



SOMERS HIGH SCHOOL

Parent and Student Handbook
2023- 24

SOMERS HIGH SCHOOL

P.O. Box 640
Route 139
Lincolndale, New York 10540

914-248-8585
Fax 914-248-8186
Website: www.somersschools.org

Handbook

For

Students/Parents

2023-2024

Mark Bayer
Principal

Tara Kearns
Assistant Principal

Peter Rodrigue
Assistant Principal

Phil Kavanagh
Dir. of School Counseling
& Student Support

Marc Hattem
Director of Athletics

TABLE OF CONTENTS

<i>Section 1 Contact information and Bell Schedules</i>	<i>page 6</i>
<i>Section 2: Educational Philosophy</i>	<i>page 10</i>
<i>Section 3: School Safety in Emergency Situations</i>	<i>page 13</i>
<i>Section 4: Instructional Programs and Policies</i>	<i>page 15</i>
<i>Section 4 Student Policies</i>	<i>page 26</i>
<i>Section 5 Student Services</i>	<i>page 51</i>

***For specific topics, see TOPICS INCLUDED IN HANDBOOK on Page 5.**

WELCOME TO SOMERS HIGH SCHOOL 2023-20243

Dear Students and Parents:

The purpose of this handbook is to familiarize you with aspects of our school program. The handbook contains valuable information and school policies regarding academic requirements, behavioral expectations, achievement recognition, and co-curricular activities. The student handbook supplements information detailed in the district calendar and the high school course selection guide.

Through the educational and co-curricular programs offered at Somers High School, students are challenged to grow socially and intellectually in an environment that respects their individuality and nurtures their personal development. We feel strongly that students must have a clear understanding of their rights and responsibilities for themselves and as members of a community of learners so that they can contribute positively to the school environment we aim to create at SHS. Part of preparing students to meet the demands of an ever-changing world involves teaching them life skills such as respect, friendship, responsibility, honesty, perseverance, cooperation, acceptance, initiative, and generosity. Our theme of "Respect and Responsibility" encompasses our goal of providing students with opportunities in their classrooms and in co-curricular activities to learn and grow.

To understand and achieve our expectations and objectives, school personnel, students and parents need to communicate and collaborate. This handbook is a step in that direction. We encourage both students and parents to read the handbook and require that you complete the acknowledgement on Parent Square indicating that you have done so.

We wish all our SHS students a successful and enriching school year!

Sincerely,

Mark E. Bayer



Principal

Tara Kearns



Assistant Principal
Grades 10 & 12

Pete Rodrigues



Assistant Principal
Grades 9 & 11

Phil Kavanagh



Dir. of School
Counseling & Student
Support

Marc Hattem



Director of Athletics

TOPICS INCLUDED IN HANDBOOK

Absence From School, 22
Academic Honesty, 41
Activity Buses, 54
Add/Drop Course Process, 18
Administration, 6
Alternative High School, 15
Announcements, 53
Attendance, 22
BOCES, 16
Bullying – See Prohibited Student Conduct, 27
Bus route change 54
Cafeteria/Commons,
Class Period Schedule,
Class Standing,
Co-Curricular And Extra-Curricular Programs,
Co-Curricular Eligibility Policy,
Contact teachers, 52
Counseling Center, 17
Course Enrollment Requirements, 18
Delayed Openings & Early Dismissals, 13
Disciplinary Action, 27
Dismissal in an Emergency Situation, 13
Dress Code, 40
Driving And Parking (Student), 49
Drug and Alcohol Use, 40
Early Dismissal From School, 24
Educational Philosophy, 11
Extra Help Sessions, 20
Grades And Grade Reports, 21
Graduation, 22
Homework, 19
Honor Roll, 21
Incompletes, 21
In-School Suspension, 29
Instructional Programs and Policies, 15
Interscholastic Athletics, 46
Library & Learning Commons & Research Lab, 16
Lockers, 47
Nurse, 52
Prohibited Items, 40
Prohibited Student Conduct, 27
District Guiding Instructional Principles, 11
Rules And Regulations - School Functions, 47
Rules And Regulations For The Proms, 47
Rules For Administrative Detention, 30
Rules Of Student Driving And Parking, 49
School Buses, 54
School Safety, 13
School Trips, Field Trips, 50
Senior Privileges, 24
Sexual Harassment, 38
Smoking, 40
Somers High School Staff, 6-8
Spectator Code of Ethics, 48
Student Assistance Directory, 51
Student Council, 51
Student Fees, Fines And Charges, 51
Student Policies, 26
Summer School, 18
Suspension, 29
Use of Computers And Network, 44
Use of Technology and Equipment, 44
Visitors, 13
Weather-Related Closures and Delays, 13

SOMERS SCHOOL DISTRICT

DISTRICT ADMINISTRATION - 277-2400

Superintendent of Schools
 Assistant Superintendent for Business
 Manager of Human Resources/Student Services
 Director of Learning - Secondary
 Director of Learning – Elementary
 Director of Special Services

Dr. Raymond H. Blanch
 Mr. Christopher Platania
 Mr. Harry LeFevre
 Ms. Claire Comerford
 Ms. Elizabeth Turner
 Ms. Stacey Elconin

SOMERS HIGH SCHOOL ADMINISTRATION

Main		
Nu	Principal	Mr. Mark E. Bayer, ext. 4103
mbe	Assistant Principal for Grades 9 & 11/Dignity Act Coord.	Ms. Tara Kearns, ext. 4204
r –	Assistant Principal for Grades 10 & 12	Mr. Peter Rodrigues, ext. 4203
248	Director of Athletics, Physical Education & Wellness	Mr. Marc Hattem, ext. 5503
-	Director of School Counseling & Student Support	Mr. Phil Kavanagh, ext. 4303
8585		

Somers High School Staff Extension List 2023-2024					
Faculty	Ext	Dept	Faculty	Ext	Dept
Elizabeth Agostino	*6101	SS	Michael Maino	*6108	Music
Michael Agostino	*6102	Eng	Mónica Martell	*6155	Lang
Mark Alesio	*6103	SS	Christine Martin	*6156	Eng/Alt
Edward Amato	*6104	Tech	Mary McEwan	*6160	Sci
Michelle Bangash	*6106	SS	Patrick May	*6402	Sci
Matthew Benedetto	*6107	Eng	Anne McGuire	*6161	SE
Barbara Bird	*6109	SE	Tammar Merav	*6162	SE
Christine Brooks	*6111	Art	Denise Milmerstadt	*6163	Math
Karen Brill	*6120	SE	Kevin Mullen	*6164	PE
Kristyn Bucci	*6393	Math	John Murphy	*6165	Eng
Lindsay Cannone	*6112	ASC	Sara Norton	*6166	SE
Angelo Carino	*6113/4302	CNS	Brenda O'Shea	*6167/ 4316	Life Ctr
Melissa Carino	*6158	SE	Elizabeth O'Shea	*6168	Eng
Stephen Carroll	*6115	PE	James Pace	*6169	Math
Joan Cass	*6116	SE	Doug Packard	*6170	SS/Alt
Mary Ann Castro	4400	Nurse	Sarah Palacio	*6171	Sci
Stephanie Catania	*6118	SS	Cherlyne Pappas	*6172/ 4304	CNS
Eileen Cawley	*6119/4306	CNS	Jessica Pereira	4610	Stud Assist.
Kevin Claesgens	*6407	Math	Stefanie Persichilli	4313	Psych
Leslie Clearwater		SS	Christopher Pietris	*6173	Sci
Michael Cleary	*6119	Health	Jennifer Pirraglia	4312	Psych
Lauren DeFrancesco	*6130	Math	Danielle Pizzuto	*6392	Math
Katherine DeLandri	*6121/4700	Eng	Melissa Pynch	*6175	Eng
Anthony DeMatteo	*6219	PE	Amantina Reyes	*6172	Lang
Colleen DeRenzis	*6123	SE	Terry Reynolds	*6179	Music
Michael DeSousa	*6395	Sci	Matthew Ridgeway	*6180	SE/Sci/Alt
MaryAnn Eskew	*6126	Lang	Kristen Rigaglia	*6181/ 4310	S.Worker
Nicole Fassacesia	*6396	Math	Cheryl Rinaldi	*6167	PE
Allison Ferrrier	*6128	Eng	Annia Rivero	*6183/ 4305	CNS
Jennifer Flannery	*6129	Math/Alt	Chris Russo	*6460	Music
John Fontana		PE	James Ruth	*6184	SE
Alex Fry	*6388	Sci	Joseph Saffioti	*6187	Lang
Michael Fry	*6131	Tech	Alison Scanlon	4602	Eng/IB
Caitlyn Gallucci	*6132	Math	Shannon Scavelli		
Emily Gilsean	*6133	Sci	Dean Schuler	*6188	SS
Samy Habib	*6135	Eng	Nirav Shah	*6406	Math
Samuel Holland	*6196	SS	Colleen Sheehy	*6190	Art
Angela Holder	*6139	Art	Michael Sokolofsky	*6193	PE
Melanie Ivey	*6141	Early CHLD	Sid Soni	*6194	Math
Nicholas Johnson	*6154	SS	Christine Spencer	*6195	SS
Kerry Johnstone	*6144	Eng	Desiree St. John	*6197	SS
Lori Kearns	*6125	Sci	Erin Stewart	*6198	Eng
Lindsey Kerrigan	*6127	Math	Doreen Stoecker	*6199	SE
Christopher Kollarus	*6147	SS	Gemma Stoecker	*6200	Lang
Christine Lepkowski	*6148	Sci	Anna Timone	*6201	Lang
Kevin Lockwood	*6149	SS	Michelle Tracy	*6202/ 4314	CNS
Ubaldys Lopez	*6150	Lang	Jed Varricchio	*6203	SE
Daria Louch	*6151	Sci	Laura Vegliante	*6204	Math
William Maelia	*6152	Sci	Melissa Woolsey	*6205	Sci
Amy Magaletti	*6389	Art			

