1. Call and set up an appointment with the Athletic Director. The parent/guardian, coach, and Athletic Director will meet to discuss the problem.
2. At this meeting, the appropriate next step can be determined.

Parents are encouraged to discuss issues and problems with the Athletic Director. However, if a parent has specific complaints regarding the coach, then the coach must have the opportunity to be present to meet with the parent.

Revised 7/18

Reviewed by BOE 8/2018

Organizations

Class Organizations:

Each class grades 9-12 is organized formally as soon as possible after the school year begins. Meetings should be held and officers are elected if they have not been elected at the close of the preceding year. The class plans its activities and carries out business during the meeting. Meetings may be held only when the faculty advisor is present. In the absence of the advisor, the Principal may appoint another member of the faculty as a substitute advisor.

Student Organizations:

The following list presents current student organizations. If a student is interested in joining any of the activities sponsored by these organizations he/she should ask the Office for further information.

Club/Organizations:

Art Club, Drama, Intramurals, Outdoor Adventure Club, Masterminds, Mock Trial, National Honor & Junior Society, Sidekicks, Senior & Junior High Student Government and Yearbook.

Student Government

The Student Government is that organization of the student body which assists the faculty and administration in the successful carrying out of various responsibilities which befall a school system. The Government is responsible for all student activities and is in charge of all student organizations.

Student Government promotes leadership, self-confidence, and self-reliance. It is a privilege, not a right, and teaches students important lessons regarding the proper balance of freedom, privilege, and responsibility.

The goals of our Student Government include:

- To serve as a liaison between the student body and the school administration, providing a means for student statement in school affairs
- Encouraging students to excel academically and athletically
- To be a contributing voice in our school
- Promote unity while respecting individuality and diversity
- Building school spirit and pride in our community
- Be simultaneously aware of the community in which we thrive, as well as the world in which we live

Student Government sponsors many school events including Fordian Fever Pep Rally and our annual Moving Up Day Program. The organization conducts charity drives to help those in need both locally and globally.

The Student Government is the center of all activities and student life at our school. Your support of the organization is necessary for the successful attainment of student's goals.

Qualifications and Duties of Student Government Officers:

When selecting a person to represent your class in any office, particularly Student Government, you should keep the following in mind:

Your nominee should (1) be capable of leading, (2) be a good school citizen, (3) be loyal to school tradition, (4) have no fear of criticism, (5) be capable of expressing ideas, (6) be sincere in his/her work, (7) have respect for his/her position, (8) obey the constitution and by-laws, (9) be honest in expressing ideas.

Sexual Harassment of Students

The district is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of sexual harassment.

Conduct is deemed to be sexual harassment when the student perceives such behavior as unwelcome, such as inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, blocking a student's movement. Rape or attempted rape is an act of violence carrying different criminal penalties. Sexual harassment is a form of sex discrimination. Any student who believes that he or she has been subjected to sexual harassment, whether by a teacher, other student, or any individual on school grounds or at school activities should report the alleged misconduct immediately to the school principal who will then turn it over to the District's Title IX officer.

Tardy to School

Students are expected to be in their 1st period class by 7:57 a.m. Any student not in 1st period by 7:57 a.m. will be considered tardy.

Students who arrive at school after 7:57 a.m. must present a note signed by a parent explaining the tardiness. A student who is tardy without a written excuse will be referred to the administration for the appropriate consequences.

Students must present the excuse on the day tardy or at the latest by the next day. Failure to arrive on time and/or bring a parental note when tardy will result in disciplinary action as described in the discipline code.

Truancy

A child who fails to attend school (regularly scheduled classes and study halls), unknown to the parent or legal guardian, for other than a lawful excuse, is truant. Truancy is a violation of New York State Law and will be dealt with in accordance to the following:

- a. Penalty based on discipline code.
- b. Penalties for school work missed during the unexcused absence (based on existing staff developed guidelines).
- c. Students who are illegally absent will receive a grade of zero for work missed.

Child Abuse

New York State's Child Protection Services Law is designed to prevent abused and maltreated children "from suffering further injury and impairment" at the hands of the persons legally responsible for them.

Reflecting this concern, the Board of Education's policy is to facilitate case findings, to report incidents quickly and accurately, and to cooperate with the local Child Protective Services in their investigation in accordance with current legislation.

Procedures for reporting suspected cases of child abuse and maltreatment shall be in accordance with Section 415 of the Social Services Law and a copy of said procedures will be kept on file in the Superintendent's Office.

Emergency Closings

In the event of heavy snow or impassable roads or other factors necessitating the closing of school, an announcement to the effect will be made over radio stations, WGY (810AM), WFLY(92.3FM), WRVE (99.5), WYJB (B95.5), WGNA and TV stations 6, 10, 13, WXXA-TV and Fox23.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening. Any exception must have the approval of the Athletic Director, Principal and Superintendent, with the final decision resting on the Superintendent.

Students and Faculty are not to be in the building when school is closed.

Fire and Bus Drills

State law requires periodic fire drills. Fire drills are initiated by an alarm drill. Cards are posted in each room showing the proper exit route. Move quickly and quietly to the designated exit. Since some exits may be blocked, it is essential, therefore, for quiet to be maintained. Upon leaving the building, proceed away from roadways, since fire vehicles may be arriving. It is also necessary to remain 100 feet from the building.

State law also requires periodic bus drills. Information and instructions for the bus drills will be provided before and at the time of each drill. Your cooperation is essential to insure safe bus transportation.

Lost and Found

1. Lost articles should be reported to the Jr./Sr. High School Offices immediately in writing.
2. Articles that are found should be turned in to the High School Office.
3. Persons losing articles should check with the High School Office for the purpose of claiming anything that has been found.
4. The school cannot be responsible for the loss of personal or school assigned items.
5. In the event a textbook or school issued item; such as their chrome book is lost, the student must pay for the item prior to a replacement item being issued.
6. Students losing or damaging school property will be required to make reimbursement prior to receiving their report cards.
7. Radios, large sums of money, and other valuable items should not be brought to school for fear they may be lost.

School Lunch / Breakfast Program

The nutrition of students is an important factor in their educational progress. The school participates in the National School breakfast and lunch programs, and shall provide free or reduced price food services to qualified students. The Cafeteria Manager (237-0800 ext. 3330) will provide further information upon request.

Meal Charge Guidelines

1. What can be charged? School lunch is the only chargeable meal. Only the components of a reimbursable meal are chargeable. Breakfast, snacks or beverage cannot be charged. Extra meals or extra ala carte items are, also, not chargeable.
2. What is the chargeable limit? Meals may be charged up to a limit of three lunches. There will be no exceptions. This is the approved limit of charged meals by the State Education Department.
3. Notification? Parents will be notified by a phone call 2x a week for all grades. Payment is expected the next day or a lunch from home should be brought.

Cafeteria Food Practice

1. The cafeteria will be shutting down the snack bar five minutes before the end of each lunch period.
2. Students will be allowed to take their lunch from the cafeteria in a Styrofoam container with a pass from the teacher that is requesting them to eat lunch with them. Students will be allowed to take a "grab and go" breakfast to their 1st period class. Administration will determine situations that this is not appropriate.
3. No student will be allowed to take food from the cafeteria unless it is under the condition outlined in #2 above.
4. The only beverage that students will be allowed to take out of the cafeteria will be plain water. All other beverages, Teas, etc. are to be consumed in the cafeteria.*

In certain conditions in certain classes, for example, Chemistry Lab, teachers may set their own guidelines in reference to beverages in the classroom. Under those circumstances classroom guidelines takes precedence.

In the event students are found taking food or unapproved beverages from the cafeteria it will be confiscated until the end of the school day. At that time they may retrieve the items(s) from their building principal.

Teachers may give students a pass to bring lunches to their room. If possible a list should be provided to the cafeteria early in the day so that the lunches will be ready when the lunch period is started. Students with passes will be moved to the head of the lunch line to move them through more rapidly.

* In the event that the students abuse the privilege of having water with them in classrooms we will be forced to revoke their ability to take water from the cafeteria.

Dining Room Etiquette

The Waterford-Halfmoon Union Free School District has moved to be a Tree Nut/Peanut Restricted School. This action was because of the number of students that are enrolled into the school district that have severe tree nut/peanut allergies. The cafeteria will no longer be serving foods that contain or are made with nuts or nut products. The district asks that food brought from home not contain tree nut/peanuts or any byproducts of these foods. The district cannot control the food that is brought from home, but we hope you will work with us in providing a safe environment for everyone in the building.

During the lunch period it is intended that a pleasant, informal atmosphere will exist, one which will allow students to enjoy lunch and talk with friends. To insure such an atmosphere requires cooperation and attention to the following regulations:

1. Since faculty and other supervisors are on duty to insure quick, orderly and efficient service, their requests and instructions must be followed promptly and politely. Their instructions concerning seating, order of service, dismissal procedures, etc. are designed to promote efficient service so that students may enjoy some leisure time when finished.
 - a. Students should not ask to go to a locker.
2. The supervisors may ask for assistance in keeping the Dining Room neat and clean. Students should not look upon a request to pick up or throw away an item as beneath their dignity. The pleasantness of the environment in the Dining Room is determined by how students respond to the school's effort to keep the cafeteria a clean, orderly and pleasant place. Students are responsible for keeping clean the tables and the areas around the tables where they eat.
3. Appropriate student behavior is expected. Fighting, throwing food, using inappropriate language, running, acting rudely, throwing objects, harassing other students for money will not be tolerated. Students who exhibit undesirable behavior in the Dining Room or leave lunch items on or around their table are expected to comply with the discipline assigned by the lunch room monitor or supervisor. Refusal to comply with their request will result in a discipline referral. Disciplinary action in the Dining Room can include, but is not limited to, students remaining to assist in clean up, separation of the students, removal from the Dining Room to a seat in the corridor or specific seating assignments.
4. All food and beverage items purchased in the Dining Room are to be consumed there. Students are not permitted to purchase items to consume in the hallways, class, study hall, etc.
5. All students are to report to the Dining Room at the beginning of the lunch period and must remain for the entire period unless one of the following exists:
 - a. The student has a pre-signed pass to report to a teacher.
 - b. The student receives a pass from the teacher supervising the Dining Room.
6. All students using the Dining Room are expected to comply with directives of the monitor(s). Refusal to comply with their requests may result in a discipline referral. Students who are repeatedly disruptive in the Dining Room will be removed from the Dining Room and may be assigned to eat lunch at another location.
7. Students are allowed to bring lunch from home. Any food or beverage items purchased must be bought from the school cafeteria. Deliveries from outside vendors or parents are not allowed. Special occasion lunches or birthday cakes are not permitted in the cafeteria.

Safety

The well-being and safety of the students is of prime importance and concern to the Board of Education, administration and teachers.

Any activity that is unsafe, careless, and dangerous to the health and safety of another person will not be tolerated. Any student who becomes involved in an unsafe action during a class, shop, lab, or other classroom activity may be suspended from the class for the remainder of the school year and will not be eligible for course credit.

Every pupil, employee and visitor is required to wear industrial quality eye safety devices in a shop or laboratory whenever they are in dangerous proximity to a potential eye hazard or when the activity in such locations is such that hazards may develop without warning.

A potential eye hazard shall include but not be limited to activities in a shop or laboratory involving: (1) hot solids, liquids or molten metals; (2) milling, sawing, turning, shaping, cutting or stamping of any material; (3) heat treatment, tempering, or kiln firing of any metal or other materials; (4) gas or electric arc welding; (5) repair or servicing of any vehicle; (6) caustic or explosive chemicals or materials.

Safety in the Hallways

1. Students are not allowed out in the corridor during the first and last five minutes of the class period.
2. Students should be in the habit of going to the bathroom and bringing materials to class before class starts.
3. Passes must be used anytime a student is sent out of class.
4. Students are to remain in the classroom, not in the doorway until the bell rings.
5. Students are not to linger in the rest rooms.

VI. Standards of Conduct

Standards of Conduct

The Board of Education, in support of the aims of public education, believes that student behavior shall reflect standards of good citizenship expected of members of a democratic society. Self-discipline is one of the immediate important goals of education and its inculcation and practice are of great concern to the Board. Students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard to constituted authority. This includes conformity to school rules and regulations.

Discipline Guidelines

Discipline is often thought of as punishment for something done wrong. This is a very limited definition which overlooks the positive and essential aspect of discipline as a guideline which controls one's own actions. The broader view of discipline encompasses self-discipline. That is the controlled behavior that we individually establish for ourselves and that we individually live by. Self-discipline is connected with responsibility and recognition of priorities that may result in a more successful life.

In the school setting, the goal of discipline is for the student to manage his/her behavior in a manner which permits success in school and protects the rights of others. Success in school is dependent upon the need for work, cooperation and involvement in the academic and social life of the school. Self-discipline in school will permit success both in school and in later life.

The school maintains policies and regulations which are designed to promote self-discipline as a means of maintaining a healthy school atmosphere and to promote academic and social growth.

