

Alexander Hamilton Junior-Senior High School
Student Handbook
2025-2026





The Hamilton Promise

We promise to prepare our students for a life of impact through an innovative and exemplary education rooted in scholarship and character.

The Hamilton Promise is achieved by focusing on the following values:

- *Scholarship- We cultivate our students' intellect and help them become passionate, life-long learners.*
- *Character Development- We encourage our students to become people of integrity and character.*
- *Excellence- We nurture the expectation that our students do everything to the best of their ability.*
- *Community- Our diverse community values partnership, collaboration, and strong personal relationships.*
- *Service- As servant-leaders, we demonstrate our calling to influence culture for good by humbly helping others.*
- *Impact- Reasoning critically and acting justly, we are equipping our students to impact the world for the positive.*

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Alexander Hamilton Junior-Senior High School
98 South Goodwin Avenue
Elmsford, NY 10523
914-592-8440

School Administration

Dr. Jeffrey Capuano, Principal
Ms. Arissa Vargas, Assistant Principal

District Administration

Ms. Susan Yom, Superintendent
Mr. James Yap, Deputy Superintendent
Mr. Todd Currie, Assistant Superintendent for Finance and Operations
Ms. Leah Zilich, Director of Pupil Personnel Services

Board of Education Trustees

Mr. David Hecht, President
Mr. Alfredo Lezama, Vice-President
Ms. Rita Azrelyant, Trustee
Mr. Justin Datino, Trustee
Mr. John Hecht, Trustee



Dear Students,

Welcome to Alexander Hamilton Junior-Senior High School!

It is going to be an exciting year, as the opportunities for you to excel **academically**, **athletically**, **artistically**, and **altruistically** are virtually limitless.

As you begin another year of schooling, commit to giving your best:

- Make it your primary focus to excel scholastically. This should be your main focus. All other school-related endeavors should be secondary to your academic success.
- Become involved in one of our sports teams or clubs. Don't miss out on the opportunity to become invested in an interest, activity, or sport. Well-roundedness is an important attribute as you plan for your post-high school lives.
- Give of your time and talents to help someone in need. Involve yourself in service activities within the school and the community.

If you commit to working hard academically, participating in the school community through clubs and activities, and giving of your time to a good cause, not only will you get the most out of your high school experience, but you will one day have the opportunity to enter the university and career of your choice as a well-rounded and caring individual.

Our graduates go to fine schools because they made the most of their high school education. You can do the same thing! Remember, excellence is a habit. While natural ability is part of the equation, success in high school also requires desire and hard work.

If you do only one thing this year, promise yourself not to settle for less than your best effort. The results will be amazing. If there's anything I can do to assist you, please don't hesitate to speak to me.

In pursuit of excellence,



Dr. Capuano

High School Administration/Departmental Contacts 914-592-7311

Name	Title	Email
Dr. Jeff Capuano	Principal	jcapuano@eufsd.org
Ms. Arissa Vargas	Assistant Principal	avargas@eufsd.org
Mr. Kevin Budzynski	Social Studies Chairperson	kbudzynski@eufsd.org
Ms. Erica Carrasquillo	ENL Coordinator	ecarrasquillo@eufsd.org
Ms. Jo-Ann Leis	Math Chairperson	jleis@eufsd.org
Mr. Rich MacLeish	Science Chairperson	rmacleish@eufsd.org
Mr. Robert Pollok	PE/Health Chairperson and Athletic Director	rpollok@eufsd.org
Ms. Carrie Silva	English Chairperson	csilva@eufsd.org

Student Support Services 914-592-7311

Name	Title	Email
Ms. Monica Ahern	Guidance Counselor Grades 8-12 (M-Z)	sluccioni@eufsd.org
Ms. Stephanie Luccioni	Guidance Counselor Grades 8-12 (A-M)	mahern@eufsd.org
Mr. Juan Carlos Hernandez	Guidance Counselor Grade 7 and ENL	jhernandez@eufsd.org
Ms. Veronica Lederman	Nurse	vlederman@eufsd.org
Ms. Patricia Martucci	Psychologist	pmartucci@eufsd.org
Ms. Sonia Rosello	Social Worker	srosello@eufsd.org