SOMERS HIGH SCHOOL BELL SCHEDULES 2023-2024

REGULAR BELL SCHEDULE		
	1 st Bell Rings	7:30
	Period 1	7:35 – 8:31
	Period 2	8:34 – 9:31
	Period 3	9:34 – 10:29
	<i>Community Lunch</i>	<i>10:29 – 11:13</i>
	Period 4	11:16 – 12:12
	Period 5	12:15 – 1:11
	Period 6	1:14 – 2:10
2-HOUR DELAY SCHEDULE		
<i>Note: Courses meet according to the cycle day.</i>	1 st Bell Rings	9:30
<i>There is Community Lunch.</i>	Period 1	9:35 – 10:10
	Period 2	10:13 – 10:51
	Period 3	10:54 – 11:29
	<i>Community Lunch</i>	<i>11:29 – 12:16</i>
	Period 4	12:19 – 12:54
	Period 5	12:57 – 1:32
	Period 6	1:35 – 2:10
3-HOUR DELAY SCHEDULE		
<i>Note: Courses meet according to the cycle day.</i>	1 st Bell Rings	10:30
<i>There is Community Lunch.</i>	Period 1	10:35 – 11:00
	Period 2	11:03 – 11:31
	Period 3	11:34 – 11:59
	<i>Community Lunch</i>	<i>11:59 – 12:46</i>
	Period 4	12:49 – 1:14
	Period 5	1:17 – 1:42
	Period 6	1:45 – 2:10
HALF-DAY PLC SCHEDULE		
<i>Note: Courses meet according to the cycle day.</i>	1 st Bell Rings	7:30
<i>There is NO Community Lunch.</i>	Period 1	7:35 – 8:02
	Period 2	8:05 – 8:32
	Period 3	8:35 – 9:02
	Period 4	9:05 – 9:32
	Period 5	9:35 – 10:01
	Period 6	10:04 – 10:30
ASSEMBLY SCHEDULE		
<i>Note: Courses meet according to the cycle day.</i>	1 st Bell Rings	7:30
<i>There is Community Lunch.</i>	Period 1	7:35 – 8:20
	Period 2	8:23 – 9:10
	<i>Assembly</i>	<i>9:10 – 10:10</i>
	Period 3	10:13 – 10:58
	<i>Community Lunch</i>	<i>10:58 – 11:45</i>
	Period 4	11:48 – 12:33
	Period 5	12:36 – 1:21
	Period 6	1:24 – 2:10

Section 2: EDUCATIONAL PHILOSOPHY

GUIDING INSTRUCTIONAL PRINCIPLES

1. All children can learn
2. Focus on results, with meaningful assessment
3. Aim for mastery: Focus on teaching students to use their minds well
4. Depth of understanding vs. quantity of coverage
5. Student as active learner
6. Relationships based on trust, decency, and fairness
7. Our students deserve an environment that fosters compassion, respect, and empathy

SOMERS HIGH SCHOOL INSTRUCTIONAL VISION

Considering our District's Guiding Instructional Principles and what we know about best practices and how children learn, the high school faculty created a vision of classroom instruction. This vision sets the stage for our ongoing program review and staff development efforts.

We believe that our instructional program should provide for:

- Relevant connections to real world
- Active participation/ownership/initiative by students
- Different learning styles
- Varied instruction/assessment with appropriate levels of challenge
- Critical thinking and problem solving
- Opportunities to utilize technology
- Opportunities to engage in research
- Students learning from each other
- Opportunities for students to demonstrate their learning in diverse ways
- Opportunities for creativity, individual achievement, and success
- Interdisciplinary connections based on thematic/essential questions
- Experimentation, reflection, and evaluation
- An emotionally safe environment that encourages intellectual and academic risk-taking
- Assessment and remediation of basic skills

In our classrooms, we believe that students will participate actively in their learning by

- Taking different approaches toward a common goal
- Listening actively and teaching each other
- Working in small groups, large groups, individually
- Using technology
- Setting goals and taking responsibility for their own learning
- Doing research
- Participating in experiential, hands-on learning
- Critiquing their own and each other's work against a standard or criteria
- Questioning, exploring and evaluating ideas
- Treating others respectfully
- Initiating questions

In our classrooms, we believe that teachers will be:

- Varying their roles as appropriate by modeling, facilitating, lecturing, demonstrating, coaching, observing, participating, encouraging, nurturing, guiding, listening, and mentoring.
- Working with individuals, small groups or large groups
- Encouraging critical thinking
- Differentiating instruction and assessment
- Setting clear academic and behavioral expectations

Section 3: SCHOOL SAFETY

SAFETY MEASURES

Video cameras exist throughout our school buildings. In a partnership with the Westchester County Police Department, the district has hired four school resource officers to serve the district. In addition to the video cameras and security personnel as security measures, SHS staff wear identification badges.

VISITORS

School is a place where the business of education and learning occurs. For the safety of students and staff, all parents and visitors must present their driver's license, sign in and get a nametag in the main lobby upon arrival. All visitors to the high school should park in the visitor parking lot in the front of the building.

For the safety of our school and priority of education, no student visitors will be allowed during the school day. If special circumstances occur, students should see their class principal to discuss the request to bring a visitor to school.

All exterior doors will be locked for security reasons. Only the main entrance to the school will be open into the security vestibule. All visitors will enter the vestibule and present a photo ID to gain access to the building. Upon exit, visitors will need to sign out in the security office located at the front entrance.

DELAYED OPENINGS & EARLY DISMISSALS

Announcements concerning any changes in the normal starting or dismissal procedures will be posted on the district web page and sent to families via ParentSquare. These announcements will also be made on the following radio stations: WCBS 880 AM, WFAS 1230 AM OR 106.3 FM, WHUD 1420 AM OR 100.7 FM, - TV STATIONS Cablevision Channel 12, Channel 18/8 and NBC News Channel 4, Fox 5, ABC Channel 7, and RNN.

Delayed openings are used on days when road conditions are expected to improve and/or to give the Town Highway Department more time to clear the roads. All schedules will be delayed by two or three hours (see district calendar for transportation-snow routes). School dismissal will be at the regular time and regular routes will be in effect, road conditions permitting.

Early dismissals occur when emergency conditions exist – such as unsafe driving conditions or loss of heat or water for an extended period of time (see district calendar for transportation-snow routes). Early dismissal time for the High School is 10:30 a.m.

ParentSquare Emergency Notification System is an internet-based communication tool set up in the District to instantly communicate with all parents/guardians in major emergency situations. This system is designed to allow the District to telephone a message within minutes of an emergency to each of our students' parents/guardians at all their contact numbers. To update any student contact numbers, access Parent Portal and indicate your student's name, the school and your new contact number.

WEATHER-RELATED CLOSURES

In the event that we go beyond our allotted number of weather-related closures, we will shift to remote instruction. The specific plan will be shared with students and families when the need arises.

From time to time, the administration may determine that it is safer to maintain students in our schools until road conditions improve, rather than to dismiss them. In such instances, parents are asked NOT to come to school to pick up their children unless a particular family emergency exists. Past experience has found that an influx of traffic into our campus and requests for individual student dismissal unduly complicates matters.

Section 4 INSTRUCTIONAL PROGRAMS AND POLICIES

ACADEMIC SUPPORT CENTER

What is the Academic Support Center (ASC)?

The Academic Support Center is a place where students can receive academic and organizational support from SHS staff throughout the school day.

No matter a student's academic level – Regents, Honors, AP, IB, or DE, all students access the ASC when struggling to master a specific content topic or academic skill. Many students are formally scheduled into ASC for routine support or drop in during lunch, a free period, or study hall. We offer support in English, Social Studies, Math, World Language, Science and study/organizational skills at various times throughout the day. Please refer to the schedule posted online as well as outside of the Academic Support Center door.

Why should a student utilize the Academic Support Center?

An important developmental piece of high school is learning self-advocacy and learning when to go for help. Struggling through a problem is incredibly important - up to a point. When that healthy struggle turns to frustration, students need to know that it's time to use the help readily available at SHS. Just the process of going for help is a healthy experience for a student and a positive sign of maturity. Getting support in ASC combats academic frustration and builds confidence for the next struggle ahead!

Where is the Academic Support Center?

We are located on the second floor in room 221.

Who can utilize the Academic Support Center?

Any student who attends SHS can utilize the services of the Academic Support Center.

Please also remember that while the Academic Support Center is a wonderful place for a student to receive support, a student's content area teachers are available for extra help and they are truly the first line of defense!

ALTERNATIVE HIGH SCHOOL

The Somers Alternative High School provides an opportunity for students who are looking for an alternative to the typical high school program, while remaining a part of the SHS experience. The program has a junior year and senior year curriculum only. It combines academics with a community-based internship, communication and interpersonal skill development, while supporting technological literacy. Students take part in curriculum that aligns with same academic courses students in their Junior and Senior year typically attend.

In academics, the students study major subject areas in interdisciplinary classes which are team taught. The approach is project oriented, involving research and computer-based learning, personalized topic and end-product selection, and is designed to support students of all ranges of academic success. Students in this program receive additional academic support for other content areas, attend field trips, take part in workplace readiness preparation and mental health strategy workshops. Families of students in this program receive staff support from the team of teachers working within the program. Classes are kept small (8-12 students on average) so that students and families are able to receive individualized support both in and out of the classroom.

BOCES

Somers High School is affiliated with Putnam/Northern Westchester Board of Cooperative Educational Services. BOCES, operates an excellent Technical Center which provides vocational and prevocational education for Somers' students depending on their interest. Information about courses offered and expectations is available in the Counseling Center.

Only students with a Somers High School parking permit may drive to BOCES. Students are not allowed to transport other students to BOCES.

SOMERS HIGH SCHOOL LIBRARY:

The Somers High School Library is designed to support reading, inquiry-based problem-solving, collaboration, responsible use of information, and overall academic success. Students and staff have access to a comprehensive selection of print books, online databases, e-books, and audiobooks. The Somers school community understands the importance of research skills and information literacy, and all classes focus on developing this ability, both for school and as preparation for college and later life.

SHS Library Resources:

- A fiction collection of print books includes a wide range of young adult novels, graphic novels, and classic literature. Students can search the print book catalog from the library website and borrow books by visiting the circulation desk during school hours.
- A non-fiction print book collection supports curriculum needs and community interests.
- Ebooks and audiobooks are available through the Sora app.
- Academic databases support general research and all subject areas.
- 24/7 access to digital resources through the [SHS Library website](#).
- Various resources about evaluating and citing sources, academic honesty, as well as formatting academic research papers and presentations, are also available on the SHS Library website.

Guidelines for Using the SHS Library:

The SHS Library is a multi-purpose academic space where classes are held, students and faculty work independently and/or collaboratively, and all members of our community are welcome to carry out academic activities. Everyone is expected to show respect for the needs of other people by adhering to the following guidelines:

- Seniors and juniors can use the library during free periods, lunch time, and after school.
- Freshmen and sophomores can use the library during lunch and after school.
- All students are expected to sign in upon arrival using the QR codes on the tables.
- Students are requested to speak as quietly as possible, to keep the overall noise level low.
- Students are asked to leave tables, chairs, and shelves as clean as they found them.
- Food is not permitted in the library.

SHS Writing Center:

Located in the library, the SHS Writing Center provides support for students across the curriculum. Students in all grades, in all classes, are welcome to schedule appointments with the Writing Center to work on planning and outlining writing assignments, drafting, revising, and/or editing. Students may sign up via the bookings page [here](#).

COUNSELING CENTER:

Mission:

We, the Somers Central School District Counseling Department, will nurture our school community by advocating for and promoting a healthy learning environment in order to ensure individual student success in current and future endeavors.

Vision:

An excellent school counseling program ensures that the importance of each student is recognized. We will make a concerted effort to communicate and demonstrate our concerns and commitment for each student. As a result, each student will feel that they are valued as a member of the school community. In an exemplary counseling department:

- Attention is focused on facilitating the successful transition of our students between the four schools.
- Each student and family is provided the information, assistance, and support that enable him or her to develop personalized educational and career goals.
- The social-emotional well-being and academic progress of each child are continually monitored, and appropriate services are initiated as needed.
- The resources of the department are available to individual students, families, classes, grade levels, and teachers.
- Professional learning is encouraged and supported in a collaborative environment.