It is the responsibility of the parent/guardian, teachers and administrators to work with students who do not exercise self-discipline. This responsibility is met in school through counseling as well as through the use of sanctions designed to bring an awareness to the student of the need to manage his/her behavior in a manner which permits success in school. Accordingly, the following guidelines have been adopted for use at the junior/senior high school and at all school events on and off school property.

1. Discipline problems may be either major or minor.
 - a. A major discipline problem may be defined as one which has serious consequences for the well-being of the student or others in the school. These include, but are not limited to, the following: truancy, cutting class, drinking or possession of alcoholic beverages connected with school functions, the possession or illicit use of controlled substances and paraphernalia to administer drugs, using tobacco products on school property or on buses, use or possession of E-cigarettes/vapes, fighting, threats to others, discrimination, leaving the school building without permission, forging signatures, vandalism, continued misconduct on the bus, theft, fraud, insubordination, obscene speech and/or gestures, missing administrative detention (2nd offense), possession of stolen property, possession of weapons, or an "en masse" action by students which disrupts the educational process or is a violation of school policy or education law. Any discipline problem which is also a violation of the law shall be referred to the appropriate police agency.
 - b. A minor discipline problem is defined as one which has less serious consequences for the well-being of the student or others in the school or on the bus. These would include tardiness to school or class, occasional violation of classroom, dining room or bus rules, annoying or distracting behavior, horse-play, negligence in class work, inappropriate language, etc. Please note that frequent acts of minor misconduct may escalate the matter into a major discipline problem.
2. Some means used by the school to deal with discipline problems are as follows:
 - a. Most discipline problems will be dealt with at the time they occur by the teacher, staff member, or administrator who is in direct supervision of that student. Forms of reprimand could include, but are not limited to, verbal reprimand, written assignments and/or staying after school with teacher, staff member or administrator.
 - b. Parent conferencing is another effective means of dealing with discipline problems. Teachers and administrators frequently contact parents to report disciplinary concerns and develop strategies to correct disciplinary problems.
 - c. Reprimands for persistent minor disciplinary problems include administrative detention. Administrative detentions require a student to remain after school for a specified period of time. Students who "skip" detention a second time, will be assigned in-school suspension.
 - d. The principle forms of reprimand for major discipline problems are suspension from class or suspension from school, loss of school privileges for a specified period of time, action deemed appropriate by the Principal, Superintendent, or Board of Education.
 1. The in-school suspension places a student in a strict study atmosphere during the school day.

2. The out of school suspension may be used for more severe discipline cases. It denies a student attendance at school for a specified period of time pending parental contact. A principal-parent conference is required prior to the student's return to school.
3. The severity and frequency of disciplinary problems may also result in a Superintendent's Hearing.
- e. We feel that it serves no useful purpose to put the same students on in-school suspension time after time. Repeat offenses by the student that would normally carry the consequence of in-school suspension may result in out-of-school suspension. The student will not be allowed in school for a specified number of days and will instead be under parental supervision at home. Days of out-of-school suspension do count as days absent from school and the student could lose course credit if too many absences accumulate and class work is not made up.
3. a. A student may be assigned after school detention with a faculty member. Attendance at this detention is required.
- b. A student may also be assigned administrative detention by the Principal. Student attendance is required.
 1. Students assigned to both the faculty detention and administrative detention must remain for the faculty detention first, notify the administration and remain the following day for administrative detention.
 2. When detention is assigned, parents may request a day's notice to allow for pre-arranged appointments.
4. Since severe disciplinary measures such as detention or suspension indicate student problems which need immediate correction, they take priority over student obligations.
 - a. Students on internal or external suspension may not participate in any other school activities during the duration of the suspension. This includes all extra-curricular activities.
 - b. Students in internal suspension may not participate in extra-curricular activities for that day.
 - c. Students in early release must make arrangements to be in school all day if on internal suspension or to return for the detention class if given administrative detention.
 - d. The detention obligation also takes priority over after school activities. Notification to advisors, coaches, etc... is the obligation of the student who is being detained.
 - e. When a student's ISS or OSS spans a weekend or school vacation, the student is not eligible to participate in extra-curricular activities during that time period.
 - f. Severe disciplinary measures may also restrict student participation in extra-curricular activities & field trips.
5. Parents of students who have been referred to the administration are notified of the situation through the use of the Disciplinary Referral Report. The report contains the statement of the staff member concerning the problem, the response of the student, and the action taken by the administrator. A copy of the report is mailed to the student's parents, another remains in the student's discipline folder and the final copy is returned to the staff member.
6. Any senior who fails to complete all assigned disciplinary actions prior to the last day of school will be considered to have not fulfilled all obligations. These seniors will not have their name considered for prizes or awards recommended by school faculty and presented at graduation.

Note: Please consult the Code Responsibilities and Rights on page 36 of this book for exact behavior and consequences.

Computer Use

As a student of the Waterford-Halfmoon School District, you are given the privilege of using the computing facilities administered by the school. With this privilege come a number of responsibilities, which are described in the computer policy. All students and parents must sign a permission slip before students are issued a password and can use the computer equipment.

Unauthorized use of computing facilities will lead to suspension or loss of privilege, and may lead to serious penalties, including monetary reimbursement as a result of the misuse of the equipment.

Please refer to the Computer Policy for specific rules and procedures. This is under separate cover.

Student Dress

During the spring of 1993, students, faculty and the school Management Team created revised guidelines for student dress. All parties agreed that these guidelines provided for flexibility, cooperation and an appropriate school atmosphere. The policy regarding book bags, hats, cellular phones, and beepers was added by the faculty and administration in June of 1996.

Students of WHS expect one another to dress in attire which does not disrupt the educational process. Attire must show respect for all people. Student Government, faculty and administration jointly recommend the following guidelines. These guidelines are **intended to be** in keeping with contemporary styles, to encourage dress which is acceptable to teachers and students which also meet physical and health safety standards.

It is recommended that these guidelines for student dress be applicable during the school hours and as appropriate for extra-curricular events. The following clothing is unacceptable:

1. Extremely revealing low cut shirts, high cut shorts, tank tops with large openings, spaghetti straps, strapless, halter tops, mesh, bare midriffs, netted or see-through clothing.
2. Unclean, and/or unsanitary clothing.
3. Vulgar or degrading words or symbols on clothing, i.e.: sexually explicit or alluding words or phrases, as well as demeaning or degrading symbols or slogans that depict, suggest or state any form of prejudice, such as a person's race, religion, ethnic origin, or sexual orientation.
4. Book bags and heavy coats are not allowed in the classroom and/or library. Book bags, heavy coats and hats must be left in the locker. Hats are to be removed upon entering the building.
5. Decorative chains such as wallet chains are prohibited.
6. Bandanas, hats, hoods or any head wear.
7. Any advertisement for any kind of alcoholic beverage or drugs is prohibited. Students are expected to cooperate with teachers in the matter of dress and head wear to create a favorable environment for learning as well as the effective operation of the school.

Care of School Property By Students

All students must show respect and care for WHS school property. Any damage to property should be reported to the main office or the appropriate teacher.

Acts of vandalism are crimes against the school district and the community which supports the school. Students who willfully destroy, damage or deface school property shall be subject to disciplinary action, and may be prosecuted to the fullest extent possible under the law. If a student damages school property, such student and/or his/her parent/guardian shall be required to pay the District for the value of the damaged property up to the limit of the law. State law now permits parental liability for up to two thousand five hundred dollars (\$2500).

Waterford-Halfmoon Jr/Sr High School Personal Electronic Policy

Definition

A personal electronic device, or PED, means any device that a student is in possession of which electronically communicates, sends, receives stores, reproduces or displays voice and/or text communication or data. These include, but are not limited to, cell phones, smart phones, music and media players, tablets and personal digital assistants.

Mission Statement

Personal electronic devices have a place as an integral part of the educational process. Electronic devices can enhance the learning experience and assist in preparing our students for an ever-changing world which supports 21st century learners. Waterford-Halfmoon supports the appropriate use of personal electronic devices in the classroom or other school settings. **The personal use of electronic devices must not endanger persons or property, disrupt the educational process, or violate a publicized policy of the school.** Students must comply with faculty and staff directives regarding use of their devices at all times. The behavior of the student using the device is addressed rather than the possession of the device.

The Policy

1. **During Non-Instructional Time Periods (lunch, before/after school day):** Students may use PEDs during these designated periods for personal or instructional purposes. Students are allowed to send and receive text messages, listen to music (with ear buds or head phones), access district approved sites, and send and receive email during these time periods only. Students may NOT use PEDs to photograph or video-record at any time, or make a voice call during the school day.
2. **Passing Time in Hallways:** Students are not permitted to listen to music during passing times due to potential safety concerns during an emergency situation. Ear buds or head phones must be put away at this time as well.
3. **During Class/Study Hall Periods:** Student use of PEDs is allowed for educational purposes at the discretion of the faculty and/or staff member charged with supervision or instruction. This use is approved under the following conditions:
 - Usage will not be disruptive to students, staff, or the overall school environment.
 - Ear buds or head phones must be used so that others will not be able to hear sounds from a student's device. Speakers are not to be used.
 - There will be no PED usage during assessments, exams, or any type of testing unless approved by the classroom teacher. During these times PEDs should be turned off and out of site.
 - Students may not use PEDs to bully or harass other students, faculty, or staff in any way, including social media.
 - Students may not use PEDs to photograph or video-record other students or staff members unless approved by the classroom teacher for educational purposes.
 - All voice calls, during school hours, must be conducted through district provided phones. These can be found in the main office.
 - In the event of illness at school, students must utilize the health office in order to facilitate parent contact, not personal electronic devices. The school nurse is responsible for monitoring dismissals due to illness.
 - If PEDs are utilized by the instructor as part of a planned instructional design, cooperative grouping ensures that all students have access to the electronic device. Use of PEDs will not be mandated for any students.

General Consequences

Students who violate this policy regarding personal electronic devices are subject to appropriate disciplinary consequences which are prescribed below as a "general" consequence. Any student who uses personal electronic devices in any way that threatens, humiliates, harasses or intimidates students, school personnel or visitors, or otherwise violates district policies and regulations or local, state or federal laws, will be subject to more severe consequences, including but not limited to losing the ability to use your PED on school grounds for an extended period of time, and/or the possibility of a suspension from school. **Further, students are prohibited from using the camera, video or recording functions of their personal electronic devices on school premises or at school-sponsored activities where another student or staff member has an expectation of privacy.**

- First Offense: Confiscation by instructor or staff member; phone returned to student through the Principal or Assistant Principal at end of school day.
- Second Offense: Confiscation by instructor or staff member; Parent required to claim item from Principal or Assistant Principal, and detention will be assigned.
- Subsequent Offenses: Confiscation by instructor or staff member; Parent required to claim item from Principal or Assistant Principal, and detention(s) will be assigned, as determined by the number of offenses.

If a student refuses to surrender electronic device to staff member, the student will be sent to the main office and the incident is handled as insubordination, which may result in further disciplinary action.

Employment of Students

Students under 18 who are interested in working papers may pick up applications in the Guidance Office.

Despite the attraction of having a part-time job after school hours, students should give careful thought to the amount of time and energy such a job can demand. Students should remember that school responsibilities always take precedence over such jobs.

En Masse Procedures

The following has been adopted regarding En Masse (large group) student activities. This procedure was purposely left with some flexibility to be able to respond to other En Masse actions. The actual policy on En Masse activities may be viewed in the district policy book.

"En Masse" activities of students at Waterford-Halfmoon School District, which are disruptive to the educational process, or violate school policies or education law, will be considered under the heading of a major discipline problem in the Discipline Policy. As such, the disciplinary sanctions would duplicate those listed in the Discipline Policy. The sanctions would be further expanded to include loss of privileges for a specified period of time, actions deemed appropriate by the Principal or discipline determined by a specially formed Discipline Committee.

Health Office

Student Health Services

A nurse is available daily, during school hours, in the Health Office. The nurse provides first aid for all emergencies and care for students who become ill. Please do not send your child to school if they have a fever, are vomiting or have diarrhea. Please alert the school nurse if your child is diagnosed with any communicable disease (strep throat, pink eye, mono, etc.).

The Health Office provides an appraisal of the health status of students. This screening test is designed to identify students with impairments of vision or hearing and to measure growth in height and weight. The word "screening" is used in connection with these procedures because it selects those who need further attention. The screening is not diagnostic in intent or result. The nurse encourages the correction of the suspected condition by follow-up notification sent to parents.

Physical examinations are required on all students new to the district, students in grades 7 & 10, and every student who is participating in sports. Sports physicals remain in force for 12 calendar months.

Please alert the nurse if your child will be seeing his/her own physician. If a student receives a physical examination from his/her family physician, please submit proof of physical, signed and dated by the physician.

All accidents and injuries occurring on school grounds/busses should be reported promptly to the nurse so parents can be contacted and transportation arranged if necessary.