Secretarial and Support Staff 914-592-7311

Name	Title	Email
Ms. Deborah Font	Administrative Assistant, Principal	dfont@eufsd.org
Ms. Kristin Squires	Administrative Assistant, Assistant Principal	ksquires@eufsd.org
Ms. Sabrina Rouse	Administrative Assistant, Guidance	srouse@eufsd.org
Ms. Angie Rodriguez	Attendance Office	arodriguez@eufsd.org

Other Important Numbers

914-592-7311

If you have a concern about:	Call:	Extension:
Academic Help/Student Tutors	Classroom teacher National Honor Society Counseling Office	1507 1507
Absence/Late to School	Attendance Office	1003
Awards/Scholarships	Counseling Office	1507
BOCES	Counseling Office	1507
Bus Information	Transportation	4301
Career Information	Counseling Office	1507
Change of Address, Phone, etc.	Registration	4102
Clubs and Activities	Club Advisor Assistant Principal	1001
College Information	Counseling Office	1507
Financial Aid	Counseling Office	1507
Graduation Requirements	Counseling Office	1507
Health Issues	Nurse	1513
Leaving School Early	Attendance Office	1003
Lockers	Assistant Principal	1001
Lost and Found	Principal's Office	1002
Personal Issues	Nurse School Counselors School Psychologist Social Worker Student Assistance Counselor	1513 1507 1511 1217 1514
Report Cards/Progress Reports	Teacher Counseling Office Assistant Principal	1507 1001
Student Schedules	Counseling Office Assistant Principal	1507 1001
Special Education Programs	School Psychologist	1511
Sports	Athletic Director	1115
Substance Abuse	Student Assistance Counselor	1514
Transcripts	Counseling Office	1507
Working Papers	Guidance Office	1507

School Calendar 2025-2026

September 2	School Opens for Students
September 18	ENL Parent Night and Back to School Night
September 23-24	Rosh Hashanah – No Classes
October 2	Yom Kippur – No Classes
October 8	Marking Period 1 Progress Reports Available
October 9	Financial Aid Night (Part 1)
October 13	Columbus Day – No Classes
November 4	Prof. Development Day – No Classes
November 11	Veteran's Day Observance – No Classes
November 14	Marking Period 1 Report Cards Available
November 20	Parent-Teacher Conferences
November 21	Parent-Teacher Conferences – ½ Day
November 26	Thanksgiving Recess Begins – ½ Day
November 27-28	Thanksgiving Recess
December 4	Financial Aid Night (Part 2)
December 9	Holiday Concert
December 17	Marking Period 2 Progress Reports Available
Dec. 22-Jan. 2	Holiday Recess
January 5	School Reopens
January 19	Martin Luther King Day – No Classes
January 20-23	Regents & Midterm Exams
January 30	Marking Period 2 Report Cards Available
February 16-20	Winter Recess
February 26	College Information Night
March 11	Marking 3 Progress Reports Available
March 13	Prof. Development Day – ½ Day
March 13-14	AHHS Spring Musical
March 30-April 3	Spring Recess
April 24	Marking Period 3 Report Cards Available
April 29	Road to Success Night (8 th Grade)
May 4-15	Advanced Placement Exams
May 12	Spring Concert
May 21	National Honor Society Induction
May 25	Memorial Day Observance – No Classes
May 27	Marking Period 4 Progress Reports Available
May 28	Scholastic Awards Night
June 4	AHHS Prom
June 16	Last Day of Classes
June 17-25	Regents and Final Exams
June 25	Graduation

Additional dates and information are available on the school district calendar.