The counselors at Somers High School work through a comprehensive K-12 school counseling program to assist students. Students have the flexibility of seeing any counselor for assistance when a problem arises, if their assigned counselor is not available. Each ninth grade student works with one counselor who is assigned to them by alpha order or prior siblings. The ninth grade counselor will follow the students for four years.

The counselors provide many guidance services designed to encourage each individual to make informed, realistic and positive decisions. Counselors will assist students in assessing their goals, their plan of action and whether their behavior is in alignment with what they wish to accomplish. Parents/guardians are encouraged to contact their student's counselor if they have any questions or concerns. A triad (student, parent, and counselor) of support is always a more effective way of resolving difficulties.

Topics are delivered through classroom guidance lessons and individual meetings with students. The student/counselor relationship will focus on concerns related to school issues, peer relationships, family and community concerns, goal setting, future planning, progress review and the development of a positive achievement image. The following is a listing of some of the School Counseling Services that are offered at Somers High School:

Academic:

Academic planning, scheduling, and progress monitoring
Parent/student/teacher meetings

Personal/Social:

Mediation and conflict resolution
Orientation Programs

Career/College:

College and Career Planning
State and National test interpretation
Financial aid and scholarship information

COURSE ENROLLMENT REQUIREMENTS

All freshmen, sophomores and juniors must take a *minimum* of 6 ½ credits each semester, including Physical Education. Seniors must take a *minimum* of 5 ½ credits each semester, including Physical Education. Independent Study cannot be counted toward these credit minimums.

However, students typically take more courses and graduate with many credits beyond the minimum requirements. A total of 22 credits are required for graduation by the New York State Education Department.

ADD/DROP COURSE PROCESS

The administration and staff at Somers High School make every effort to offer a variety of courses to accommodate all students in preparing for college or a career. We hope that parents/guardians will work together with their children, teachers and counselor to select their initial courses in a thoughtful manner, since a change is not always possible.

The add/drop policy at Somers High School was developed to assist students in making responsible decisions and to provide equitable opportunities for all students in the scheduling of classes. The main purposes of the policy are:

- To encourage students to make informed and well thought out course selections based on their post high school plans.
- To provide academic integrity for seniors in the college process.
- To eliminate major shifts in classes which can be disruptive to the continuity of the academic program.
- Students may add new classes before the end of the first cycle of classes (September 13, 2019).

The following policy will be in effect for the 2023-2024 school year:

- All freshmen, sophomores and juniors must take a *minimum* of 6 ½ credits each semester, including Physical Education. Seniors must take a *minimum* of 5 ½ credits each semester, including Physical Education. Independent Study cannot be counted toward these credit minimums.
- Student's schedules will not be changed to allow for a late arrival or early dismissal. A change may be accommodated, due to a verified medical condition, on a case-by-case basis.
- Written parent permission is required for all schedule change requests.

During the scheduling process (early spring):

- No changes in elective or academic requests can be made after late May unless as a result of an end of year course failure or a change in a teacher recommendation.
- Requests for additional courses can be made if space permits based on the number of requests for the course.

After schedules are released to students, changes will only be considered under the following circumstances:

- In a unique situation where a student has not received an elective and/or is under scheduled, a schedule change will be considered.
- If a student fails a course in summer school that is required for graduation, his/her schedule will be adjusted to accommodate the necessary course.

- If a student does not have the course minimum of 5 ½ credits per semester (not including independent studies) adjustments will be made to balance the schedule.

Once school has started in September:

- **All schedule changes MUST be discussed with the student's counselor before any decisions are made.**
- If space allows, a student may add a class to his/her schedule, if it doesn't disrupt the rest of the schedule. This will be determined by the Principal or the Director of School Counseling. This must be done within the first cycle of classes. After that, this can only be done with teacher and administrator approval.
- Students who wish to drop a class must do so by the mid-marking period for a semester course, or five days after the end of the 1st quarter for a full-year course. If the drop occurs and it is too late to add a new course, the student will be placed in a Learning Center.
- If a student requests a drop after the drop deadlines stated above, the student will receive a "W/P" or "W/F" on their transcript and will be placed in a Learning Center.
- No drops in courses required for graduation will be permitted.
- No drops in courses with enrollments less than 15 students will be permitted.
- Placement in a second semester course will be based on class availability, class size and the impact on the students' present schedule. In the interest of academic integrity, multiple class changes to accommodate the addition of an elective cannot be honored.
- Main subject area course level changes will be considered based on a teacher/counselor recommendation only and on a case-by-case basis. If a student changes course levels, prior to or just after the middle of the first marking period, the grades earned will not trail the student as there is sufficient time for the student to earn enough grades in the new course. Changing into the new course may require some make-up work, which the student should be advised will be needed. This make-up work can then be added to the first marking period average. If a student changes courses after that time, the grades that were earned will be used to compute a marking period grade and also be used to compute the final average. Grades will not be dropped. However, in consideration of the level change, 3 points will be added when going from Honors to Regents level, or AP to Honors. This takes into account the difficulty of the class.
- Seniors who withdraw from any class for any reason after the transcripts have been run or a college application has been submitted, will complete a Course Change Form with their counselor. Notification will be made to the colleges to which they have applied or have been accepted.

Final determination for schedule changes rests with the Principal, his designee, or the Director of School Counseling.

HOMEWORK

When students are absent, they should check Schoology to see what classwork and homework has been assigned. They should also check in with a peer from their class. Students can also Schoology message or email their teacher with questions. Where possible, students should hand in all work upon their return to school. If the student has a more extended absence, they should work with their teachers on a timeline for turning in assignments. Arrangements to make up a test or a quiz must be made with the classroom teacher as soon as the student returns to school.

Note: Teachers post homework assignments online on Schoology. Students should look on Schoology to get assignments from missed days.

EXTRA HELP SESSIONS

Students should always seek extra help from teachers when they do not understand an assignment, if the work is difficult, or if they have been absent and have missed assignments and class discussions. It is especially important that students on the co-curricular ineligibility list attend such extra help sessions. Students should arrange a conference with teachers after school or at a time convenient during the day. Teachers may request students to stay after school if it is apparent that they are having difficulty with the subject. This is not to be thought of as a punishment, but rather as a desire of the teacher to help students make progress and find success. Take advantage of these extra sessions.

CREDITS AND TRANSCRIPTS

All school-based courses (taken at SHS or transferred from another accredited high school), corresponding final averages, and credits earned are maintained on a permanent record for each student to comprise a student's official high school transcript. The recording of courses follows the SHS Add/Drop Course Process in order to provide an accurate reflection of a student's academic history. Both a weighted and unweighted cumulative GPA are presented on student transcripts for college admissions or scholarship consideration. Students at SHS are not ranked. Official transcripts may be sent to colleges, future employers, or other agencies upon completion of an Official Transcript Request Form.

Academic courses taken either online or through a college will only become part of the high school transcript if they have been formally approved in advance of the student enrolling. To be approved for inclusion on the transcript, courses must be required for graduation, offered by an accredited institution, and align with the school's curriculum. Courses that are approved will be recorded on the transcript with a grade of "P".

Courses that may be approved are courses taken for credit recovery, courses required for earning a diploma, or courses required under unique circumstances as determined by the SHS administration. Note that a semester of an approved college course (taken online or at the college) will be awarded one full high school credit.

When a failed course is successfully recovered, the prior year's failed course grade will be changed to an 'F'. This will create an accurate indication of the student's academic history, but will not factor into the student's cumulative GPA. To be eligible to participate in a course recovery or summer school program, students must have not missed more than 45 days of instruction of a full year course, 23 days of a half year course, or the equivalent home instruction hours in the failed course. Exceptions to this rule can only be made with administrative approval.

QUARTERLY AVERAGE AND CUMULATIVE GPA CALCULATIONS

Quarterly averages are computed at the end of each marking period for the purpose of honor roll recognition. Honor Roll recognition is achieved by earning an 85 average or better, and High Honor Roll is achieved by earning a 90 average or better. This is an unweighted average, calculated by averaging all courses. Course values in the calculation may differ, based on the credit students are eligible to earn in that course. (A 90 average in a full year course and an 85 average in a half year course are factored as 90 plus 42.5, divided by 1.5.) This same formula applies to the calculation of a cumulative unweighted GPA. A course can only be factored into the GPA once a final average is earned. If the course carries academic weight (Honors, DE, AP or IB), the associated course weight is applied to the final average and the weighted GPA will be recorded on the transcript. See pg. 3-4 for course level weighting information.

To minimize competition among students, Somers High School does not rank students for the purpose of college admissions. SHS is proud of the many accomplishments of our students and wishes to promote a more

holistic review of each of our students through the college admissions process. Class rank will only be calculated for the purpose of determining the senior class Valedictorian and Salutatorian, or for direct submission to scholarships that mandate the reporting of class rank. This calculation will be a weighted average of all grades earned through the end of a student’s junior year. Students who transfer to SHS are eligible for Valedictorian or Salutatorian status if they have completed at least two full years of course work at SHS by the end of eleventh grade. Since all schools use their own weighting system, for those eligible students who transfer to SHS at the beginning of sophomore year, a weighted average will be calculated (for those courses taken at another school) that is commensurate with our current system of weighting for Honors, Dual Enrollment, AP and IB courses.

GRADE REPORTING SCHEDULE 2023-24

SOMERS HIGH SCHOOL MARKING PERIOD DATES 2023-2024

Quarter	Mid Marking Period Ends	Marking Period Ends	Total Days	Grading Window	Grades Due
1	October 6, 2023	November 3, 2023	40	October 30 – November 8	November 8, 2023
2	December 8, 2023	January 19, 2024	44	January 12 – January 24	January 24, 2024
3	February 16, 2024	March 22, 2024	39	March 15 – March 26	March 26, 2024
4	May 3, 2024	June 13, 2024	49	June 7 – June 24	June 24, 2024

Semester 1	84 Days
Semester 2	88 Days

January Regents Period:	January 23 – 26
Algebra 1:	June 4
June Regents & Final Exam Period:	June 14 – 25
AP Exam Period:	May 6 – 17
IB Exam Period:	April 25 – May 17
Last Day of Classes:	June 13
Last Day of School:	June 26

INCOMPLETES

Incompletes for any marking period must be made up by the mid-point of the following marking period. Failure to make up missed work will result in no credit for the assignments missed and could result in a failing grade for the marking period. Students who have incompletes on a report card are not eligible for honor roll status.

HONOR ROLL

“Honor Roll” is one of the ways that academic achievement is recognized at Somers High School. The following criteria is used quarterly to determine honor roll:

1. Students must pass all courses in which they are enrolled, including physical education.
2. Unweighted grades are used in the computation of averages for honor roll.
3. Students who have a rounded 85 or better average will receive “Honor Roll” recognition.
4. Students who have a rounded 90 or better average will receive “High Honor Roll” recognition.
5. Students who have an “incomplete” in any course will not be eligible for honor roll consideration until the incomplete is made up, except for special pre-approved circumstances.