Medication Policy

According to the Nurse Practice Act provisions of the State Education Department, it is unlawful for school nurses to dispense **any** medication including over the counter medication. State Education law is very strict in the control of over the counter and prescription drugs; therefore, we ask all families to follow this outline. Most medications can be given around the school hours. Please ask your doctor to schedule as such. If during the school year it becomes necessary for your child to take medication ordered by a doctor while in school, please adhere to the following rules:

1. Doctor must fill out and sign a written order.
2. Parents must fill out and sign a note giving the nurse permission to medicate the child per doctor's orders.
3. Medication must be properly labeled from your pharmacy with the student's name, dose, name of drug and date.
4. Parent or someone on the students emergency contact list is to bring the medication to the nurse. Any medications brought in by the student will not be administered. Please note: the school does not stock over the counter medications for student use.

A profile card is kept on file of each visit to the nurse. The time of arrival, comments on illness, and departure time are recorded.

Immunization Requirements

New York State Public Health Law requires that all children attending school must be fully immunized. Current immunization requirements can be found on the WHUFSD website.

***Children will not be admitted to school unless proof of immunizations are on file with the school.**

Transfer students from within New York State must provide proof of the required immunizations before the student is registered. Transfer students from outside of New York State are allowed by law a 30 day period to complete the required immunizations.

Health Office Procedures

1. Secure a pass from the teacher before coming to the health office.
2. Come directly to the nurse who will make a decision on treatment.
3. Students who must leave school must be transported by a parent or relative listed on the emergency contact list. No other student may transport, nor is a student who is ill permitted to walk home. All students will be picked up in the nurse's office.
4. All phone calls and arrangements for release or return to class must be made by the nurse or the attendance office.

Lockers

Students are assigned a corridor locker and gym locker at the beginning of each year. Each assigned locker is in working order, however if repairs are needed, please report that information to the main office or in the case of the gym locker, the P.E. teacher.

It is most important students do not leave money or other valuables in the lockers. Lock combinations as well as lockers should not be shared with any students. The school cannot be responsible for the loss of items from any locker. Periodic locker inspections will be held during the year. Lockers remain the property of the school. All lockers have locks built into them; therefore, student locks are not necessary.

Lockers may be inspected by school administrators upon suspicion that the locker is being used for any illegal purposes.

School Bus Discipline Procedures

The Waterford-Halfmoon School Bus Discipline procedures are based on a progressive behavior modification system with rewards for good behavior. The system allows communication between the driver, student, and the administration concerning minor behavior problems. The system will allow for immediate action within the referral system for major behavioral problems. Our goal is to carry the respect from the school to the bus and to follow through with similar behavior expectations. School buses are equipped with video cameras.

1. Minor - Request that the Principal or his/her designee speak to the student concerning bus rules and the requirement that the student follow the driver's directions. This type of referral is only for minor incidents (annoying other children, loud language, changing seats, etc.) Repeat of these problems will result in a major referral for distracting the driver.
2. Major - Referrals received in this category (fighting, throwing objects, damage to the bus, refusal to follow the driver's directions, etc.) will progress as follows:

- Step 1: The bus driver gives a verbal reprimand to the pupil and advises him/her that a referral is being sent to the office.
- a) The Principal will conference with the child.
 - b) Parents will receive written notification that the next referral will result in a 5-day suspension from all buses. This includes late runs.
- Step 2: The bus driver gives a verbal reprimand to the pupil and advises him/her that the second referral is being sent to the Office.
- a) The Principal will conference with the child.
 - b) The parents/guardian and child(ren) are notified verbally and in writing that the child(ren) is suspended from all buses for 5 school days.
 - c) Parents/guardian and child(ren) are also notified that the next referral will result in a suspension of 20 school days to the balance of the school year at the discretion of the Building Principal.
- Step 3: The bus driver gives a verbal reprimand to the pupil and advises him/her that the third referral is being sent to the office.
- a) The Principal will conference with the child.
 - b) The parents/guardian and child(ren) are notified verbally and in writing that the child(ren) is suspended for the period designated by the Principal.
- Step 4: Students receiving a partial year suspension will be removed from all buses the balance of the year if a 4th referral is received at any time during the school year.

SERIOUS MISCONDUCT AS DETERMINED BY THE BUILDING PRINCIPAL WILL RESULT IN THE IMMEDIATE SUSPENSION OF ALL BUS PRIVILEGES.

Transportation

The success, comfort, safety and efficiency of our transportation service depend upon the cooperation of students. To insure a safe and pleasant bus experience for all students, the following regulations apply:

1. Directions of the bus driver are to be strictly observed. The driver has the responsibility and authority to require a standard of behavior which will insure safe operation of the bus.
2. Smoking, drinking, and food consumption are not permitted on the school bus.
3. Voices must be kept at a level which insures order and permits the driver to concentrate on driving.
4. Since orderly behavior is vital to the safe operation of the bus, misconduct will not be tolerated.
Violation of bus regulations will be handled as follows:
 - a. misconduct will be reported to the administration by the bus driver via the Bus Conduct Report.
 - b. the administration will decide the action taken after consultation with those involved.
5. Secondary students are not permitted to ride any elementary school bus.

Student Parking

Student parking is permitted for Juniors and Seniors that have been approved by administration.

Students are not permitted to return to their vehicles once parked. If an emergency arises, notify the Main Office for permission to go to the vehicle. Students who drive are reminded to drive safely and with concern for all other vehicles and pedestrians. Students who do not follow rules for safe driving will not be allowed the privilege of parking their vehicles on school property. Student cars parked in areas other than the student area are subject to removal from school property at the student's expense. The speed limit on school grounds is 10 miles per hour.

Visitors to the School

All visitors are required to sign in at the Security Desk and then report to the respective Building Principal's office upon arrival at school. Visitations to classrooms for any purpose require permission in advance from the Building Principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

Parents are encouraged to visit teachers, guidance counselors, school psychologists and other support personnel by appointment, in order to discuss any problems or concerns the parent may have regarding the student, whether or not school related.

Student Visitors

If a student wishes to visit the school they may do so only after they have had a parent meeting with a guidance counselor to discuss enrollment. The counselor will then make arrangements for the student to "visit" several classes during a school day. Prior notification by the counselor to those teachers who will have a visitor is expected

Counseling Services

The School Social Worker, Student Assistance Counselor and Guidance Counselor are available to provide confidential counseling services for students and their families. Students can receive help for academic challenges, personal problems and substance abuse. When students effectively address personal challenges, they create an opportunity to satisfactorily meet the academic and social demands of school.

Counseling Services and Confidentiality: Generally speaking, when a student discloses personal information to a counselor, that information is considered confidential.

This ensures the development of a trusting and open relationship between the student and counselor. Exclusions to this rule of confidentiality include:

1. Disclosures by a student that suggest or indicate that they (may) have been physically or sexually abused. New York State law requires this type of information to be reported to the Child Abuse Hotline for further intervention and assessment. All school personnel are mandated reporters. The intent of this law is to ensure the physical and emotional well-being of minors.
2. When parents are in the midst of a custody dispute through Family Court, a judge can order any counselor to disclose "confidential" information. This information would be strictly limited to data that would assist a judge to make a decision about custody that would be in the emotional best interest of the student.
3. Disclosures by a student that he/she is suicidal, or is in some kind of imminent danger.

Students may worry that their conversation with a counselor will be shared with others: Before a student discloses sensitive and alarming personal information to a counselor (or other school faculty), he/she should understand how this information will be used by the counselor.

When a student has a conversation with a counselor that might be sensitive or alarming, the student can "test the waters" for safety by talking to the counselor in the "third-person. For example, a student might say to a counselor: "I have a friend who is in a dangerous situation ... what should he do?"

If you have any further questions about counseling services, please contact the School Social Worker, Student Assistance Counselor or your guidance Counselor.

VII. Student Policies

School District Policy on Alcohol, Drugs and Tobacco

It is the affirmative obligations of school district personnel to investigate any charge that a student is using or possessing drugs, narcotics, alcohol or contraband and to take appropriate steps if the charge is substantiated. Therefore, the Board of Education states the following policy as it is related to the use and/or possession of said substances.

A. Comprehensive Policy on Alcohol and Other Substances

The Board of Education of the Waterford-Halfmoon School District is committed to the promotion of a wellness and healthy lifestyle for its students and staff. We are, therefore, strongly committed to the prevention of and intervention in alcohol and other substance use/abuse. This policy describes the philosophy of the District and the program elements the District will use to inhibit the use of tobacco for school aged youth, and the use/abuse of alcohol and substances.

No person may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school - sponsored events. The term "substances" shall be construed throughout this policy to refer to the use of tobacco including E-cigarettes/vapes, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs".

The use or possession of any/all drugs, prescription and over the counter, (Tylenol, Midol, cough syrup, etc.), is strictly prohibited unless a written physician's order AND written parental permission are on file in the Health Office. Medications will be secured in the Health Office. Self-directed students may receive permission to carry/use inhalers, epi-pens, etc. This is determined by the prescribing physician, parent and school nurse. See medication policy.

Any person who is found to be under the influence of any of the aforementioned substances is prohibited from using school transportation, entering school grounds, or school sponsored events. Said persons shall be referred to the appropriate resources for assistance and face appropriate disciplinary action.

B. Philosophy Statement

The Waterford-Halfmoon School District believes that the following principles will serve as guidelines for the development of the District's substance use/abuse prevention efforts and for any disciplinary measure related to alcohol and other substances.

Alcohol, tobacco and other substance use/abuse is preventable and treatable. This includes an understanding of the causes and consequences of such use and abuse. Alcohol and other substances use/abuse inhibits the District from carrying out its central mission of education students.

The behavior of the Board of Education, the administration, and all school staff should model the behavior asked of students.

While the District can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff and the community as a whole. It is the affirmative obligations of school district personnel to investigate any charge that a student is using or possessing drugs, narcotics, alcohol or contraband and to take appropriate steps if the charge is substantiated. Therefore, the Board of Education states the following policy as it is related to the use and/or possession of said substances.

C. Smoking, including E-cigarettes/vape products

The Board of Education of the Waterford-Halfmoon School District has stated in their policies for the school that use and possession of tobacco products is prohibited for all students while on school property. This policy is all inclusive and pertains to the school building and the school grounds, before, during and after school hours during activities, and at school functions. We have a smoke free campus.

Students who are reported in violation of the above policy will be affected by the following Board of Education policy:

1. Students may be suspended when in violation of the smoking policy.
2. Parents will be notified by telephone and/or mail.
3. Additional penalties defined in the discipline policy and sports policy.

Gun-Free Schools Policy

The possession of a weapon on school's property is strictly prohibited.

No student shall bring onto school premises or have in his/her possession on school premises any "firearm" as defined in federal law. For purposes of this policy, the term "firearm" shall mean: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler, or silencer; or any destructive device (such as a knife).

In accordance with the Gun-Free Schools Act of 1994, any student found guilty of bringing a firearm onto school premises or having such a firearm in his/her possession on school premises, after a hearing has been provided pursuant to Section 3214 of the Educational Law, will be suspended from school for a period of not less than one year.

However, after the imposition of the one-year penalty has been determined, the Superintendent of Schools may review and modify such suspension requirement for a student on a case-by-case basis. In reviewing the student's one-year suspension penalty, the Superintendent may modify the penalty based on factors set forth in Section 100.2 of the Regulations of the Commissioner of Education in Commissioner's Decisional Law.

For students who are classified as having a disability under the Individuals With Disabilities Education Act (IDEA) and Part 200 of the Commissioner's Regulations, a suspension for more than ten days constitutes a change of placement.

As such, if a student with a disability brings a weapon to school in violation of Board policy and federal law, the District will not only follow the procedures under the Education Law Section 3214, it will also provide parental notice in accordance with Commissioner's Regulations to refer the student to the Committee on Special Education (CSE) before a change of placement (i.e. a suspension for more than ten days) is invoked.

The District will continue to offer students with disabilities a free appropriate public education despite any suspension imposed as a result of this Board policy. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

This policy does not prohibit the District from utilizing other disciplinary measures, including but not limited to, out-of-school suspension for a period of five days or less or in-school suspensions in responding to other types of student misconduct which infringe upon the established rules of the school.

The District will continue to provide the suspended student with appropriate alternate instruction during the period of the student's suspension.

Regulations shall be developed by the administration to implement this policy.

AIDS Policy

The Board of Education is aware that there is great public concern over issues relating to Acquired Immune Deficiency Syndrome (AIDS), and Human Immunodeficiency Virus (HIV) infection.

The Board understands, based upon current state of medical knowledge, that AIDS and HIV are not easily transmitted, and that there is no evidence that either AIDS or HIV can be transmitted by casual contact, including contact within the school setting.

The Board recognizes that the law strictly limits the circumstances under which confidential information relating to AIDS or HIV can be disclosed to others. The Board also recognizes that, pursuant to law, no person may be subjected to a test for AIDS or HIV without his/her consent, unless a court order for subject testing is obtained.