Students who achieve high honor roll or honor roll status:

1. receive quarterly certificates of commendation.
2. for the first three marking periods of each school year will receive special recognition.
3. receive special recognition if they achieve honor roll all four years of high school.

GRADUATION

Each year a commencement program is held for seniors, their families and friends who gather to recognize the accomplishment of graduation from high school.

The graduation ceremony is part of the educational program at Somers High School. Participation in the ceremony is contingent upon meeting all academic and attendance requirements and behavioral expectations set forth by Somers Central School District and New York State Education Department.

August and January graduates may participate in the graduation ceremony the following June.

ATTENDANCE

Student attendance in all classes is critical for academic success and is a basic responsibility as a member of the Somers High School learning community. Students are expected to attend every class unless legally absent from school. Student absences will accumulate and could result in loss of course credit and can have disciplinary consequences. Daily attendance is a requirement for student participation in extracurricular activities and interscholastic sports.

Legal Reasons for Excused Absence or Tardiness

In accordance with New York State Law and the Regulation of the Commissioner of Education, the following are legal reasons constituting an excused absence or tardiness in Somers High School:

- Sickness - Dismissal for illness during the school day must be through the Health Office. Students may not call themselves in sick and may not excuse themselves from school if they are feeling ill. Parents/guardians must go to the security office to meet their child.
- Illness or death in the family.
- Impassable roads or weather making travel unsafe (only the Superintendent of Schools is authorized to rule on this provision).
- Religious observance
- Quarantine
- Required court appearance
- Health treatment
- Pre-approved college visits

In the Event of an Absence

- A parent or guardian is required to notify the school by emailing (HSAttendance@somersschools.org) or calling the Attendance Office (248-8585 x219) in advance or before 11:00 am on the actual day of the absence. After the call or email, parents/guardians must complete the appropriate absence form (found on school website under the "attendance tab") and submit it to the attendance office within 48 hours by email or in person. Only official absence forms from the school website will be accepted. Handwritten notes will not be accepted.
- Any absence that has not been excused within 48 hours will be considered unexcused. Therefore, the student can lose credit for class time missed and face disciplinary consequences.
- If a student is absent for an extended period of time, the school may request a doctor's note.
- It is the student's responsibility to proactively contact their teachers in order to make up work that was missed due to a **legal, excused** absence.

PLEASE NOTE: Both excused and unexcused absences will count toward a student's maximum allowable absences per course (8 for half-year course, 16 for full-year course) and may result in loss of credit.

In the Event of Tardiness

- A parent or guardian is required to notify the school by emailing (HSAttendance@somersschools.org) or calling the Attendance Office (248-8585 x4005) to notify the school of the tardiness. After the call or email, parents/guardians must complete the appropriate tardiness form (found on school website under the "attendance tab") and submit it to the attendance office within 48 hours by email or in person. Only an official tardiness form from the school website will be accepted. Handwritten notes will not be accepted.
- Latecomers arriving to school without a completed tardiness form must sign in at the Security Office located inside the front entry vestibule. Once students have signed in, they should proceed directly to class. The tardy will be recorded as unexcused unless and until an official tardiness form, signed by a parent, is submitted to the attendance office (within 48 hours).
- Latecomers arriving to school with a completed tardiness form must sign in at the Security Office located inside the front entry vestibule and then turn in the form at the Attendance Office located in the Main Office and receive a late pass to class.

Unexcused Absences or Tardies

- Parents/guardians must inform the Attendance Office of all absences by submitting the appropriate absence/tardy form. Otherwise the absence will be considered unexcused (i.e., "cut"), for which disciplinary consequences will result.
- Please be aware when completing absence/tardiness forms that any reason other than those listed under **Legal Reasons for Excused Absence or Tardiness** is considered an illegal reason for absence. For example, "travel", "vacation", "work", or "needed at home" are considered illegal reasons for absences.

Academic Consequences of Unexcused Absences

- A grade of "zero" can be assigned to any work not completed or due on the day or period of the unexcused absence.
- Teachers are not required to accept any work missed or not handed in because of an unexcused absence.
- When a student accrues 16 total absences in a full year course or 8 in a semester course, the student may not earn credit for that course. The total is inclusive of unexcused and excused absences.

Disciplinary Consequences of Unexcused Absences

- The loss of permission to participate in sports or extracurricular activities on the day of the unexcused absence or on subsequent days
- After-school detention
- Parental conference
- Loss of off-campus privileges Loss of parking privileges
- In-school suspension
- Loss of eligibility for teams, clubs, school activities

Disciplinary Consequences of Excessive Unexcused Tardies

- After-school detention
- Parental conference
- Loss of off-campus privileges

College Visits

It is important for students in grades 11 and 12 to visit the colleges they may want to attend, and pre-approved college visits are considered excused absences. Students and parents/guardians are encouraged to plan college visits when our school is not in session. For a college visit to be an excused absence, students must provide a completed official absence form signed by a parent or guardian **in advance or within 48 hours** of the absence. (Absence forms can be found on school website under the “attendance” tab.)

Special Privileges SENIORS ONLY

Late Arrival SENIORS ONLY

12th graders who are not scheduled for a first period class and who are in good academic standing are eligible for late arrival privileges with administrative and parent or guardian permission. Applications for late arrival may be downloaded from the school website under the "attendance" tab. **Applications must be submitted to the main office and the privilege cannot be exercised until an official approval has been granted.** Excessive tardiness to subsequent classes will result in the revocation of this privilege. In addition, this privilege can be revoked if it is abused, or as a disciplinary consequence to other improper student conduct. Students must leave through the main entrance and sign out using the Student ID reader.

Early Dismissal SENIORS ONLY

12th graders whose scheduled classes end before 2:08 p.m. and who are in good academic standing are eligible for early dismissal privileges with administrative and parent or guardian permission. Applications for early dismissal can be obtained from the school website under the "attendance" tab. **Applications must be submitted to the main office and the privilege cannot be exercised until an official approval has been granted.** Students who have early dismissal privileges and leave school before 2:08 p.m. may not return to school until after 2:08 p.m. Students can only leave on the days specified on the application and may not leave any earlier than indicated on the application. This privilege can be revoked if it is abused, or as a disciplinary consequence to other improper student conduct. **Students must leave through the Main Entrance and sign out in the Security Office.**

Off Campus Privileges SENIORS ONLY

12th graders who are eligible may apply for an off campus privilege pass that will allow them to leave school and come back during the school day. Applications for early dismissal can be obtained from the school website under the "attendance" tab. **Applications must be submitted to the main office and the privilege cannot be exercised until an official approval has been granted.** In order to be eligible for an off campus pass, students must be scheduled for 2 free periods in a row and must remain in good academic standing. Excessive tardies to subsequent classes will result in the revocation of this privilege. This privilege can be revoked if it is abused, or as a disciplinary consequence to other improper student conduct.

When leaving school, students must exit through the Main Entrance, and scan their Student ID. When returning, students must enter through the main entrance and scan their Student ID. If any student leaves or returns to school through any other door, the privilege may be revoked.

ATTENDANCE POLICY RESPONSIBILITIES

It is the responsibility of Somers High School Students to:

- Attend all classes, assemblies, and activities to which they are scheduled or assigned.
- Request or remind your parent or guardian to contact the Attendance Office any time you will be absent.
- Present an official absence form (available on the school website under the “attendance tab”) completed and signed by your parent or guardian to the Attendance Office within 48 hours of absence.
- Proactively arrange with your teachers a schedule for making up missing work, assignments, or tests.

It is the Responsibility of Somers High School Parents or Guardians to:

- Make every effort to have your child in attendance each day.
- Notify the attendance office pertaining to your student’s absence or tardiness.
- Complete and sign the appropriate official attendance form (available on the school website under the “attendance tab”) and give to your child to present upon return to school.
- Remind your child of his or her responsibility to make up missed work.
- Be sure to excuse any absences/tardiness within 48 hours of the occurrence. After the 48 hours no forms will be accepted without the permission of the administration.
- Be aware that any absence that has not been excused within 48 hours of the absence is considered unexcused. An accumulation of absences or tardies can result in the loss of course credit and disciplinary consequences.
- Be aware that students **cannot call home and request to be dismissed** from school. Instead, they should report to the Health Office if they are feeling ill. Only the Health Office or an administrator can dismiss an ill student from school.
- Be aware that any student who is absent from school, may not participate in an after-school activity. Students must be present for 5 full class periods in order to participate in an after school activity.

It is the Responsibility of Somers High School Teachers to:

- Take accurate attendance for every class period of instruction.
- Review the attendance policy with students within the first week of school.
- Address classroom attendance issues with students and parents/guardians.
- Notify parents/guardians of habitual attendance issues.
- Communicate serious attendance concerns to administration.

It is the Responsibility of Club Advisors and Coaches to:

- Review attendance policy with students on the first day of practice.
- Check school attendance daily to ensure that club/team members are eligible to participate.

It is the Responsibility of the Somers High School Administrators to:

- Disseminate the attendance policy to staff, parents/guardians, and students.
- Process attendance daily.
- Notify parents/guardians of attendance issues.
- Address habitual unexcused absences with consistent consequences.
- Provide forms for parents/guardians to complete and sign for excused absences.
- Review attendance procedures periodically to measure effectiveness and make changes as necessary.

Section 5 STUDENT POLICIES

BEHAVIORAL GUIDELINES FOR STUDENTS

School is a place where teaching and learning occur each day. Students and staff expect a positive atmosphere that facilitates the educational process. When students act respectfully and responsibly, they contribute to a positive learning experience and safe environment. Behavior or actions that are insubordinate, disruptive or endanger the health, safety and welfare of others be assessed on the basis of severity, impact on school climate, and previous violations by student, and will be addressed in a manner that promotes growth of student accountability and empathy and prevent recurrence. (See Prohibited Student Conduct below.)

We expect students to:

- Be courteous in language and demeanor.
- Treat their teachers, staff members, other students, the school and its property with respect and dignity.
- Exhibit a consideration and understanding for social, economic, cultural and learning differences, gender and sexuality differences.
- Dress appropriately according to the guidelines of our dress code.
- Be substance free in school and at all school-related events.
- Take accountability for what they do or fail to do.
- Use school property responsibly.
- Attend school and class regularly.
- Fulfill academic obligations and assignments.
- Come to each class prepared with appropriate materials.
- Behave appropriately and respectfully in the school cafeteria and on school buses and cooperate in keeping them clean.
- Make appropriate decisions that will enable them to behave positively at all times.

PROGRESSIVE DISCIPLINE AND RESTORATIVE APPROACHES

Somers High School uses a progressive approach when addressing discipline matters. This means that a student's first violation will usually warrant a consequence of a lesser degree than future violations, taking into account factors related to the severity of the initial action. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

Understanding consequences as "teachable moments" is essential to a positive approach to discipline. Progressive consequences do not seek to punish. Instead, progressive consequences seek student responsibility and changes in behavior. The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes.

Every reasonable effort should be made to correct student misbehavior through interventions and resources at the school's disposal. Interventions are essential because inappropriate behavior may be an indication of more serious problems that students are experiencing.