The Board further recognizes that a person who improperly discloses such information, or who procures the performance of an AIDS-related test without the appropriate consent, may be subject of an action brought by the Commissioner of Health of the State Of New York, and may in such action be subjected to a fine of up to \$5,000 for each occurrence and may further be found guilty of a misdemeanor.

It is the policy of the Board of Education that no student shall be denied the opportunity to attend school or take part in school activities solely because such student has been diagnosed as having AIDS or HIV.

It is further the policy of the Board of Education that no employee's terms and conditions of employment shall be altered solely because such employee has been diagnosed as having AIDS or HIV.

No person in the schools, whether student or employee, shall be subjected by the District to adverse or discriminatory treatment or stigma because he/she has been diagnosed as having AIDS or HIV infection.

When an employee of the School District becomes aware of confidential AIDS or HIV-related information about another person in the school, that information shall be handled in accordance with Parts II and III of this policy.

The Superintendent of Schools shall establish and implement routine sanitary procedures for dealing safely with all spills of blood and body fluids in or on school premises.

Appropriate public health officials shall be consulted for the most up-to-date information with respect to methods and procedures for dealing safely with such body fluid spills. All school employees and volunteers shall follow the procedures so established when body fluid spills occur on school premises.

The Superintendent shall develop and implement in-service education for all school employees and volunteers concerning the handling of confidential AIDS and HIV-related information, and the procedures to be followed in the case of body fluid spills.

VIII. Community Relations

COMPLAINTS

Complaints by citizens regarding any facet of the school operation often can be handled more satisfactorily by the administrative officer in charge of the unit closest to the source of the complaint. In most instances, therefore, complaints will be made to the Building Principal and/or his/her assistant if the matter cannot be resolved by the teacher, coach, or other school employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be carried to the Superintendent and/or one of his/her assistants. Unresolved complaints at the building level must be reported to the Superintendent by the Building Principal. The Superintendent may require the statement of the complainant in writing.

If the complaint and related concerns are not resolved at the Superintendent level to the satisfaction of the complainant, the complaint may be carried to the Board of Education. Unresolved complaints at the Superintendent level must be reported to the Board of Education by the Superintendent. The Board of Education reserves the right to require prior written reports from appropriate parties.

EQUAL OPPORTUNITY

It is the policy of the school not to discriminate on the basis of sex in its educational programs, activities, or employment as mandated by Title IX of the 1972 Education Amendments. As a student of the school, you may not be discriminated against on the basis of sex, handicapping condition, race, or natural origin in:

- Admission
- Access to enrollment in courses
- Counseling and guidance materials, tests, and practices
- Vocational education
- Physical education
- Competitive athletics
- Graduation requirements
- Student rules, regulations, and benefits
- Treatment as a married and/or pregnant student
- Financial assistance
- Health services
- School sponsored extra-curricular activities
- Most other aid, benefits, or services

If you believe that you have been discriminated against on the basis of sex, you may file a claim that your rights have been denied or violated. Claims and grievances may be filed with the Superintendent of Schools.

Parent - Teacher Organization

The Board of Education recognizes that the goal of the Parent-Teacher Organization is to develop a united effort between educators and the general public to secure for every child the highest achievement in physical, academic and social education. Therefore, staff members and parents are encouraged to join the Parent-Teacher Organization and to participate actively in its program.

WHS strongly encourages active membership and financial support of this organization. Meetings are held monthly. Please call the school for more information.

Public Conduct On School Property

The Waterford-Halfmoon Union Free School District Board of Education shall approve and/or adopt the appropriate rules and regulations for maintenance of public order on school property and shall file with the Regents and the Commissioner of Education such rules and regulations, and any amendments thereto, to the extent required by the law. Administration shall include a copy of these rules and regulations in their Administrative Handbook.

Freedom of Speech and Assembly; Picketing and Demonstrations:

While recognizing the right of students, teachers and staff to peaceful protest, always implicit is the understanding that demonstrators will not interfere with or violate the rights of others.

It is the obligation of all to assist in maintaining order and to assure courteous reception of a speaker or visitor.

WHS School expects a high standard of conduct from its students, faculty and support staff, as well as visitors to the schools. The school will enforce a code of conduct which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the district and used in its teaching, administrative, cultural, recreational, athletic, and other programs and activities.

Prohibited Conduct - No person, either alone or with others, shall:

1. cause or threaten physical injury to any other person, for the purpose of compelling or inducing such other persons to refrain from any act which he/she has a lawful right to do, or to do any act which he/she has a lawful right not to do;
2. use, possess, sell or distribute alcohol, illegal drugs and drug paraphernalia;
3. smoke or use tobacco; use/possession of E-cigarettes/vapes
4. physically restrain or detain any other person from any place where he/she is authorized to remain, except that students may be restrained as permitted by Commissioner's Regulations (see 5314, Corporal Punishment);
5. damage or destroy property of the district or under its jurisdiction, nor remove or use such property without authorization;
6. without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
7. enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
8. without authorization, remain in any building or facility after it's normally closed;
9. refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member;
10. obstruct the free movement of persons and vehicles in any place to which these rules apply;
11. disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
12. have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the Superintendent of Schools, whether or not a license to possess the same has been issued to such person;
13. incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; and/or
14. violate any law, regulation or Board policy.

Penalties: Anyone who violates any of the provisions of these rules is subject to appropriate penalties, up to and including reprimand, suspension, ejection, arrest, and/or prosecution.

Public Information Program

Parents and members of the community are encouraged to attend and participate at public Board of Education meetings, which are held on the 1st and 3rd Thursday of each month at 7:00 p.m.

Parents and community members wishing to obtain further information about the School District should inquire first through the office of the Building Principal.

Student Grievance Procedures

The Superintendent, Building Principals and other administrators are responsible for the day-to-day operations of the schools. If a person needs to discuss a specific problem or concern, he or she should first contact the Building Principal to address the matter.

It is the responsibility of the Building Principal to help in resolving the problem/concern, and/or to refer individuals to the next level of appeal. Matters involving specific classes, teachers, or school rules should be brought to an Administrator's attention before an individual addresses members of the Board of Education.

It is the right of every student to inaugurate grievance procedures concerning any aspect of the school program or its implementation by school personnel. Grievances must be presented in an orderly manner which does not disrupt the educational process.

Student grievances are expected to be brought to the attention of the Building Principal either by individual appeal, by appeal of a representative group of students, or by appeal through the Student Government.

Students who feel in need of advice or assistance in processing a student grievance may wish to elicit the assistance of a guidance counselor or faculty member with whom they feel comfortable.

An informal hearing, at which the grievance and supportive information will be presented, will be conducted by the building principal. A decision will be rendered in a reasonable length of time and communicated to the grievant(s).

If the student is in disagreement with the decision, an appeal may be made in writing to the Office of the Superintendent of Schools. A copy shall be sent to the building principal by the grievant. The Principal or Superintendent of Schools will render a judgment in the matter within a reasonable length of time, after consultation with appropriate parties.

IX. Policy on School Searches

Policy on School Searches

WHEREAS, the Waterford-Halfmoon Union Free School District endorses a zero tolerance policy with regards to the possession, sale or use of illegal drugs or drug paraphernalia and/or weapons by members of our school community on school grounds; and

WHEREAS, the Board of Education of the District pro-actively endorses such actions and policies designed to foster weapons free and drug free schools and school zones, the Board hereby authorizes and encourages the following:

That the Superintendent, together with the District's administrators, teachers and staff provide educational activities, counseling, disciplinary programs and cooperative initiatives with local law enforcement agencies, including but not limited to the use of canine search units, to insure that our schools and school properties are free from drugs and weapons.

The Superintendent is authorized to develop rules and procedures, subject to the approval of the Board, to carry out the Board's desire and intent to keep the Waterford-Halfmoon school community drug and weapon free.

Note: Please consult the Code of Conduct on page 38 of this book for the complete policy.

X. Policy on Harassment, Hazing and/or Bullying

HARASSMENT, HAZING AND/OR BULLYING

The Board of Education recognizes that harassment, hazing, and/or bullying 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 such harassment, hazing, and/or bullying in schools is essential to ensure a healthy, nondiscriminatory 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 harassment. To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and/or bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

For the purposes of this policy, the terms "harassment", "hazing", and "bullying" collectively shall refer to any intentional written, verbal, or electronic communication or physical act which intimidates or threatens another on the basis of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability, socio-economic status, class or club affiliation or other distinguishing characteristic.

GENERAL STATEMENT OF POLICY

- a. No student, teacher, administrator, volunteer, contractor, vendor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing, bullying or harassment.
- b. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing, bullying or harassment.
- c. Apparent acquiescence or consent by a person being hazed, bullied or harassed does not lessen the prohibitions contained in this policy.
- d. This policy applies to behavior that occurs on school property and at school sponsored activities.
- e. A person who engages in an act that violates school policy or law shall be subject to discipline for that act.

Because harassment, hazing, and or bullying can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to harass, haze, and/or bully any student or employee. Words alone can create an atmosphere that is so severe, persuasive, and offensive that it denies a victim equal access to educational and employment opportunities.

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, bullying and/or harassment and persons with knowledge of hazing, bullying and/or harassment report the incident immediately to the school principal or District DASA Coordinator. The district will promptly investigate all complaints of hazing, bullying and/or harassment, either 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 thorough investigation per the regulation of the Commissioner and education law.

Investigation/Resolution

If, after appropriate investigation, the district finds that a student, an employee or a third party 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 petitioners and those who participate in the investigation of a complaint of hazing, bullying and/or harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of harassment, hazing, and/or bullying. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and/or hazing and to implement preventive measures to help reduce incidents of sexual harassment and/or hazing.

A plain language summary of this policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

The Board will periodically review this policy's effectiveness and compliance with applicable state and federal law, and revise as needed.

XI. Policy on Cyberbullying and Cyberthreats

CYBERBULLING AND CYBERTHREATS

The Waterford-Halfmoon Union Free School District Board of Education is committed to providing a safe and nurturing environment within the school district that is free from cyberbullying and cyberthreats. The increasing frequency of internet predatory practices necessitates that the District take proactive measures to secure the educational process.

Cyberbullying means being cruel to others by sending or posting harmful material using the Internet, cellular phone, or any other electronic device.

Cyberthreat means online material that threatens or raises concerns about violence against others, suicide, or other self-harm. There are two (2) kinds of cyberthreats: direct threats, or distressing materials. District threats are actual threats to hurt another person or to commit suicide. Distressing materials is online material that provides clues indicating that the person is emotionally upset, and that the person is contemplating hurting another person, him/herself or committing suicide.

Cyberbullying or cyberthreatening material, either in the form of text or images, may be posted on personal web sites, blogs or transmitted via email, discussion groups, message boards, chat rooms, instant messages, or cellular phone.

The use of the District's Internet system, cellular phones on school property, cellular phones not on school property, or the use of an Internet system not owned or operated by the District to bully or harass students, faculty and staff is prohibited.

Off-campus cyberbullying or cyberthreats – regardless of the form in which the message is transmitted – endangering the health, welfare or safety of students, faculty or staff with the District, or adversely affecting the educational process is prohibited.

Any student who believes that he or she has been subjected to cyberbullying or cyberthreats within the meaning of this policy shall report the bullying or threats to a teacher or administrator immediately. The building principal shall immediately take the appropriate disciplinary actions pursuant to the District's Code of Conduct.

XII. District Policies

Waterford-Halfmoon UFSD Attendance Policy Updated March 2011

Students

SUBJECT: COMPREHENSIVE ATTENDANCE POLICY

The Waterford-Halfmoon USFD recognizes that student attendance in school is an important component of student success. Student interaction with teachers and other students in class helps to enhance the academic learning experience and provide a basis by which students can demonstrate mastery.

Pursuant to Section 104.1 of the Regulations of the Commissioner of Education, the comprehensive attendance policy contains the following elements:

- I. Rationale (statement of objectives of the policy);
- II. Reporting System (strategies to meet objectives; excused & unexcused absences, tardies and early departures);
- III. Coding System for Absences
- IV. Attendance and Course Credit
- V. Interventions (incentives and/or sanctions);
- VI. Analysis of Attendance Data; and
- VII. Dissemination and Policy Review

I. Rationale

Every student has a right to educational opportunities that will enable the student to develop to his or her fullest potential. Each year an increased number of students accumulate an excessive number of absences from school. In some cases, verified illness is the cause, and in other cases, the absences are a direct result of disinterest or lack of concern for school. High rates of absenteeism have a negative impact on the entire school population.

Numerous studies link attendance with student achievement, therefore increased student attendance will result in improved student achievement. Given this research we believe that by improving student attendance the following will occur:

- Improved student attitude
- Improved teacher attitude
- Improved student achievement
- Improved teacher productivity, which creates an environment conducive to teaching and learning.