A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships among students, staff, and community. When used as an intervention

measure, taking a restorative approach to discipline changes the fundamental questions that are asked when an incident occurs. Instead of asking who is to blame and how students will be punished, a restorative approach asks a few key questions:

- What happened?
- What were you thinking at the time?
- What have you thought about this situation since it happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can students behave differently in the future?

PROHIBITED STUDENT CONDUCT

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

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

Why do we have a Code of Conduct? (adapted from [Syracuse School District](#))

The goal of the Code of Conduct is to ensure all students' right to an education in a safe, civil, and caring environment. It is based on the laws, regulations and policies that create access to education for all while also respecting the rights of all individuals. This recognizes that schools are public places that must balance individual rights with our civic obligations and our responsibilities that make it possible to live in a free, open, and democratic society. Our goal with this Code is to provide a guide to good citizenship and provide the tools for helping students to understand and appreciate the norms of behavior within the school culture.

The Code ensures that the school provides equal access to a wide range of supports and interventions that promote positive behavior, help students to develop self-discipline and social and emotional efficacy, and enable students to improve and correct inappropriate and unacceptable behaviors.

Interventions and Consequences

Determining Disciplinary Responses

Levels of Interventions and Consequences

School officials must consult this document when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)

- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student’s IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student’s response to intervention

We believe that consequences should be applied, such that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Consequences and interventions at Level 2 and Level 3 levels must be consistently applied across all groups of students with fidelity and integrity.

Where and When the Code Applies

The Somers High School Code of Conduct applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the SCSD,
- at all school-sponsored events regardless of the location,
- at non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.
- When misconduct involves communication, gestures or expressive behavior, the behavior violation applies to oral, written, or electronic communications, including, but not limited to, texting, emailing, and social networking.

SHS ADMINISTRATIVE DISCIPLINARY ACTION

Leveled Response to behaviors

	Possible Responses to Behavior at this level
Level 1	<ul style="list-style-type: none"> • teacher conference with student • phone call home • teacher based detention • required attendance at extra help • community service to the school • loss of privileges
Level 2	<ul style="list-style-type: none"> • Dean/ Administrator conference with student and/or parent • Dean or Administrative assigned Lunch or after school detention • Community service to the school • Loss of privileges
Level 3	<ul style="list-style-type: none"> • All of the above • In-school suspension (ISS) • Out-of-school suspension (OSS)
Level 4	<ul style="list-style-type: none"> • All of the above • OSS of more than 5 days

The purpose of this chart is to outline infractions of our discipline policy and consequences for inappropriate behavior at school or at any school related event or trip. Disciplinary consequences include, but are not limited to, a range of actions from verbal warnings to out of school suspension. Depending on the specific circumstances or severity of the offense,

- a suspension longer than five days might be warranted. In such cases, the matters are referred to the Superintendent of Schools who will conduct a hearing and can issue a penalty that extends the suspension beyond five days.
- a referral to the police might be necessary.
- follow-up by guidance counselor, student assistance counselor or school psychologist might be appropriate to help students and their families address social, emotional, or substance use issues.
- restitution for damages to school property or the property of others might be necessary.

In the chart below, "ISS" refers to in-school suspension. Students assigned to our in-school suspension program receive their academic assignments and are supervised in an alternative setting in the school building for the duration of the school day. Students must leave school grounds immediately at dismissal.

"OSS" refers to out of school suspension. In such cases, students are not allowed to attend school or be on school property. They receive their academic assignments and home tutoring is provided.

SUSPENSION

Suspension is a temporary denial of a student's right to attend instruction and to take part in school-sponsored activities. During the time of suspension, whether in-school or out-of-school suspension, a student will not be able to participate in, or be a spectator at, any school-sponsored activities. The following guidelines apply:

1. All one-day school suspensions last until a student is readmitted the following day. A one-day school suspension on Friday continues until Monday at 7:35 a.m.
2. When students are suspended from school, they are suspended until school resumes the day following the end of their suspension. All multiple-day school suspensions which are in effect on Friday continue through the weekend. In case of a school vacation, reinstatement occurs on the day school resumes.

There are additional guidelines for students who are academically and behaviorally ineligible to participate in co-curricular activities.

IN-SCHOOL SUSPENSION (ISS)

Students are expected to follow these guidelines:

1. Be on time. Unexcused lateness will be considered an "unacceptable" day and will result in additional time at the end of the day or make up time the next day in in-school suspension.
2. Be prepared to comply with the time requirements of ISS:
 - a) must be present from 7:35 a.m. – 2:10 p.m.
 - b) no visitors while in ISS
 - c) student may not leave ISS other than to use the restroom with permission
3. Report to the Attendance Office immediately upon arrival to school.
4. Come prepared with all textbooks and study materials since no passes to lockers will be issued.
5. Cell phones must be turned in at start of the day.
6. Be responsible to complete all work assigned. Bring a lunch from home or money for lunch. Suspended students will not be allowed to go to the cafeteria.

7. Follow all directions given by administrators, the monitor in charge and all other staff members.
8. Work in silence. Remain in assigned seat at all times.
9. Refrain from attending or participating in extracurricular activities during and after school on the day(s) of suspension.
10. Meet, if required, with guidance counselor, the student assistance counselor, or the school psychologist as infraction(s) warrant and upon recommendation of administration or parents.
11. Must leave the school building and the school property immediately upon being dismissed.

RULES FOR ADMINISTRATIVE DETENTION

1. After school detention is from 2:10-2:45 p.m. Extended detention can be from 2:10-4:00 p.m.
2. Students assigned administrative lunch detention must report directly to the main office at the beginning of lunch.
3. Students must report to the assigned detention room on time; students who arrive late will make up time at the end of the session or in another assigned detention.
4. Enough schoolwork should be brought in order to be constructive throughout the detention period.
5. Silence is to be maintained during detention.
6. No food or drink is allowed during detention.
7. No use of cell phones.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SR O	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Absences						
Late or cutting class	•	•				Classroom teacher will inform the Dean and Attendance personnel
Truancy - more than 7 consecutive absences	•	•				
Habitual truancy absent more than 20 days	•	•			•	Classroom teacher will inform the Dean, Attendance personnel and Social Worker
Academic Honesty						
Plagiarism, copying another's work, cheating or altering records	•	•				See Academic Honesty Policy
Substance Abuse						
Under the influence			•	•	•	Referral to school nurse and Parents immediately notified. May include counseling session with the Student Assistance Counselor
Using tobacco, alcohol, illicit drugs, e-cigarettes or vapes			•	•	•	
Possessing			•	•	•	
Distributing or selling			•	•	•	Parents immediately notified
Distraction/Defacing of Property						
Vandalism (<i>graffitti, littering</i>)						
Littering	•					
Unauthorized use of school property						
Trespassing						
Starting a fire			•	•	•	Principals must complete NYSED Office of Facilities Planning <i>Fire Incident Report Form 2014</i>
Bias incidents						
Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Cyber-harassment Against Members of the School Community						

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Use of Hate Speech/Symbols			•	•		
Bias Based Harassment			•	•		
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted				•		<ul style="list-style-type: none"> • DASA investigation may be warranted. May include counseling sessions with the Diversity Equity & Inclusion Coordinator and participation in Restorative Practices
Bomb Threat						
Making threats or providing false information about the presence of explosive materials or devices on school property			•	•		<ul style="list-style-type: none"> • Superintendent Suspension

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Bullying/ Harassment- Verbal, Physical and Electronic						
<i>Please note that consequence of bullying extends to threats on social media</i>						
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is targeted	•	•				DASA Investigation is required/Possible Superintendent Suspension
Persistent and repeated incidents of bullying targeted at same person or group		•	•			
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening		•	•		•	
Very serious incidents that are seriously harmful or personally damaging to the person or group who is targeted				•	•	
Classroom Distraction						
Any behavior that is disruptive to the classroom environment	•	•				
Damage to Personal or School Property						
<i>Monetary value may impact the severity of consequences</i>						
Minor damage	•	•				
Damage to another person's or school property		•	•		•	Suspension
Damage to another person's or school property			•	•	•	Restitution is permitted is required and not in lieu of suspension

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Inappropriate use of Social Media						
Use of cell phone without teacher permission	•	•				
Use of electronic devices that lead to the threat of harm to another person		•	•			Students with parent(s) who are in the military and deployed overseas may keep their cell phones on during school hours
Recording or publishing a fight		•	•		•	DASA investigation may be warranted
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			•	•		
False Activation of Alarms						
Intentional false activation of an alarm			•			If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated
Fighting						
Physical aggression with another student		•	•			May include counseling sessions and participation in Restorative Practices
Fighting			•	•	•	
Fighting with serious bodily injury				•	•	
Gambling						
Requires the use of money or exchangeable goods	•	•				

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Hallway Misbehavior						
Running, making excessive noise, loitering, or persistent hall-walking	•	•				
Inciting or Participating in Disturbance						
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot)			•	•	•	A large disruption is defined as a disruption which causes the principal to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students
Using an electronic device to bring others to initiate or engage in a disturbance		•	•	•	•	Documentation of Emergency Procedures must be submitted to the Superintendent's Office
Leaving Classroom or School without Permission						
Leaving classroom or school without permission	•	•				
Non-Compliance						
Failure to comply with school rules, regulations, policies, or procedures	•	•				
Failure to follow directions	•	•				Nonviolent/ nonphysical
Failure to respond to school staff directives, questions, or requests	•	•				

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Physical Contact						
Unintentional physical contact with school personnel	•	•				
Unintentional striking a staff member who is intervening in a fight or other aggressive behavior		•	•			
Intentional physical attack on school personnel			•	•	•	
Offensive touching, poking, pushing, shoving or physical intimidation of school personnel or student		•	•			
Public Space Misconduct						
Public space misconduct		•	•	•		Conduct which prevents others from moving through spaces, disrupts the educational process for students and/or poses serious threat to the safety of large numbers of people
Robbery						
Taking money or property from another by force			•	•	•	
Sexual Offenses						
Sexual Assault				•	•	School staff is required to refer students to appropriate counseling
Sexual harassment (e.g., inappropriate verbal or written conduct of a sexual nature)			•	•	•	Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Sexual harassment (e.g., inappropriate physical conduct of a sexual nature)			•	•	•	

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Sexual misconduct (e.g. engaging in sexual activity, etc.)			•	•	•	
Tardiness						
Excessive tardiness to class or school	•	•				
Technology Acceptable Use Policy Violation						
Violation of SCSD Technology Acceptable Use Policy	•	•				<p>Refer to the district website at www.somersschools.org for details on this policy</p> <p>Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police</p>
Theft						
Under \$500		•	•			Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project
Over \$500			•	•	•	
Threat Against School Personnel, Written or Verbal						
Verbal or written threat against school personnel or school community			•	•	•	

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Tobacco						
Use or possession	•	•	•	•	•	School staff is required to refer student to appropriate substance abuse counseling
Verbal Aggression Against School Personnel						
Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language	•	•				
Confrontational and aggressive arguing	•	•				
Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place			•			Documented Intervention
Misleading or giving false information to school staff	•	•	•			
Weapons, Firearms, Explosives						
Verbal or written threat involving weapons against school community				•	•	Weapon must be present
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs)				•	•	Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by the Superintendent of Schools.