An effective attendance policy is crucial to a good education. Attendance policies are based on the principle that regular school attendance maximizes the student's interaction with his or her teachers and peers, and is a major component of academic success.

Improved school attendance procedures that provide for the early identification of attendance problems and effective methods to address them are most likely to succeed.

Every class will have a percentage of its grade allocated for daily "class participation." The percentage is determined by each instructor for each class.

The purpose of a comprehensive attendance policy is:

- To ensure that the District maintains adequate attendance records on each of its compulsory school age pupils;
- To inform students and parents of the consequences of unexcused absences;
- To be able to keep track of pupils throughout the school day;
- To be able to tell parents where their enrolled children are throughout the school day;
- To identify patterns of behavior that may require school/parental attention; and
- To maximize the achievement of academic standards.

Successful implementation of any attendance procedure requires cooperation among members of the education community, including parents, students, teachers, administrators, and support staff.

II. Reporting System

A. Strategies to meet objectives

The system of pupil attendance record keeping in each school shall provide an accurate record of each pupil's presence, absence, tardiness, and early departure. The register of attendance shall set forth the following for each pupil:

- Name
- Date of Birth
- Full names of parent(s) or person(s) in parental relation;
- Address where the pupil resides;
- Phone number(s) where the parent(s) or person(s) in parental relation may be contacted;
- Date of the pupil's enrollment; and
- A record of the pupil's attendance on each day of scheduled instruction.

Each teacher must record and report attendance daily and maintain a register of attendance. All entries in the register of attendance shall be made by the teacher of the class in which the pupil is enrolled.

The entries in the register of attendance shall be verified by the oath or affirmation of the individual making the entries in the register of attendance.

The administrator of each school shall have the responsibility of supervising the keeping of the register of attendance. The program administrator shall also be charged with reviewing pupil attendance records periodically for the purpose of initiating appropriate action to address unexcused pupil absence, tardiness, and early departure.

Process

Beginning in the 2002-2003 school year:

- Attendance shall include a student's presence/absence, tardiness, and early departure.
- Attendance is to be taken daily at the K-6 level for non-departmentalized(self-contained) secondary classes.
- Attendance is to be taken daily as well as period by period for grades 7-12
- Presence/Absence: 7-12 attendance is to be taken no later than 8:05am and K-6 attendance is to be taken by 9:30am. Students who are not present at those times will be marked absent.
- Tardiness and early departure: A student shall be regarded as being absent from class under this section of the policy if he or she misses more than 15 minutes of class due to tardiness or early departure.
- Late passes: All students K-12 must sign in at the attendance office. They will be issued a pass to class and marked accordingly in the attendance register by the attendance officer.

Once attendance is taken, the office creates a list of absences, and distributes the list to all teachers. This will be done electronically and or by paper. If a student is not on the list and is not in class, the teacher must contact the office immediately.

B. Excused vs. unexcused absences, tardiness and early departure

Any absence for a school day or portion thereof shall be recorded as excused or unexcused. In the event that a pupil at any instructional level arrives (after the official start of the school day) or arrives late to class without a pass, such tardiness or early departure shall be recorded as excused or unexcused.

It is the responsibility of the parents or guardians to notify the office by telephone or in writing anytime there is an absence or tardy. If this does not occur, such absences or tardy shall be recorded as unexcused. A parental note with telephone number must accompany any early departure request. Without said note, the student shall not be released.

A student who departs early may leave the building early (excused) with written permission by a parent or guardian. A note must contain the date and time to be excused with parent or guardian signature and a contact phone number. Parents must sign out their K-6 students in the Elementary Office, 7-9 students sign out in the Junior High Office, and 10-12 students sign out in the High School Office. Only those names listed on the emergency card are able to sign a student out of school. If a student is walking/driving to their destination it must be indicated in the note.

The following reasons for pupil absences, tardiness, and early departure shall be considered by this policy to be excused:

- Personal illness, doctor/dentist, physical therapy and/or hospital appointment
- Extended illness (three consecutive days or more) or chronic health condition as documented by a physician's note. (All medical excuses written by the doctor shall be submitted within **three days** of the students return to school in order to be considered as an excused absence. The note should include the date and time of the appointment and whether a school absence is warranted. Otherwise they will remain unexcused absences).
- Family illness
- Death in the immediate family
- In-school disciplinary actions
- Religious observance (Holidays only)
- Required court appearance with note from court
- Military obligations
- School-sponsored trips (e.g. college visits), activities, or athletic events
- Take Your Child to Work Day (usually held in March)

32

Unexcused Absences, Tardies and Early Departures

Any other pupil absence, tardiness or early departure is considered to be unexcused.

Examples of unexcused include, but are not limited to:

- Out of school suspension
- Overslept
- Missed the bus
- Running late
- Family vacation
- Getting your hair & nails done
- An appointment
- Skip day
- Shopping
- Going home during school day to pick up items (e.g. homework, uniform, lunches)

It is the responsibility of the parents or guardians to notify the attendance office by telephone or in writing on the morning of the absence, tardiness or at the time of early departure as to the reason for each excused absence, tardiness or early departure. As a follow-up to any oral notification, parents or guardians should provide a written excuse containing the date of the absence, tardiness, or early departure and the reason for such.

These notes should arrive no later than 24 hours after the absence/tardy. They must arrive before the early departure. All notes must be handed in to the attendance office.

III. Coding System Identifying Reasons for Absence or Tardiness

For any absence, tardiness or early departure that is excused, the coding system shall identify the reason for such absence, tardiness or early departure. An absence tardiness or early departure shall be assumed to be unexcused until the attendance office receives either oral or written confirmation that such absence, tardiness or early departure is in fact excused with appropriate reason.

Along with coding for whether an absence, tardiness or early departure is excused or unexcused and, if excused, the reason for such, the attendance officer shall record the time of entry of a student due to tardiness and the time of exit of a student due to early departure.

Absence Codes:

- Excused Absence
- Unexcused Absence
- Excused Absence with Dr. Note
- Late – Unexcused
- Late – Excused
- Out-of-School Suspension – Not Tutored
- In-School Suspension
- Dentist Appointment
- Bereavement
- Vacation
- Court Appointment
- Education Related

- Other
- Truancy
- Field Trip
- Home Tutored
- Doctor Appointment
- Excused Early by Nurse
- Early dismissal
- College Visit

IV. Junior/Senior High School Class Attendance Policy

The Board recognizes that regular attendance in class is essential to the total learning process. Although some class absences may be unavoidable, each student is expected to make every effort to attend each assigned class. The underlying rationale for an attendance policy is based on a recognition of the vital role classroom attendance and participation plays in academic achievement.

The District believes that classroom participation is related to and affects a student's performance and grasp of subject matter and, as such, is properly reflected in a student's final grade.

Studies have shown the importance of the relationship between attendance at school and achievement. Daily attendance creates an environment, which fosters subject competency, continuity of learning and responsibility, which are all integral to the educational process. School attendance and class participation lead to student competency and are essential to a comprehensive educational component. For this reason the Waterford-Halfmoon High School Attendance Policy takes into consideration participation as a component of the student's grade. It is the philosophy of the faculty, administration and Board of Education that active participation is an integral part of every course offered in the high school. Class participation shall be evaluated according to guidelines, which will be clearly stated to students, by teachers, at the beginning of each course.

Legal absences include death in the family, illness with a signed doctor's medical excuse, court appearances with appropriate documentation and school provided homebound instruction due to illness or extended discipline. Examples of **illegal absences** include: family vacations, missed bus, oversleeping, shopping, no specified reason.

[Note: When absent, legally or illegally, a student will have two days from their return to school to see their teachers to make arrangements to complete work/tests missed. This is the student's responsibility.] Parents will be notified of class absences.

School sponsored events will be considered legal absences until such time as a student's class absences result in a Stage II letter. Once a student has received a Stage II letter, the student will be excluded from class pull-out time for: field trips, club or civic activity sessions, school-sponsored college orientation/visitation programs, other school-sponsored extracurricular activities including (but not limited to) sporting events, rewards/incentives activities, and dramatic/choral performances during the school day. Class pull-out sessions for students enrolled in instrumental and/or choral instruction will be assessed on a case-by-case basis.

Once a student has received a Stage III letter, other privileges may be rescinded in a case by case basis-privileges may include (but not limited to) early dismissal for work, parking, honor society membership, hall passes, field trips, and restriction of extra-curricular activities.

Transfer students and students re-enrolling after having dropped out of school will be expected to attend 85% of the scheduled class meetings during their time of enrollment. The procedures followed will be prorated according to their possible number of class meetings.

The attendance policy/procedure will be implemented in a three-stage process:

Stage I

When a student is identified as having an attendance problem according to the following Stage I table, the teacher will complete a Stage I letter on the appropriate form. A copy will be sent to the student's parent/guardian, appropriate school counselor and Principal.

Stage I Criteria are:

Science Lab Courses	20 absences
Full Year Courses	14 absences
Semester Courses	7 absences
Quarter Courses (PE)	3 absences

* For all courses, arrival to the class fifteen or more minutes late will constitute a class absence.

* Five unexcused tardies to a class will constitute one class absence.

Stage II

When a student's attendance continues to be problematic according to the following table, the teacher will complete a Stage II letter, a copy of which will be sent to the student's parent/guardian, appropriate counselor and principal. The Stage II letter is a notification that the student is in danger of losing credit for the course; additionally, it will clearly delineate the disciplinary measures to be meted out if the attendance problem progresses to Stage III (see paragraph four of this policy). An administrative meeting may be arranged. In this case the principal will make contact with the parent/guardian, student counselor and teachers to review the situation. The counselor will meet with the student to review reasons for the absences and to assist the student to initiate strategies to improve class attendance. Strategies may include, but are not limited to, individual counseling sessions, group counseling, psychological referral and the PINS diversion program.

Stage II Criteria are:

Science Lab Courses	29 absences
Full Year Courses	20 absences
Semester Courses	10 absences
Quarter Courses (PE)	5 absences

- * For all courses, arrival to the class fifteen or more minutes late will constitute a class absence.
- * Five unexcused tardies to a class will constitute one class absence.

Stage III

When a student's attendance continues to be problematic according to the following table, the teacher will complete a Stage III letter. A copy will be sent to the student's parent/guardian, appropriate counselor and principal. The parent/guardian, student, principal, counselor and teacher(s) may meet to review the grade and the possible failure and loss of credit.

Stage III Criteria are:

Science Lab Courses	40 absences
Full Year Courses	27 absences
Semester Courses	14 absences
Quarter Courses	7 absences

- * For all courses, arrival to the class fifteen or more minutes late will constitute a class absence.
- * Five unexcused tardies to a class will constitute one class absence.

Parent - Student Notification

School officials will strive to notify parents/guardians and students on a timely basis as required by this policy, but in the event that a student is not notified, the consequences prescribed by the policy will be effective immediately upon the accumulation of the designated number of absences.

Appeal Process

Parents and students have the opportunity to:

- Challenge the number of absences on record.
- Request that the maximum allowable absence limit be waived as the result of extenuating circumstances.

Parents and students may appeal the above by requesting a meeting with the High School Principal or Superintendent of Schools. All appeal decisions will be administered in a neutral manner and will comply with applicable law and regulations and decisions of the Commissioner of Education.

V. Interventions

A. Intervention Procedures

- When a student is absent from school a call will be made home from the office that day. After each ten days of absence, a notification letter will be sent from the attendance office to the parent or guardian notifying them of the absences.
- A letter will be sent after the first and subsequent 10 day periods (i.e. 10,20,30, etc.) of absences by the attendance office.
- For students K-12, an Intervention Process meeting will be held to recommend primary intervention strategies by the Child Study Team/Student Support Team. The Child Study Team/Student Support Team is made up of the principal, social worker, psychologist, guidance, nurse and prevention counselor at the appropriate grade levels.

Intervention strategies that may be recommended are:

- Parent call/ meeting
- Parent/teacher meeting
- Counseling of student
- Other placement
- Restriction of privileges
- Person in need of supervision (PINS) through court
- Hotline call for educational neglect
- District Attorney Truancy Program

B. Sanctions

Where it is determined that disciplinary sanctions are necessary to Discourage pupil absence, tardies or early departures by a student, sanctions shall be available for use by the school according to the Code of Conduct.

VI. Analysis of Attendance Data

In order to increase student attendance in the school, it is important to identify patterns of pupil absences, tardiness or early departure. Then, specific intervention strategies can be employed in an attempt to change such patterns.

The administrator of each school is charged by the Board to be the person responsible for reviewing pupil attendance records and initiating appropriate actions at the building and program level to address unexcused pupil absence, tardies or early departure.

VII. Dissemination and Policy Review

A. Notice to parents or guardians

Any pupil absence, tardiness or early departure other than those specified in the policy is considered by the Board to be unexcused. It is the responsibility of the parents or guardians to excuse such absence, tardiness or early departure by notifying the attendance office by telephone on the morning of the absence or tardiness or at the time of early departure as the reason for such absence, tardiness or early departure.