Behavior Violation	Level 1	Level 2	Level 3	Level 4	SRO	Notes
	Staff Intervention	Dean Intervention	Building Admin Intervention	District Admin Intervention		
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)			•	•		
Possession of weapons (knife, mace, etc.)		•	•	•		
Instruments or objects used as weapons with intent to cause injury		•	•	•		
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm)		•	•	•		
<p>• SRO MAY BE CALLED</p> <p>• SRO MUST BE CALLED</p>						

Privileges at each grade level:

1. 12th Grade

- Ability to choose where to eat lunch
- On campus parking
- Unscheduled free periods
- Off-campus – Students can leave on free periods and during lunch (with signed form)
- Late arrival and early dismissal based on free periods (with signed form)

2. 11th Grade

- Ability to choose where to eat lunch
- Unscheduled free periods

3. 10th Grade

- Ability to choose where to eat lunch

4. 9th Grade

- Ability to choose where to eat lunch

DRESS CODE

The Somers High School Student Dress Code prioritizes the comfort and safety of each student, and will not reinforce stereotypes, increase marginalization, or create a hostile learning environment for any student. Students should be able to express themselves through dress while maintaining safety and respect for our community. Students dress may not include hate speech or symbols, references to drugs/alcohol, and not include language or symbols inappropriate for an educational environment. A student's dress, grooming and appearance shall be safe, appropriate, and not disrupt or interfere with the educational process. Students who violate the student dress code shall be addressed privately and will 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.

DRUG AND ALCOHOL USE

Students are forbidden to use, possess, distribute or sell alcohol or drugs on school grounds, on school buses or at any school sponsored events. This also includes sharing, possessing, distribution, sale or use of prescription medicine or other substances for uses other than that which they are primarily intended. Students are also forbidden to possess or use paraphernalia associated with the use of the above substances including but not limited to rolling papers. **All infractions of these rules will result in disciplinary a 5-day suspension and referral to the Superintendent. Police may also be contacted.**

SMOKING

Smoking is not allowed on the school grounds, in the school building(s), on school buses or at any school sponsored event whether on or off campus.

Students who are reported smoking or in possession of tobacco products will be suspended according to our discipline policy.

Use or possession of electronic cigarettes or vapes is prohibited and will result in suspension and possible referral to the Superintendent.

Any infractions of this type could involve meetings with the student assistance counselor.

PROHIBITED ITEMS

The following items cannot be brought to or used in school: drugs, alcohol, drug paraphernalia (including but not limited to rolling papers, pipes etc.), cigarettes, e-cigarettes, vapes, chewing tobacco, weapons (including toy or replica), pyrotechnic or incendiary devices (including but not limited to lighters, matches and ammunition), water guns, etc. or any other items inappropriate for school or that could cause harm to oneself or to others.

ACADEMIC HONESTY POLICY

What is Academic Honesty?

Students who uphold the principles of academic honesty:

- produce and submit their own work, in all classes, for all assignments.
- respect intellectual property by acknowledging all ideas and works of others.
- show proper conduct during assessments.

SHS Academic Honesty Philosophy

- SHS students are expected to be *Principled* individuals who “act with integrity and honesty” and “take responsibility for...actions and their consequences” (“Learner Profile for IB Students...”).
- Academic honesty expectations apply to ALL learning activities: class work, homework, group work, essays, tests/quizzes, and final exams/projects.
- It is important to remember that students must learn to fulfill their academic responsibilities with honesty and ethics in order to be successful in the classroom and in life. School leaders, parents, and teachers all serve as role models for our students and must continue to model academic honesty at every opportunity.
- Academic honesty is essential because academic misconduct undermines students’ education. Students engaging in academic misconduct miss important learning opportunities.

What is Academic Misconduct?

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students). There are different types of Academic Misconduct (Academic Honesty in the Diploma Programme):

Collusion is defined as supporting academic misconduct by another student. For example*:

- Allowing your work to be copied or submitted for assessment by another student.
- Copying work from another student and submitting that work as your own.
- Sharing assessment content with students who were absent or in another class.
- Letting partners/fellow group members do all the work and claiming credit for the learning.
- Completing work as a group that the teacher expected to be completed individually.

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person or source without proper, clear and explicit acknowledgment. For example (but not limited to)*:

- Copying or paraphrasing sentences, paragraphs, or entire writing assignments from internet sources without citing all sources.
- Copying artwork from an outside source and submitting it as your own.
- Using tools such as Google Translate and Photomath without teacher approval: this is falsely submitting work as your own that you did not produce.

Misconduct during an examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination. For example (but not limited to)*:

- Looking at/copying from another student during an exam.
- Bringing notes, cell phones or smart watches into exam settings.
- Discussing exam content with others.
- Sending pictures or descriptions of exam content to other students.

Duplication of work is defined as the presentation of the same work for different assessment components and/or course requirements. For example (but not limited to):

- Submitting a project or piece of artwork completed in 9th grade for work assigned in 10th grade.
- Writing a paper for one class and submitting it for another assignment in a different class.

Consequences of Academic Misconduct

All instances of academic misconduct begin with a discussion between the teacher and the student(s) about the severity and category (yellow, orange, or red) of the infraction.

Yellow: Teacher-led consequences, involvement of Library Media Specialist to document incidents and provide students with instruction about academic honesty practices. Examples:*

- Student shares homework with classmates (collusion).
- Student submits copied work as their own (collusion).
- Students work together on graded work when teacher expected independent work (collusion).
- Students use internet sources, such as Google translate, or Photomath to complete class or homework when teacher expected students' own work (plagiarism).
- Parts of a student's writing includes information from sources that are not cited (plagiarism).

Orange: Involves a department committee to determine consequences, and requires counselor and parental notification, as well as involvement of Library Media Specialist to provide student with instruction about academic honesty practices. Examples*:

- Students who are involved in the scenarios as above, except the assignments are larger in scope.
- Student submits a paper or project they wrote in another class as "new" work.
- Student has already committed a yellow offense (documented by Library Media Specialist) and has participated in academic dishonesty again.

Red: Involves administration to determine consequences and requires counselor and parental notification.

Examples:*

- Student copies most or all of a major assignment (such as a project, test, essay) from another student or an internet source and submits it as their own work (plagiarism).
- Student shares or accepts content or answers with another student on an exam (misconduct) before, during, or after the testing period.
- Student uses notes, a cell phone, a smart watch, or any restricted material during an exam (misconduct).

* *Examples do not represent complete lists.*

Avoiding Academic Misconduct:

At Somers High School, we believe that integrity is doing the right thing, even when no one is watching.

Role of Students:

It is expected that students will conduct themselves in a manner that reflects honesty and their understanding and acceptance of the school policies on academic honesty. Students are expected to:

- Read and familiarize themselves with the SHS Academic Honesty Policy ("Student Handbook").
- Always submit their own work.
- Fully and correctly acknowledge all sources.
- Make proper use of citation style (per class requirements).
- Respect internal deadlines.
- Adhere to teacher instructions and expectations for group work vs. independent work.
- For IB assessments, sign a declaration of authenticity form before submitting to IBO.
- Ask for clarification about when peer/group work is permitted, and ask for help (teachers, ASC, Writing Center) when unsure of how/when to cite information from sources.

Role of SHS Faculty:

Teachers and administrators are expected to perform their instructional responsibilities in such a manner as to minimize the potential for dishonesty and to exhibit fairness and consistency when implementing the consequences for violating the school's policies on academic honesty. Faculty members are expected to:

- Ensure students are instructed on school-wide and department-specific academic honesty policies and sign department-specific contracts when applicable.
- Teach students how to use the words and ideas of others appropriately to support their own oral and written communication in their specific content area and utilized approved methods of citing sources ("IB Diploma Program Academic Honesty Policy").

- Set clear expectations for assignments, including when/how students should use internet tools as well as work collaboratively vs. independently.
- Use Turnitin.com for major assignments.
- Be role models of academic honesty and integrity.
- For IB assessments, check for authenticity of any student work before submitting to IBO. Inform the IB Coordinator of all IB-related issues regarding academic honesty.

Role of Parents

As partners in the educational process, parents must support the ethical value of honesty and the enforcement of the school's policies on academic honesty in order to maintain and reinforce the importance of integrity in one's own work ("Student Handbook"). Parents are expected to:

- Read and understand the SHS and IBO Academic Honesty Policies.
- Support teachers and administrators in talking to their children about the importance of academic integrity.
- Cooperate with the school if their children are found to have participated in any form of academic misconduct.

Often, students engage in academic misconduct when they procrastinate assignments and don't leave enough time to properly conduct research and/or meet assignment deadlines. Parents can help:

- Encourage your children to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Encourage your children to ask their teacher for advice if they are having difficulty with their work.

(Academic Honesty in the Diploma Programme)

USE OF COMPUTERS AND NETWORK

All SHS students will receive a tablet and may use it throughout the building. These computers are part of a district-wide network which offers a range of software applications and information resources, as well as individual storage space for student work. Student use of computers and the network must follow the guidelines outlined in the [Acceptable Use Policy](#).

In order to receive a Personal Learning Device, families must sign the [Personal Learning Device Agreement](#). This can be found on ParentSquare. Should a student violate the [Acceptable Use Policy](#) or the [Personal Learning Device Agreement](#), they are subject to consequences based on the Code of Conduct. In addition, consequences for violations may include, but are not limited to:

- Suspension of computer/network privileges
- Financial responsibility for willful damage to the network
- Revocation of computer/network privileges
- Suspension from school
- Legal action and prosecution by authorities.

CO-CURRICULAR BEHAVIORAL ELIGIBILITY POLICY

Purpose: The educational and co-curricular programs offered by the Somers Central School District are based on our guiding principles of trust, decency and respect. Participation in co-curricular activities is considered a privilege, not a right, for Somers students. If Somers High School students choose to participate in any co-curricular activities, they are subject to additional behavioral and academic eligibility requirements as outlined below.

Philosophy:

We believe that students who have the privilege of participating in extracurricular activities should conduct themselves as responsible representatives of the Somers Central School District. In order to ensure this conduct, coaches, advisors and administrators will enforce the Somers High School Code of Conduct and this Co-Curricular Behavioral Eligibility Policy, both of which are issued to all students annually.

Disciplinary Action

Any student engaging in conduct that is egregious or inappropriate, whether on campus or off campus, and/or brings discredit to the Somers Central School District, may be disciplined with a penalty up to and including a suspension from activities for an entire season or beyond, depending upon the circumstances of the incident. Activities include events associated with athletic teams, clubs and school social functions.

Additionally, any student who is issued either an in-school suspension (“ISS”) or out of school suspension (“OSS”) will lose eligibility to participate in co-curricular activities on those days, including weekends if the suspension spans those days. Further disciplinary action may extend beyond the ISS or OSS period, depending upon the circumstances of the incident.

The decision to suspend a student's eligibility to participate in co-curricular activities, as described above, shall be made by the building principal or her designee, in consultation with an advisory committee consisting of the coach or advisor and other appropriate administrative personnel, as necessary.

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 §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.