As a follow-up to any oral notification, parents or guardians shall provide a written excuse, which shall include the following: date of absence, tardiness or early departure and reason for such.

If proper written excuse for the pupil absence, tardiness or early departure is not received by the school from the parent or guardian after 24 hours, a telephone call may be made to the parent or guardian notifying him/her of the need for proper excuse of their child's absence, tardiness or early departure. In addition, without a note a child's absence, tardiness or early dismissal will be left as unexcused and may face further disciplinary action.

B. Dissemination

All staff will be provided with a copy of the comprehensive attendance policy and any amendment to such policy following the initial adoption or amendment of the policy. New staff members shall receive a copy of the comprehensive attendance policy upon commencement of employment with the District. The policy will also be available in the Employee Handbook.

The Board shall provide a plain language summary of the policy to the parents or guardian at the beginning of each school year and take other steps to promote the understanding of such policy by students and their parents or guardians. Copies of the comprehensive attendance policy shall be available in the office of the District Superintendent and in each school building, on the school website, and will be provided to any member of the community upon request.

C. Annual review by the Board

The Board shall annually review the overall pupil attendance and the pupil attendance records for the school. Should such records demonstrate a decline in pupil attendance, the Board shall have an opportunity to amend the comprehensive attendance policy and make any revisions to the policy deemed necessary to improve pupil attendance. Any such amendment to the comprehensive attendance policy shall be provided in writing to each staff member after adoption of the amendment by the Board.

Reviewed by BOE 8/2021

**Waterford-Halfmoon Jr./Sr. High School
Code of Responsibilities and Rights
2021-2022**

This is an abbreviated version of Waterford-Halfmoon Union Free School District's "Code of Conduct." The Code in its entirety is available from individual building administrators.

Introduction

The Board of Education, in support of the aims of public education, believes that student behavior shall reflect the standards of good citizenship expected of members of a democratic society. Self-discipline is one of the immediate important goals of education and its inculcation and practice are of great concern to the Board. Students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regards to constituted authority. This includes conformity to school rules and regulations.

The foundation of our code of responsibility is respect for oneself, others, rules and authority. The purpose of creating a code of responsibility is to clearly define what constitutes respect. Respect involves taking ownership of one's behavior. The following outline is designed to create and maintain a school climate in which all of us can work and learn safely and effectively. It summarizes items of law, Board of Education policies and administrative procedures. It is intended to ensure that each student has the opportunity to achieve, both intellectually and socially, that the academic program is free of interruptions and that the rights and property of everyone in the building are respected.

When the code of responsibility is not followed, consequences as outlined will be enforced.

The code of responsibilities was defined by a group of students, parents, teachers and administrator with additional input from the Board of Education.

Students have the responsibility to:

- Be responsible for adhering to and supporting the code of responsibility.
- Show respect for the rights and privacy of other people.
- Contribute in making our school a clean and safe place.
- Be honest and maintain a high level of academic integrity.
- Attend school each day with an attitude necessary to achieve academic success, since attaining an education should be the primary activity of an adolescent.
- Attend each class. Be on time and prepared to learn and engage in meaningful activities.
- Participate in class. Be responsible for class work and homework.
- Be knowledgeable about academic requirements. Seek information and advisement concerning available programs and options.
- Communicate with parents, teachers and staff to develop and maintain a positive educational program, which will meet New York State requirements, Waterford-Halfmoon High School requirements and your individual needs.
- Show compassion, understanding and tolerance toward others.
- Take ownership for all actions and exercise self-discipline. Make certain not to disrupt the educational process or infringe on the rights of others.

All students have a right to:

- Due process
- Be respected.
- Pursue their education in a non-threatening environment.
- Learn in circumstances, which permit healthy, intellectual, emotional, physical and moral development.
- School and educational programs which are effective, and that are appropriate for their individual needs.
- Educational programs which prepare them for jobs, for college, for responsible family life and for citizenship in a democratic society.
- Know what is expected of them, both behaviorally and academically.

Parents/guardians have the responsibility to:

- Understand that New York State Law requires every parent to properly care for, train, educate, discipline and control their child.
- Be available to confer with school personnel concerning their child.
- Direct their concerns regarding education of their child to the professional most directly involved.
- Be financially responsible for any damage to personal or school property committed by their child.

All parents/guardians have a right to:

- Be shown respect.
- Receive timely communication regarding students' progress and programs at school.
- Responsiveness to their inquiries.
- Be informed about school policies and procedures.

In general, faculty, staff and administrators have the responsibility to:

- Respect each student. Allow students to maintain their dignity and integrity in all interactions.
- Recognize the individual needs of each student in meeting the challenges of a high school education.
- Communicate with student (and parents/guardians when appropriate) to help develop and maintain a positive educational experience.
- Maintain confidentiality in all matters relating to student affairs and records.
- Support the code of responsibility.

Faculty has the responsibility to:

- Prepare and produce effective learning experiences.
- Maintain consistent standards of behavior and academics in the classroom and throughout the school facility.
- Reprimand or discipline in an appropriate manner, in accordance with the Code of Responsibilities and Rights.
- Keep accurate attendance records.

Staff has the responsibility to:

- Monitor students for correct behavior and citizenship throughout the school facility.
- Communicate with student, teacher and administrators regarding students and/or school-wide issues.

Administrators have the responsibility to:

- Administer progressive disciplinary measures according to outlined procedures in the code of responsibilities and rights.
- Maintain an orderly atmosphere, which is conducive to educational development and individual growth, with consistent standards applied.

All Faculty, Staff and Administrators have a right to:

- Be shown respect.
- Work in a non-threatening environment.
- Be supported in creative efforts to provide a sound educational program.
- Expect student to come to school prepared to learn.
- Be supported in their efforts to maintain a positive learning environment.
-

**Guidelines for Behavior
2021-2022**

The Guidelines for Behavior are constructed with the belief that appropriate steps must, at times, be taken in order to assure that the rights of all stakeholders (students, faculty, staff, administrators and parents/guardians) are upheld. Further, it allows for all to be able to undertake their responsibilities toward contributing to making Waterford-Halfmoon High School a place of academic learning and individual growth.

The well being and safety of the students and staff are of prime importance and concern to all. Everyone at Waterford-Halfmoon has a right to a safe and orderly environment.

The following behaviors are not consistent with the values stated above and are, therefore, subject to the disciplinary actions listed. **Serious and repeated violations may result in more severe consequences.** All consequences will be applied consistently.

Parents have the right to request an informal conference with the principal if they have questions regarding their child's discipline. Please call to make an appointment.

Please note:

Detentions are held after school daily from 2:25pm-3:10pm
In school suspensions are held daily from 7:57am-2:20pm

Behavior

◊ Possession of a Weapon(s) [as defined in the Gun Free School Act, "possession" means having a weapon (gun, knife or other object which may be used ordinarily to inflict harm) in school, on school grounds, on a school bus, on a field trip, at an athletic event or at any school function.]

◊ Sale or distribution of Alcoholic and/ or drugs

◊ Possession, use or under the influence of drugs/alcohol

◊ Possession of drug paraphernalia (Roach clips, bongs, rolling papers/wraps, pipes, hypodermic needles, etc.)

◊ Violent behavior, cyberbullying, cyberthreats (harassment, intimidation, threats of harm, threatening language assault, fighting, instigation, etc.)

◊ Pulling of fire alarm, making a bomb threat, false alarms to 911

◊ Possession and or use of inappropriate objects (matches, lighters, fireworks, etc.)

Consequences

Each offense:

Contact parent/guardian

- 1 to 5 day(s) out of school suspension
- Superintendent's hearing, as warranted
- Possible one-year suspension from school, as mandated by federal law
- Police notified, as warranted
- Referral to school counselor
- Loss of parking privileges for up to 12 months, as warranted
- Loss of extracurricular activities for up to 12 months, as warranted
- Expulsion from sports team, as warranted

Each offense:

- Contact parent/guardian
- Mandated 3 sessions with student assistance counselor
- 1-5 days in or out of school suspension
- Police notified, as warranted
- Superintendent's hearing, as warranted
- Restriction of extracurricular activities for up to 12 months, as warranted

Each offense:

- Contact parent/guardian
- 1-5 days out of school suspension
- Superintendent's hearing, as warranted
- **Police notified, as warranted**
- Mandated 3 sessions with the student assistance counselor
- Loss of parking privileges for up to 12 months, as warranted

Each offense:

- Contact parent/guardian
- 1-5 day(s) in or out of school suspension
- Superintendent's hearing, as warranted
- Police notified, as warranted
- Referral to school counselor
- Possible restriction of extracurricular activities
- Possible loss of parking privileges for up to 12 months

Each offense:

- Contact parent/guardian
- 1-5 day(s) out of school suspension
- Superintendent's hearing, as warranted
- Possible one year suspension from school as mandated by federal law
- Police notified, as warranted
- Referral to school counselor
- Loss of parking privileges for up to 12 months, as warranted
- Possible restriction of extracurricular activities

Each offense:

- Contact parent/guardian
- 1-5 day(s) in or out of school suspension
- Item only returned to parent/guardian

Behavior

◊Use of possession or distribution of tobacco products on school grounds (smoking, chewing, etc.).

◊Possession, use, and/or distribution of electronic cigarettes or vapes

*Refusal/failure to turn over item will automatically lead to a 5 day out-of-school suspension

◊Parking on school grounds without a parking permit, reckless driving or ignoring parking regulations

◊Use of cell phones or other electronic devices which disrupt the educational process in school and/or violates the revised Personal Electronic Policy (3/2017)

Consequences

First offense:

- Confiscation of item
- Contact parent/guardian
- Possible referral to student assistance counselor
- One day in school suspension
- No hall pass privileges for up to 12 months, as warranted

Second offense:

- Confiscation of item
- Contact parent/guardian
- Referral to student assistance counselor
- Three days in school suspension
- No hall pass privileges for up to 12 months, as warranted

Third offense and thereafter:

- Confiscation of item
- Contact parent/guardian
- Referral to student assistance counselor
- One to five day(s) out of school suspension
- No hall pass privileges for up to 12 months
- Restriction of extracurricular activities
- Loss of driving privileges for up to 12 months, as warranted

First Offense:

- Confiscation of item to be turned over to Waterford Police Department
- 3 days out of school suspension
- Contact parent/guardian

Second offense:

- Confiscation of item to be turned over to Waterford Police Department
- 5 days out of school suspension
- Contact parent/guardian

Third offense:

- Confiscation of item to be turned over to Waterford Police Department
- 5 days out of school suspension
- Superintendent conference

First offense:

- Warning
- Contact parent/guardian
- Possible temporary loss of parking privileges

Second offense:

- Contact parent/guardian
- One day in school suspension, as warranted
- Possible loss of parking privilege

Third offense and thereafter:

- Loss of parking privileges for up to 12 months
- Possible towing of vehicle at the owner's expense
- Will be treated as insubordination at a level 4
- Police notified, as warranted

First offense:

- Confiscation of item, returned to student at end of day
- Warning

Second offense:

- Confiscation of item, parent/guardian must pick up item
- Detention assigned

Third offense and thereafter:

- Confiscation of item, parent/guardian must pick up item
- Detention assigned, In-School Suspension as warranted

Behavior

◊Inappropriate use of computer hardware/software/Internet (as outlined in the district Computer and Internet policy

◊Use of skateboards or roller blades on school property, during school hours

◊Leaving school building/grounds without permission

◊Loitering (student may not remain on school grounds or in the building after school unless participating in a supervised activity)

◊Cheating (plagiarism, copying another's work, etc

Consequences

First offense:

- Contact parent/guardian
- Short term removal of privileges

Second offense:

- Contact parent/guardian
- Long term removal of privileges

Third offense:

- Contact parent/guardian
- Removal of all computer privileges for the remainder of the year

First offense:

- Confiscation of item, parent/guardian must pick up item
- Warning

Each additional offense:

- Confiscation of item, parent/guardian must pick up item
- Detention assigned

First offense:

- Contact parent/guardian
- Contact police, as warranted
- One day in school suspension
- No hall pass privileges

Second offense:

- Contact parent/guardian
- Contact police, as warranted
- Two days in school suspension
- No hall pass privileges

Third offense:

- Contact parent/guardian
- Contact police, as warranted
- Three days in school suspension
- No hall pass privileges

Fourth offense and thereafter:

- Contact parent/guardian
- Contact police, as warranted
- One – five day(s) out of school suspension(s)
- No hall pass privileges
- Restriction of extracurricular activities

First offense:

- Contact parent/guardian
- Detention

Second offense and thereafter:

- Contact parent/guardian
- In school suspension

First offense:

- Contact parent/guardian (by teacher)
- Administrative, teacher, student meeting
- Academic consequences to be determined by the teacher (Grade of zero may be assigned)
- No hall pass privileges

Second offense and thereafter:

- Contact parent/guardian (by teacher)
- Administrative, teacher, student meeting
- Academic consciences to be determined by the teacher (Grade of zero may be assigned)
- No hall pass privileges
- Will be treated as insubordination