CO-CURRICULAR ACADEMIC ELIGIBILITY POLICY

ATHLETIC ACADEMIC ELIGIBILITY POLICY

Participation in co-curricular activities is part of the educational program at Somers High School. Students' first priority should be their academic responsibilities. Students who participate in co-curricular activities are expected to maintain academic eligibility each marking period by not failing more than one subject. In addition, athletes must be passing physical education.

Requirements

To be eligible to participate in high school co-curricular activities and sports, Somers High School students must meet the following criteria:

- All freshmen, sophomores and juniors must take a *minimum* of 6 ½ credits each semester, including Physical Education. Seniors must take a *minimum* of 5 ½ credits each semester, including Physical Education. Independent Study cannot be counted toward these credit minimums.
- All students who receive a grade below 70 will be required to attend the Academic Enrichment Program (AEP). Coaches will be notified if a student-athlete on their team is placed in the Academic Enrichment Program.
- Once a student starts in the AEP, they must attend three sessions over a two week period (3 total sessions). Sessions will be offered three times a week, once during lunch and twice after school.
- If any student does not attend the required sessions, they will be assigned mandatory sessions by the athletic director. If a student continues not to attend, they will face consequences such as no practice(s) as per the Director of Athletics.
- For the Fall season, AEP will begin approximately a month into the school year. For all other seasons, AEP begins immediately. Through Schoology gradebook, we will be able to monitor any student-athlete falling below the minimum 70 average.
- The mandatory Academic Enrichment Program will meet during lunch on Mondays and on Wednesday and Thursday after school. The student-athlete will report to a designated area from 2:10 pm-2:50 pm to work with a teacher and/or student tutor.
- Once a student reaches a grade of 70 or above, that student will no longer be required to attend AEP.

Academic Ineligibility (Probation) Policy

Any student that is failing two or more courses may continue to practice with the team but shall not be eligible to play in an athletic contest until meeting requirements listed above.

During the period of ineligibility, students may continue to participate with their teams. However, participation in contests may not resume until eligibility is reinstated.

In order to regain eligibility to participate in athletic competitions, student-athletes must attain passing grades in all subjects.

Appeal Process for Academic Eligibility

Appeals of academic eligibility will be subject to review by the High School Principal or the Athletic Director.

CO-CURRICULAR ELIGIBILITY AND ATTENDANCE

Participation in co-curricular activities, such as practices, rehearsals, club/class meetings or athletic contests, is allowed only if a student attends their scheduled classes, including physical education and study halls. In addition, students are expected to arrive at school by 11:15 AM. Students who miss 4 or more periods in any given day may not participate in co-curricular activities on that day. The only exceptions would be seniors who are officially scheduled for late arrival or early dismissal. Any emergency situations that would cause a student to be late for school during periods 1-3 shall be referred to the student's assistant principal.

CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS

Somers High School provides a wide range of co-curricular activities for the participation and enjoyment of our students. Participation in co-curricular activities is contingent upon meeting and maintaining academic and behavioral eligibility. We have activities that reflect a wide range of student interests. For a complete listing of our clubs and activities, please see the [Student Life Section](#) of school's webpage. Ms. O'Shea, the Student Life Coordinator, can also meet with any student to connect them with activities related to their interests.

Activity buses are provided daily to transport students to points near their homes. Students need passes from their coaches or advisors to ride the activity buses. There will be a late bus at 2:50 Tuesday–Friday, and a 4:00 late bus on Tuesdays, Wednesdays, and Thursdays ONLY. Information on specific bus schedules is available in either the Main Office or the Office of the Assistant Principal.

INTERSCHOLASTIC ATHLETICS

For full details on which sports are offered at Somers High School and how to sign up for a sport through FamilyID, go the [Athletics Website](#) or see Mr. Hattem for more details.

PERSONAL LEARNING DEVICES

Since technology and its uses are ever changing, we continue to evaluate its purpose and necessity in school. To that end, students will be allowed to bring to school certain items which enhance academic learning such as laptops, tablet computers (PLDs), and calculators. However, it is imperative that students follow guidelines regarding the use or prohibition of the devices listed below during school hours. **Students must understand that they, not the district, are responsible for the equipment at all times and must take precautions to protect their belongings.** If a student is using an electronic device in a manner that is disruptive to the educational process, school staff has the right to confiscate such items. If a student fails to turn a device over to a staff member, such behavior will be considered insubordination. It is strongly recommended that very expensive items NOT be brought to school.

CELL PHONES

Purpose:

The purpose of this policy is to foster a culture in our school where students can focus on their academics and create good habits in which they use their cell phones during appropriate times of the day only.

Policy:

Cell phones can be brought to school, however, they are not to be used during instructional time. At the start of each academic period, teachers will require that students place their cell phones in a storage device at the front of the classroom. Students will only have access to them if/when the teacher allows for it, either for instructional purposes or during a designated time. Failure to comply with the policy will result in a referral to the dean of students and/or the student's assistant principal.

LOCKERS

Each student will be assigned a locker. Somers High School lockers remain the exclusive property of Somers High School. **Students have no expectation of privacy with respect to their lockers, desks and any school storage facility.** The following rules apply to the use of lockers:

1. Students may not change assigned lockers. A locker is issued to each student for the first three years, and then again a new locker in the senior year here at Somers High School. It must be locked at all times. Physical Education lockers must also be locked at all times.
2. Students are responsible for the contents of their respective lockers. The school district is **NOT** responsible, nor will there be insurance reimbursement, for lost or stolen items from hallway or physical education lockers.
3. Students will take appropriate care of their lockers.
4. Problems with lockers should be reported to the Assistant Principal's office.
5. Locker combinations will not be given to persons other than the student to whom the locker is issued.

RULES AND REGULATIONS - SCHOOL FUNCTIONS

All school rules apply at any SHS function. The following are the special rules and regulations for attending dances and school functions (i.e. games, shows, activities, etc.) at Somers High School or at off campus locations:

1. All guests of SHS students for dances and proms must be registered and approved by school administrators.
2. A student must arrive at a dance no later than one hour after the start of the dance unless special permission has been granted by the principal or assistant principal.
3. No backpacks, gym bags, etc. can be taken into the building on the evening of a school dance.
4. When students choose to leave a dance or activity in the building, they will not be permitted to return and will be asked to leave the school grounds.
5. Any student who arrives or is found to be at a school function under the influence of alcohol or other drugs will be disciplined according to school policy. Parents will be notified.
6. Students who are suspended, either in or out of school (ISS or OSS), may not attend, or be a participant or spectator at co-curricular activities.
7. Serious infractions of the school's code of conduct may result in students being ineligible to participate or attend future school sponsored events.

RULES AND REGULATIONS FOR PROMS AND DANCES

1. All school rules and consequences regarding student behavior, substance use or possession, and smoking are in effect at all school functions. Certain events may require permission slip and agreement to a special contract.

2. All students must be bused directly to and from Somers High School to the prom location following the promenade event that evening. Any student who has special circumstances must receive prior permission from the school's administration or class advisors.
3. Students and guests whose conduct is unacceptable **in any way** will be requested to leave the premises by the chaperones. Parents will be notified.
4. All guests of SHS students must be registered and approved by school administrators.
5. Students and guests who arrive under the influence of alcohol or drugs will be disciplined according to school policy. Parents will be contacted and required to take these students/guests home.
6. All students will be bused directly to and from Somers High School to the prom location following the promenade event that evening. Any student who has special circumstances must receive prior permission from the school's administration or class advisors.
7. The school is not responsible for any personal items lost or stolen.

SOMERS SPECTATOR CODE OF ETHICS - BE PROUD, BE LOUD, BE POSITIVE!

Please demonstrate good sportsmanship at all times by:

- Showing team support by making only positive comments and using appropriate language.
- Showing respect for the judgment of coaches, officials and referees.
- Acknowledging fields, courts and equipment as the players' domain during contests.
- Monitoring the safety of children in bleachers and stands.
- Respecting the law: All public schools are smoke-free and vape-free environments.

Our school district supports relationships that are based upon trust, decency and fairness. We expect cooperation and respect by all athletes and spectators.

Spectator Guidelines:

- Follow the directions of chaperones and event staff.
- All middle and elementary school aged children must be accompanied by and chaperoned by adults.
- No tailgate parties are allowed on school grounds.
- No barbecues or open fires are allowed on school grounds.
- Parking lots will be monitored from the arrival to the departure of spectators.
- No alcohol, illegal drugs or smoking, including vapes, are allowed on school grounds.

When our athletic fields become available, please note the following:

- All vehicles must be parked in lots, not on the lawns of SHS or Primrose.
- Parking will be guided and designated by game day staff starting in the back of the high school, to Primrose and then the front of SHS.
- Vehicles traveling North on Route 139 will enter through the Primrose entrance.
- Vehicles traveling South on Route 139 will enter through the SHS entrance.
- Exit after contests will be directed through SHS and Primrose.
- There is no parking or waiting in vehicles in the front SHS driveway as this is a fire/emergency vehicle lane.
- There will be extra staff and police supervision to accommodate large crowds.
- Spectators must remain in game viewing areas only.
- All fields in back of the main field bleachers are off limits to spectators and visitors.

- There is no ball playing or loitering allowed on other fields or in other areas.

SENIOR & JUNIOR PRIVILEGES – “DURING FREE PERIODS”

1. Seniors/Juniors are not required to attend study halls.
1. Seniors may use the facilities of the Cafeteria, Commons, or Student Life Center for study time as long as they follow the guidelines under "Cafeteria and Commons" in the HANDBOOK.
2. Seniors/Juniors may also use the library facilities during free periods **when these facilities are available**. All students must sign in to the Library.
3. Any senior or junior who is in serious academic or disciplinary trouble, who is repeatedly tardy to school or classes, or who cuts classes will have their privileges revoked.
4. Seniors and juniors should get passes to see individual teachers during a free period.

DRIVING AND PARKING

Because of the limited availability of student parking, permits will be issued to seniors only. Seniors are required to register their vehicles in the main office after completing the parking form in parent square.

In order to obtain a permit, a valid driver’s license and vehicle registration are required. The vehicle must be registered to the senior or their parent/guardian. The parking permit is to be displayed in the drivers-side rear window.

Juniors, sophomores and freshmen may not drive to school. Underclassmen who illegally drive to school and or park at Primrose or Somers High School will be subject to disciplinary measures and may lose parking permits during their senior year.

RULES OF STUDENT DRIVING AND PARKING

As a convenience to seniors, Somers High School has a limited number of student parking spaces. These are assigned at administrators’ discretion. It is noted that parking on school grounds is a privilege and, as such, students who are guaranteed parking spaces are expected to abide by school rules.

Infractions of the regulations in the student handbook can result in suspension or loss of driving privileges. Further, police may be called to ticket illegally parked cars and/or tow trucks may be called to remove inappropriately parked cars at owner's expense. The parking lot is part of the high school campus. All school rules that apply to the inside of the building, such as no smoking; apply to the parking lots as well.

*Consequences for failure to comply with driving and parking regulations are:

First offense	Suspension of driving privileges for two weeks
Second offense	Suspension of driving privileges for 30 days.
Third offense	Loss of parking privileges for the remainder of the year.

*Any misuse that endangers the health, safety and welfare of others can result in immediate, long-term suspension or revocation of parking privileges.

A. Students who abuse or misuse the privilege of driving to and parking on school property are subject to disciplinary action. Examples of misuse are:

- repeated lateness to school.
- reckless driving or speeding on school grounds.
- leaving school grounds without permission.
- parking in the faculty, Primrose parking lots.
- parking in fire zones, handicapped spaces, or visitors' spaces.
- transporting truant students from school grounds.
- no students are allowed to drive into the Primrose Elementary School parking lots.

B. Application Process

1. Students must complete an application for a parking permit and provide a copy of their driver's license. Students can only apply for a parking permit for a vehicle registered to their parents/guardians.
2. Only seniors who have attended the PTSA sponsored *Driver Safety Program* may apply for a permit.
3. The completed application must be submitted through Parent Square.
4. Parking permits may be used only by the students to whom they have been issued. Permits must be displayed where directed by school staff.
5. Only students with a Somers High School parking permit and parental permission may drive to BOCES. **No passengers allowed.**
6. If a parking permit sticker is lost or damaged, a replacement sticker will be issued only after a meeting with the Dean of Students
7. A \$10.00 fee charge will be assessed for the replacement sticker.

C. Expected Behavior of Students with Parking Permits

1. Students must always drive in a safe manner and observe the posted 10-mph speed limit on school grounds.
2. Permission must be obtained from the attendance office if students need to go to their cars during the school day.
3. Administration has the right to inspect a vehicle at any time and reserves the right to use drug sniffing dogs in its inspection of vehicles. If an administrator believes there is cause to inspect a car, student must provide the administrator access.

Any student who leaves the property during the school day, not related to dismissal from the nurse for illness, must sign out at the Attendance Office and may do so only after providing written permission from a parent or guardian. Any student or groups of students leaving school without prior permission are subject to appropriate disciplinary actions as outlined in the Student Handbook.

SCHOOL TRIPS, FIELD TRIPS

To be eligible for participation, students must be in regular attendance throughout the school year. Students who have demonstrated an inability to cooperate and obey rules, either in school or on previous trips, may jeopardize their opportunity to attend.

A permission slip signed by a parent or guardian is required for all trips. Students absent from class because they have attended an authorized school trip or field trip are responsible for:

1. Handing in any homework assignments due on the date of absence, or before leaving on a trip, if requested by a teacher.
2. Finding out and preparing on time the homework assignment due the day of returning to class after being absent.

3. Completing any missed exam or quiz according to the timeline established by the teacher.

STUDENT FEES, FINES AND CHARGES

Textbooks are provided by the school district without charge to the students. Students are expected to exercise reasonable care in the use of school equipment. Any damage done to library books, textbooks, or other school equipment due to misuse or negligence must be paid for by students. Fees will also be charged to students for lost library books borrowed under their name.

Section 5 STUDENT SERVICES

STUDENT ASSISTANCE DIRECTORY

The following list is intended to direct students to the person or place where assistance may be found to resolve some frequently encountered problems. Students should always feel free to seek assistance from their guidance counselors or any other staff member who might be able to help. A “Ready Reference Guide” with similar information is mailed home.

Academic Concerns	Teacher, School Counselor, Administrators
Academic Eligibility Policy	Assistant Principal
Accident Forms	Nurse
Attendance, Absence or Lateness	Attendance Office
Clubs and Activities	Ms. Brenda O’Shea
College Career Information	Counseling Center
Daily Announcements	Main Office and Counseling Center
Discipline	Dean of Students or Assistant Principals
Drug and Alcohol Problems	Student Assistance Counselor or Counseling Center
Honor Roll Questions	Counselor
Illness	Nurse
Leaving School Early	Nurse or Attendance Office
Locker Problems for Hall Lockers	Main Office
Lost and Found*	Main Office or Cafeteria/Commons
Parking Permits	Senior Class Assistant Principal’s Office
Personal Problems	Teacher, School Counselor, Student Assistance Counselor, Psychologist, Administration, Coordinator of Student Life
Problem with Another Student	Teacher, Counselor, Administration
Problem with Teacher	Counselor, Administration
Report Cards	Counseling Center, Assistant Principal
Schedule Changes	Counseling Center
Scholarships or Financial Aid	Counseling Center
Student Council	Ms. Brenda O’Shea, Mrs. Doreen Stoecker
Study Hall	Assistant Principal
Tardiness	Attendance Office
Transcripts of Record	Counseling Center
Working Papers	Ms. McGrath, Assistant Principal’s Office

If you have a problem/question about:	Contact:	How:
Classroom performance	Your child’s teacher	(914) 248-8585 Or e-mail teacher - sample e-mail address (use first name initial & last name): jsmith@somersschools.org

Overall academic performance (HS)	Counselor	(914) 248-8585 then individual counselor extensions on p. 6-9
Discipline in school or on bus	Assistant Principals Grades 10, 12 Grades 9, 11 Dean of Students	(914) 248-8585 ext. 4204 ext. 4203 ext. 4102
Transportation – bus routes/times	Royal Coach Lines Bus Co.	(914) 243-3032 or 243-3052
Bus – stops, assignments	Director of Transportation	(914) 277-3180
Transportation: out-of-district	Director of Transportation	(914) 277-3180
Requests for homework (absent student)	Counseling Center	(914) 248-8585 ext. 4317
Health concerns	Mary Ann Castro, Nurse	(914)-248-8612
Athletics/information about events	Athletic Office	(914) 248-8585, press 5
Athletic program general questions/concerns	Athletic Office	(914) 248-7315
<u>General information</u> TV Channel 18 District/school website: www.somersschools.org		

WAYS TO CONTACT TEACHERS

While our district encourages parent-school communication, parents are asked to bear in mind matters of practicality when contacting teachers. Elementary teachers hold full responsibility for each and every aspect of the education of up to 25 young children. Secondary teachers have daily responsibility for a caseload of up to 125 students. Therefore, while every effort will be made to keep parents informed of their child's progress, there are practical limits to the extent to which ongoing communication is possible.

Nonetheless, teachers will make every reasonable effort to keep parents informed of progress through updated to their online gradebook, scheduled report cards, progress reports and other means of personal contact, as practical and warranted. From time to time, parents may want to contact a teacher about a particular issue. Each teacher has an e-mail account via the school district which can be accessed by substituting the staff member's first initial and last name into the following format: jdoe@somersschools.org While parents may choose e-mail as an initial point of contact with a teacher, it should be understood that some teachers do not have access to e-mail on a regular basis, and only check their account once in a 24-hour period, during school days only. Therefore, e-mail should not be used for emergency contact purposes. Teachers generally will choose to regard e-mail as a mechanism for quick exchanges with parents to arrange for a meeting or other means of contact.

Teachers can also be contacted via voicemail. As with email, teachers only have the opportunity to check voicemail during school days, once within a 24-hour period. In the event of an emergency, therefore, it is best to contact the school office, or guidance office by phone in order to ensure a timely response.

NURSE/HEALTH SERVICES

The health office is located near the main office. If a student becomes ill in class or needs first aid, he/she should ask for permission to go to the nurse. Teachers will write a pass. *Should a student's health issue be urgent, the student is to notify the teacher immediately.* If a student has to go home sick, a parent/guardian is called to pick up the student. No student will be allowed to go home with another

student. If students miss a class because they were at the nurse, such absences will be recorded and will count towards total class absences.

Students who are required to take prescribed medication during the school day are to leave these medications with the school nurse. When the medication(s) must be taken, the student is to report to the school nurse to receive the medication(s). **School policy prohibits students from carrying prescription or over the counter medication on his/her person in the school building or on the school grounds.** If a student needs to carry an inhaler, written orders from a physician and parental permission slip must be on file in the health office. Note: See medical authorization form on our website under “Forms”.

Parents and students are encouraged to contact the school nurse regarding any health issues that may impact a student’s performance during the school day. Together we can be sure every student’s educational potential is met. Parents’ and students’ cooperation in providing information to the school for emergency phone numbers is extremely important. Where physical examinations are required, we will expect cooperation in seeing that students are either examined by their own physician or that they report promptly for the appointment which has been set up for them to be examined by the school physician.

Students are encouraged to bring health related questions and concerns to the health office during study halls, free periods, lunch and after school.

ANNOUNCEMENTS

The Pledge of Allegiance is led by a student over the P.A. and is at the beginning of Period 2 classes.

Routine daily announcements are published daily on Schoology.

Mr. Fleck will notify students of college representative visits, scholarships, summer program, and other topics related to College and Career via email.

Only in special cases, and with the approval of the principal or the assistant principals, will announcements be made over the public address system.

All posters put up in the school building must be approved by an administrator or they will be removed immediately.

CAFETERIA and COMMONS

The food service at Somers High School operates on a self-sustaining basis. There are no local tax funds subsidizing the breakfast, the a-la-carte, or the regular lunch program. This is an area of the building which allows the greatest freedom for students. The continuation of this freedom of movement and action depends upon the responsibility with which students conduct themselves when they are using the cafeterias.

REFRAIN FROM BRINGING BEVERAGES IN GLASS CONTAINERS TO SCHOOL. STUDENTS MAY NOT HAVE FOOD DELIVERED TO THE SCHOOL FROM 7:30 – 2:30.

Each morning the cafeteria staff serves a light breakfast. Breakfast will be served and must be eaten in the main cafeteria only. SHS has a Community Lunch period in which all students and staff eat at the same time.

Since the cafeteria and commons are a place where a large number of students congregate for the purpose of eating, there are certain general rules which must be adhered to by all students. Student behavior must be such that it shows consideration for their fellow students. This involves proper and courteous eating habits and respect for school property. Papers and other waste materials are to be put in the containers that are provided. The tables and table areas should be free of litter at the end of each lunch period. If a student spills or drops food or milk, they must contact a monitor or custodian who will arrange to have it cleaned up immediately. We strongly encourage use of our recycling containers.

We expect students to follow the directions of any staff member. Staff members are there to provide reasonable supervision, and we expect full cooperation with them in helping to maintain order and a proper atmosphere.

Access to outside areas during lunch periods will be limited to the area outside the main entrance.

SCHOOL BUSES

School buses provide transportation to and from school daily. Students who do not conduct themselves appropriately according to the SHS code of conduct may have their bus riding privileges suspended. In addition, other consequences may also be imposed.

After-School activity buses provide daily transportation for students to points near their homes. The buses are only for students who stay after school for extra help, use of library, or co-curricular activities. The late bus departs from the high school (see Late Bus Schedule below). Information on specific bus routes is available in either the Main Office or the Assistant Principals office. **No student is allowed to take the late bus to visit SMS or SIS.**

Late Bus Schedule

2:50 p.m. – Tuesday through Friday

4:00 p.m. – Tuesday, Wednesday, and Thursday

BUS ROUTE CHANGE

Parents may request that their child(ren) use established bus routes to go to places other than their homes. To do so, the child must present a note to the bus driver. Students will not be allowed this privilege if it results in over-crowding the bus.