Behavior	Consequences
<p>◊Forgery (writing fake tardy/absentee notes, etc.) Lying/intentionally misleading a staff member</p>	<p>Each offense:</p> <ul style="list-style-type: none"> ➤ Contact parent/guardian ➤ Detention ➤ Loss of hall pass privileges
<p>◊Acts of vandalism, theft and/or destruction of property, graffiti</p>	<p>Each offense:</p> <ul style="list-style-type: none"> ➤ Contact parent/guardian ➤ In school or out of school suspension ➤ Restitution ➤ Loss of hall pass privileges ➤ Police notified, as warranted ➤ Restriction of extracurricular activities for up to 12 months ➤ Possible loss of parking privileges for up to 12 months
<p>◊Use of slurs relating to ethnicity, disability, race sexual orientation, or physical condition and any form of sexual or verbal harassment</p>	<p>Each offense:</p> <ul style="list-style-type: none"> ➤ Contact parent/guardian ➤ Referral to school counselor ➤ One to five day(s) in or out of school suspension ➤ Possible written report and/or apology
<p>◊Inappropriate language (obscene, profane, vulgar, abusive, etc.)</p> <p>◊Disruptive behavior (actions that cause safety concerns or disruptions of the educational process, horseplay)</p>	<p>First offense:</p> <ul style="list-style-type: none"> ➤ Contact parent/guardian (by teacher) ➤ Teacher detention ➤ FYI referral to administration <p>Second offense and thereafter:</p> <ul style="list-style-type: none"> ➤ Contact parent/guardian ➤ Depending on severity, penalty up to out of school suspension
<p>◊Inappropriate clothing (that which is offensive i.e. inappropriate printed message or is too brief or distracting) <u>Inappropriate clothing includes clothing or accessories which disrupt the educational process.</u> This includes but is not limited to, inappropriate messages, which mention or display racism, violence, or sex; or which simply condone the use of drugs or alcohol.</p> <p>◊Wearing of hats is prohibited in school.</p> <p>◊Spike/slave collars and bracelets and wallet chains</p>	<p>First offense:</p> <ul style="list-style-type: none"> ➤ Student asked to substitute the article of clothing for a suitable one ➤ Warning <p>Second offense and thereafter:</p> <ul style="list-style-type: none"> ➤ Student asked to substitute the article of clothing for a suitable one ➤ Contact parent/guardian ➤ Will be considered as insubordination ➤ One to five days out of school suspension(s)
<p>◊Public display of affection</p>	<p>First offense:</p> <ul style="list-style-type: none"> ➤ Verbal reprimand ➤ Contact parent/guardian ➤ Referral to office (FYI Referral) <p>Second office and thereafter:</p> <ul style="list-style-type: none"> ➤ Will be considered insubordination
<p>◊Tardy to school (school begins at 7:57 am after that time students are considered late. Students are considered late to class once the bell rings.)</p>	<p>Offense(s):</p> <ul style="list-style-type: none"> ➤ A detention will be assigned for every three unexcused lates (three, six, nine, twelve, fifteen, etc.). ➤ Excessive unexcused lates may result in a series of detentions or in-school suspension. <ul style="list-style-type: none"> *Possible loss of parking privileges *Possible loss of extra-curricular activities

Behavior

◊Illegal class absence (s) (Cuts)

◊Truancy (skipping school)

◊Littering
 ◊Food and beverage out of the cafeteria
 ◊Food or beverages ordered from outside vendors

◊ Failure to attend detention

Consequences

First offense:

- Contact parent/guardian (by teacher)
- Teacher detention
- School detention
- Loss of hall privileges

Second offense:

- Contact parent/guardian (by teacher)
- Teacher detention
- Two school detentions
- Loss of hall privileges

Third offense

- Contact parent/guardian
- One day in school suspension
- Loss of hall privileges

Fourth offense:

- Contact parent/guardian
- Three days in school suspension
- Loss of hall privileges

Fifth offense and thereafter:

Conference with teachers, student, administrator, counselor and parent

- Loss of parking privileges for up to 12 months
- Five days in school suspension
- Possible revocation of working papers

First offense:

- Contact parent/guardian
- One day in school suspension
- Loss of hall privileges

Second offense:

- Contact parent/guardian
- Three days in school suspension
- Loss of hall privileges

Third offense and thereafter:

- Five days in school suspension
- Loss of hall pass privileges
- Restriction of extracurricular activities
- Loss of parking privileges for up to 12 months
- Possible revocation of working papers

First offense:

- Confiscation and disposal of food/beverages
- Clean up mess
- Lunch detention(s)
- Verbal reprimand

Second offense and thereafter:

- Confiscation and disposal of food/beverages
- Clean up mess
- Verbal reprimand
- Loss of hall pass privileges
- Lunch detention(s)
- Treat as insubordination

First offense:

- Reassign detention

Second offense:

- Contact parent/guardian
- 1/2 day in school suspension

Third offense:

- One day in school suspension
- Contact parent/guardian

Behavior

◊Insubordinate/disobedient behavior (refusing to follow a request made by a staff member)

◊Unprepared for School (not bringing in chrome book or failing to charge it)

Consequences

First offense:

- Contact parent/guardian (by teacher)
- Teacher assigned detention

Second offense:

- Contact parent/guardian
- School detention

Third offense:

- Contact parent/guardian
- School detention(s)
- In school suspension, as warranted

Fourth offense and thereafter:

- Contact parent/guardian
- Referral to the school counselor
- In/Out of school suspension (1 to 5 days)
- Loss of parking privileges for up to 12 months, as warranted
- Loss of extracurricular activities, as warranted

Initial offenses:

- Reminders
- Student issued a loaner chrome book for the day (if available)

Sixth offense

- Detention assigned
- Student issued a loaner chrome book for the day (if available)

Eighth offense

- Detention assigned
- Student issued a loaner chrome book for the day (if available)

Tenth offense

- Lose ability to utilize loaner chrome book

Adopted by BOE 8/2019

Reviewed by BOE 8/2021

**WATERFORD – HALFMOON UNION FREE SCHOOL
DISTRICT
2021-2021
Code of Conduct**

I. INTRODUCTION

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

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

In accordance with the **Dignity for All Students Act**, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

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.

"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 Section 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 Section 921 for purposes of the Gun-Free Schools Act. It also means

any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

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 (Education Law Section 11[1]).

Note: New York Education Law and Board of Education policy dictate that inappropriate behavior, including bullying, threats, intimidation, abuse or/ and harassment that occur off school property and that create a risk (or a foreseeable risk) of substantial disruption within the school environment or where it is foreseeable that the behavior might reach school property is covered by this Code of Conduct.

School Bus means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

School Function means a school sponsored extracurricular event or activity (Education Law Section 11[2]).

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 nine B of article five 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 (Education Law Section s11[4] and 1125[3]).

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

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 wellbeing; 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]). 44

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.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

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".)

Sexual orientation means the sex to which a person is sexually attracted.

Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. 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.

B. Student Responsibilities - All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
12. 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. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. 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 learning in accordance with the Dignity for All Students Act.

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, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image 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.
10. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. 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 an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
8. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and

behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

D. 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. 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 an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on 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).
8. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

E. Superintendent

1. Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, 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. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

F. Board of Education

1. Collaborate with student, teacher, 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.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

4. Appoint a Dignity Act Coordinator in each school building. The Dignity Act 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/gender identity, and sex.
 5. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
 6. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.
- G. Student Support Service Personnel
1. Support educational and academic goals.
 2. Know school rules, abide by them and enforce them in a fair and consistent manner.
 3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
 4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
 5. Maintain confidentiality about all personal information and educational records concerning students and their families.
 6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, 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 and career plan.
 8. Provide information to assist students with career planning.
 9. Encourage students to benefit from the curriculum and extra-curricular 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 an understanding of appropriate appearance, language, and behavior in 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 the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
 12. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

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 only 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 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, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
 1. Running in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 4. Obstructing vehicular or pedestrian traffic.
 5. Engaging in any willful act which disrupts the normal operation of the school community.
 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the district's acceptable use policy.
 8. Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, 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 cyberbullying. 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.
 9. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- D. Engage in conduct that is violent. Examples of violent conduct include:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
 8. Engaging in harassing 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 well-being.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
 4. 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, or disability as a basis for treating another in a negative manner on school property or a school function.
 5. 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. This includes sexual harassment, which includes unwelcome sexual advances, requests for 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.
 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes any 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.
 8. Selling, using or possessing obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Possession of/or smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco, including E-cigarette products/vapes.
 11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
 12. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco including E-cigarette products/vapes, 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 and any substances commonly referred to as "designer drugs."

13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 16. "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.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.

VII. 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.

HARASSMENT, HAZING AND/OR BULLYING

The Board of Education recognizes that harassment, hazing, and/or bullying 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 such harassment, hazing, and/or bullying in schools is essential to ensure a healthy, nondiscriminatory 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 harassment. To this end, the Board condemns and strictly prohibits all forms of harassment, hazing and/or bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

For the purposes of this policy, the terms "harassment", "hazing", and "bullying" collectively shall refer to any intentional written, verbal, or electronic communication or physical act which intimidates or threatens another on the basis of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability, socio-economic status, class or club affiliation or other distinguishing characteristic.

I. GENERAL STATEMENT OF POLICY

- a. No student, teacher, administrator, volunteer, contractor, vendor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing, bullying or harassment.
- b. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing, bullying or harassment.
- c. Apparent acquiescence or consent by a person being hazed, bullied or harassed does not lessen the prohibitions contained in this policy.
- d. This policy applies to behavior that occurs on school property and at school sponsored activities.
- e. A person who engages in an act that violates school policy or law shall be subject to discipline for that act.

Because harassment, hazing, and or bullying can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to harass, haze, and/or bully any student or employee. Words alone can create an atmosphere that is so severe, persuasive, and offensive that it denies a victim equal access to educational and employment opportunities.

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, bullying and/or harassment and persons with knowledge of hazing, bullying and/or harassment report the incident immediately. The district will promptly investigate all complaints of hazing, bullying and/or harassment, either 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 thorough investigation per the regulation of the Commissioner and education law.

Investigation/Resolution

If, after appropriate investigation, the district finds that a student, an employee or a third party 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 petitioners and those who participate in the investigation of a complaint of hazing, bullying and/or harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of harassment, hazing, and/or bullying. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and/or hazing and to implement preventive measures to help reduce incidents of sexual harassment and/or hazing.

A plain language summary of this policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

The Board will periodically review this policy's effectiveness and compliance with applicable state and federal law, and revise as needed.

CYBERBULLYING AND CYBERTHREATS

The Waterford-Halfmoon Union Free School District Board of Education is committed to providing a safe and nurturing environment within the school district that is free from cyberbullying and cyberthreats. The increasing frequency of internet predatory practices necessitates that the District take proactive measures to secure the educational process.

Cyberbullying means being cruel to others by sending or posting harmful material using the Internet, cellular phone, or any other electronic device.

Cyberthreat means online material that threatens or raises concerns about violence against others, suicide, or other self-harm. There are two (2) kinds of cyberthreats: direct threats, or distressing materials. District threats are actual threats to hurt another person or to commit suicide. Distressing materials is online material that provides clues indicating that the person is emotionally upset, and that the person is contemplating hurting another person, him/herself or committing suicide.

Cyberbullying or cyberthreatening material, either in the form of text or images, may be posted on personal web sites, blogs or transmitted via email, discussion groups, message boards, chat rooms, instant messages, or cellular phone.

The use of the District's Internet system, cellular phones on school property, cellular phones not on school property, or the use of an Internet system not owned or operated by the District to bully or harass students, faculty and staff is prohibited.

Off-campus cyberbullying or cyberthreats – regardless of the form in which the message is transmitted – endangering the health, welfare or safety of students, faculty or staff with the District, or adversely affecting the educational process is prohibited.

Any student who believes that he or she has been subjected to cyberbullying or cyberthreats within the meaning of this policy shall report the bullying or threats to a teacher or administrator immediately. The building principal shall immediately take the appropriate disciplinary actions pursuant to the District's Code of Conduct.

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

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

If the conduct of a student is related to a disability or suspected disability, discipline will be consistent with Special Education law.

A. Penalties

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

1. Oral warning - any member of the district staff.
2. Written warning - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent.
3. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent.
4. Detention - teachers, principal, superintendent.
5. Suspension of recess – teacher, principal, superintendent.
6. Lunch detention – attendance clerk, principal, superintendent.
7. Saturday detention – principal, superintendent
8. Late detention – principal, superintendent.
9. Suspension from transportation - director of transportation, principal, superintendent.
10. Suspension from athletic participation - coaches, athletic director, principal, superintendent.
11. Suspension from social or extracurricular activities - activity director, principal, superintendent
12. Suspension of other privileges - principal, superintendent.
13. In-school suspension - principal, superintendent.
14. Removal from classroom by teacher - teachers, principal.
15. Short-term (five days or less) suspension from school - principal, superintendent, board of education.
16. Long-term (more than five days) suspension from school - principal, superintendent, board of education.
17. Permanent suspension from school - superintendent, board of education.

B. Procedures

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

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained 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 student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention. Parent meetings will be necessary if there is an objection to the 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 privileges suspended by the building principal or the superintendent or their designees.

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

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law Section 3214. However, the 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, extra-curricular 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 Section 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." The in-school suspension monitor supervises students placed in in-school suspension. Certified teachers will provide instructional materials and support during the day.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law Section

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, defined as less than 15 minutes; (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 social worker or administrator 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/instructional period of the removing teacher only.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

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. The removal form will be presented to the office by the student or courier. If the principal or designee is not available by the end of the same school day, the teacher will 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 parents, 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 contact 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:

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:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law Section 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 shall be permitted to return to class 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 student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

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

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the 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 recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension of when processing

a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

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

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision.

The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within 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 for 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 preclude 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 person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 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

A 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 and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's 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, may 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 Section 3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling - The Guidance Office shall handle all referrals of students to counseling.
2. PINS 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 possessing marijuana in violation of Penal Law Section 221.05. A single violation of Penal Law Section 221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders - The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 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

IX. 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 Section 3214, the district will take immediate steps to provide alternative means of instruction for the student.

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

Please refer to the district's Committee on Special Education.

XI. 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.

XII. STUDENT SEARCHES AND INTERROGATIONS

SCHOOL SEARCHES RULES AND PROCEDURES

A. Philosophy

The Waterford-Halfmoon Union Free School District Board of Education has a duty to adopt reasonable measures to ensure that each student in the District is able to pursue educational opportunities in a safe environment. Weapons, drugs, alcohol and related contraband increase the likelihood of violence and substance abuse in our schools and pose a direct threat to the education, safety and well-being of the District's students. The Board of Education believes that the use of drugs and the crimes committed by school-age children, in general, poses a genuine threat to the safe educational environment which the Waterford-Halfmoon School District ("District") seeks to provide for its students. The Board of Education desires to be proactive by taking reasonable and legal steps to reduce, eliminate and prevent the use and/or possession of weapons, alcohol and related contraband in the District.

B. Purpose

1. It is District policy that the possession, use, sale or transfer of drugs, alcohol, weapons and other contraband or implements of violence which pose a direct or potential threat to District students and school employees is prohibited on school grounds. This policy seeks to further the enforcement of these prohibitions by authorizing affirmative measures to prevent drugs and weapons from entering or remaining in school buildings or on school grounds.

The specific purposes of this policy are:

a. Consistent with applicable laws, to authorize District administrators and employees to take reasonable proactive measures to rid the District of drugs, weapons and other articles which pose a direct or potential threat to District students, school employees or visitors to our schools, or which otherwise pose a threat to the educational environment.

b. To make all District students, parents, guardians, staff and other members of the school community aware, that notwithstanding the assignment of certain school property to students for their use during the school year, the District owns and controls all school property, specifically including student lockers, desks and classrooms. To make all District students, parents, guardians, staff and other members of the school community aware, that students have limited privacy rights in and while on school property (e.g. classrooms, hallways, desks, lockers, etc.) in relation to the District, and that all school property may be subjected to searches, with or without suspicion.

c. To make all District students, parents, guardians, staff and other members of the school community aware, that the District may conduct random searches of school property to prevent the entry of weapons, drugs and related contraband into the District by the use of non-intrusive means such as the use of specially trained police dogs and magnetometer screening devices.

d. To make all District students, parents, guardians and other members of the school community aware, that in addition to conducting searches of District property, the District may also conduct searches of both students and student's personal property while on school grounds in a manner that is consistent with this Policy and applicable laws, rules and regulations; and

e. To make all District students, parents, guardians, staff and other members of the school community aware, that the District will continue to work cooperatively with law enforcement officials towards protecting the safety of the school grounds.

C. Definitions:

1. **Drugs:** For the purposes of this policy "drugs" shall include all: alcohol; mind-altering substances; illegal substances; "look-alike drugs"; controlled substances listed in Section 3306 of the New York Public Health Law; and drug paraphernalia.

2. **School Property:** In addition to school buildings, structures and real property which the District owns, "school property" shall include all District-owned fixtures, equipment and property attached thereto, specifically including student lockers, gymnasium lockers and desks notwithstanding the fact that the District assigns any such property for student use or permits students to use, access, secure, or otherwise control such property.

3. **Search:** For the purposes of this policy there shall be two types of searches: suspicionless or random searches and (b) suspicion based searches. The determination of whether a search can be conducted with or without suspicion, is controlled by external laws, rules, regulations and decisions of the courts and Commissioner of Education.

The desired procedures to be followed shall be developed by the District and communicated to all District employees.

(a) Suspicionless or Random searches shall include, but may not be limited to, the entry or access by the District to the property designated as school district property set forth in (2) above, and shall include, but may not be limited the use of trained police dogs to "sniff" the property designated as school district property set forth in (2) above and the use of metal detectors for the use of screening all students entering on school property.

(b) Suspicion based searches shall include the handling, observation, manipulation, screening or examination of a student's person or personal property, (including but not limited to backpacks, book bags and purses), by visual examination, request to open or empty pockets or personal property, "pat down", trained police dogs, magnetometer devices or other means.

4. **Weapons or Implements of Violence:** For the purpose of this policy, "weapons" or "implements of violence" shall include all: firearms; ammunition; air guns explosive devices; knives; throwing stars; or other articles which, in the discretion of school officials, pose a direct or potential threat of injury or are used to threaten or cause injury to others.

D. Policy Specifics:

1. The Board of Education of the Waterford-Halfmoon Union Free School District is committed to preventing, reducing and eliminating drug use, violence and the threat of violence in our schools.

Therefore, the possession, use, sale, transfer or harboring of any drugs, weapons or other implements of violence, or contraband in school buildings, on school premises and at school activities is strictly prohibited.

2. Search of School Property: At the discretion and/or direction of school administrators, specifically including school building principals, such administrators and other District employees are hereby authorized to search any and all school property, specifically including student lockers, desks and classrooms, for the purpose of searching for and seizing any drugs, weapons or other implements of violence, or other contraband, in accordance with this policy. Searches of school property performed in accordance with this policy, may be conducted without notifying the student to whom such property may be assigned and/or his/her parents or guardians, in advance of conducting a search and with or without the presence of the student to whom the subject school property has been assigned.

3. At the discretion and/or direction of school administrators, specifically including school building principals, such administrators and other District employees are hereby authorized to conduct searches of students and students' property while on school property, under the following circumstances:

a. Students and/or student property may be subject to suspicionless searches only by the use of drug sniffing dogs or metal detecting devices, so long as such searches are conducted in a non-discriminatory manner.

b. Any other search of a student or a student's property may only be conducted based upon a reasonable suspicion that such search will turn up evidence that the student has violated a law and/or a school rule, policy or regulation. Such searches will be conducted in accordance with the guidelines established by the Board of Education.

4. By this policy, and the publication of this policy, the District seeks to inform all District students, parents and guardians of the preventative measures which the District plans to employ in order to deter and prevent the entry of weapons or drugs onto school property and reduce the threat which such items pose to District students.

5. This policy is intended to expand upon and supplement the District's existing policies and practices regarding the regulation of drugs and weapons on school property. Nothing in this Policy is intended to reduce, restrict or in any manner limit the ability of District administrators and employees to conduct lawful searches of persons or places on school grounds.

6. The District's Student Handbooks and Codes of Conduct shall be amended to reflect the existence of this Policy.

E. Effective Date of Policy: This policy shall take effect on June 1, 1999.

Guidelines for the Conduct of Suspicion Based Searches of Students and/or Students' Property

Before the search of a student or his/her possessions can be made, the school official needs a "reasonable suspicion" that a particular student violated a law or school rule, policy or regulation. Although a warrant is not needed, in determining the reasonableness of a search, the school official must balance a student's interest in privacy against the substantial interest of teachers and administrators in maintaining discipline in the classroom and on school grounds.

I. Who May Conduct A Search

A. Any school official or employee may, under certain and restricted circumstances, conduct a search of a student or a student's personal property.

B. Where possible, a search will be conducted by the following school officials or employees in this order:

1. Building Administrator or Superintendent of Schools
2. Teacher or other member of the teaching Staff
3. Teaching assistants or aides
4. Other district employee

II. Determining Whether to Search

In determining whether to conduct a search of either a student or a student's personal property, the school official or employee must consider the following.

A. **Be sure the search justified at its inception**

There must be a reasonable basis for conducting the search in the first place (i.e. reasonable grounds that the search will turn up evidence of a violation of a law or school rule). The end result of the search may not justify the search if no reasonable suspicion was present before the search began.

Credibility of the information which leads to a search is critical. Before conducting a search, ask the following questions:

1. Is the source of the information reliable?
 - (1) Determine credibility of informant
 - (2) Determine what is the motivation for the information
 - (3) Personal knowledge of the informant is important, but if the informant reliable and there is corroborating evidence, may use second hand information.
 - (4) Beware of anonymous tips
2. Is there corroborating information?
 - (1) Ask informant for other witnesses or persons with the same information
 - (2) Ask informant for specific information
 - (3) Is there more than one reason, ground or justification for the search?
 - (4) A search should not be conducted on this basis of a rumor, hunch, curiosity or without specific and individualized suspicion.
3. The purpose of the search must be to obtain evidence of a violation of a law or school rule and there must be a nexus between the suspected violation and the evidence sought.

B. **Conduct the search in a manner that is reasonably related in scope to the circumstances which justified the search in the first place.**

Factors to be considered are:

1. age of student (can affect reasonableness)
2. sex of student and sex of official conducting the search (effects degree of intrusiveness)
3. nature and severity of the suspected violation (search for weapons given more latitude than search for missing pen)
4. area to be searched (limit to areas where one could reasonably suspect evidence to be kept)
5. time and place (should be close in time and place that alleged violation occurred; protect students privacy as much as possible)
6. duration of the search (suspicion for evidence of one violation, does not give the right to search for other violations if first does not turn up evidence)
7. persons conducting search (generally limit to teachers and administrators)
8. intrusiveness of search (as intrusiveness increases, so may standard for conducting search; i.e. strip search may require probable cause, where emptying of pockets will require only reasonable suspicion)

III. Procedures for Searching a Student or His/Her Personal Property

- A. Where possible, and where an emergency or danger to the student or others do not appear to exist, a student whose person or property is to be searched, should be afforded the following process.

1. Immediately notify the building administrator and request assistance if necessary
2. Remove the student and his/her property from other students or staff in as inconspicuous manner as possible
3. Accompany the student and his/her property to the office of the building administrator. Have another District employee present, at least one of whom should be the same sex as the student.
4. Ask the student to empty or open the property or area that you believe hides the suspected contraband (e.g. pockets, shoes, purse, backpacks, etc.)
5. If (s)he refuses to comply with such request, explain that you are going to search the suspect area, giving the student another chance to comply.
6. Conduct the search in the most limited manner as possible. A search should be conducted by a school official or employee of the same sex as the student.
7. Notify the student's parents and/or law enforcement official if necessary.

IV. Suspicionless Searches

A. The District reserves the right to conduct random searches of lockers, desks, closets and other school district property, including searches involving the use of trained police dogs.

B. If the District chooses to conduct a search of student lockers through the use of police dogs, it shall request that the police agencies involved observe the following precautions. However, the policies and procedures of the police agencies will govern.

1. An announcement shall be made that all students are to remain in their classrooms and that, should an emergency require a student to leave, that the teacher will notify the main office and a district employee shall accompany the student out of the classroom.
2. The dogs, under the control of a trained police officer, shall be allowed to examine the exterior of the lockers.
3. If the dog "hits" on a locker, the student to whom the locker is assigned will be notified and will be asked to come to the locker and open it. The District may choose to notify students whose lockers are adjacent to or in the vicinity of the locker on which the dog "hit".
4. In the student's presence, the District and/or the police may search the locker and its contents.
5. The student's parents will be notified
6. Police dogs will not be used to examine a student's person without probable cause.

V. Questioning Students

A. School officials are not required to contact parents before questioning students about possible infractions of school rules.

B. "Miranda" warnings are not required prior to a school official questioning a student in connection with a possible disciplinary matter

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

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

XIII. VISITORS TO THE SCHOOL

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 of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions 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.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions.

For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. 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 or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

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.
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 Section 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 Section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.

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

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of consequences for failing to stop. 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.

XV. 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 a public hearing prior to Board approval
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
4. Making copies of the code available to all parents at the beginning of the school year.
5. 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.
6. 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.
7. Providing all new employees with a copy of the current code of conduct when they are first hired.
8. Making copies of the code available for review by students, parent 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 of education will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The board 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, student and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available.

The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Adopted by BOE 8/20/2020
Reviewed by BOE 8/5/2021