Alexander Hamilton Junior-High School Bell Schedules

Regular Schedule		
	Early Release Monday	Tuesday - Friday
Period 1	7:45 - 8:30	7:45 - 8:32
Period 2	8:33 - 9:12	8:35 - 9:16
Period 3	9:15 - 9:48	9:19 - 10:00
Period 4	9:51 - 10:29	10:03 - 10:44
Period 5	10:32 - 11:12	10:47 - 11:28
Period 6	11:15 - 11:53	11:31 - 12:12
Period 7	11:57 - 12:35	12:15 - 12:56
Period 8	12:38 - 1:16	12:59 - 1:40
Period 9	1:19 - 1:57	1:43 - 2:24

Delay Schedule		
	One Hour Delay	Two Hour Delay
Period 1	8:45 - 9:26	9:45-10:17
Period 2	9:29 - 10:01	10:20-10:46
Period 3	10:04 - 10:36	10:49-11:15
Period 4	10:39 - 11:11	11:18-11:44
Period 5	11:14 - 11:55	11:47-12:18
Period 6	11:58 - 12:39	12:21-12:52
Period 7	12:42 - 1:14	12:55-1:26
Period 8	1:17 - 1:49	1:29-1:55
Period 9	1:52 - 2:24	1:58-2:24

Student Support Services

Counseling Department

The Guidance Center provides important services to students, parents, and guardians. The main focus is on student success. Counselors are available to provide information and to assist students in making decisions regarding their high school program, career interests, and post-high school plans. They also attempt to help students resolve personal problems that may be impeding their social, personal, and academic progress. It is important that students establish and maintain regular contact with their counselor throughout their six years at Alexander Hamilton.

During the school year, each counselor will schedule individual appointments with students. Counselors also visit classes to discuss guidance information. Parents are regularly invited and encouraged to attend all conferences and evening programs.

Student Support System

In an effort to personalize the educational process for every Alexander Hamilton student, an administrator and counselor will work closely with the teaching staff to facilitate success for each student. The following chart outlines the student support team:

	Ms. Luccioni x1508	Ms. Ahern x1509	Mr. Hernandez x1510
	Ms. Vargas	Ms. Vargas	Ms. Vargas
ENL Students			A – Z
Grade 7			A – Z
Grades 8 -12	A – M	M – Z	

Students having personal issues related to drugs, peer relationships, or family matters can speak to their guidance counselor or our Student Assistance Counselor.

School Psychologist

Our school psychologist works collaboratively with students, parents, teachers, and other professionals to help our students succeed academically, socially, and emotionally. In their capacity, they serve in areas related to evaluation, intervention, and prevention.

- Evaluation Services- screening for special education services to determine eligibility and appropriate programming.
- Intervention Services-
 - Counseling services to help resolve issues interfering with school performance.
 - Social skills training.

- Prevention Services-
 - Daily interaction with students to promote success.
 - Program development for students in danger of failing.

Our school psychologist, Ms. Martucci, can be reached via phone at (914) 592-7311x1511.

Standardized Testing

Juniors will take the PSAT in October. This test is a good indicator of a student's potential success on the SAT. School counselors will discuss the results in early December and guide students as to whether an upcoming SAT administration is appropriate for them.

All information related to Standardized Tests are located on the Guidance Department's Google Classroom.

College Planning

In addition to annual academic planning, counselors meet with all juniors and parents in January and February to discuss the college admission process, ACT/SAT, admission plans, Scoir/Naviance, college visits, and more. Additionally, counselors strive to match each student with an appropriate group of colleges based on the student's academic record and goals. The process continues with ongoing individual meetings with students during the fall semester of senior year.

In addition to college planning meetings, parents and students are invited to attend our annual College Fair, College Night and Financial Aid Night. At each event, students and parents get firsthand information from college admissions and financial aid professionals.

College Visits

Throughout the year the Counseling Office sponsors visits to our school from a variety of colleges and post-secondary programs. Each representative meets with interested students to provide information regarding his/her school's admissions policies and academic requirements. This is an opportunity for juniors and seniors to speak informally with many representatives, which will help students gather and compare information, learn about the wide variety of options available, and help them make choices for the future. In addition, each representative visits with counselors to learn of AHHS updates. Reminders of the visits are posted in the Counseling Office. The schedule is also posted on Google Classroom and Scoir/Naviance and is announced daily.

Parental Communication and Involvement

Parents and guardians are encouraged to be active participants in all aspects of their child's education. Our goal is to provide clear, consistent communication on all school related issues.

Phone Calls and E-mails

Parents are encouraged to contact their child's teacher or counselor during the school year as often as they feel necessary. A strong collaboration between home and school supports student success.

All staff members can be reached by calling (914) 592-7311 and accessing the directory or through e-mail using the address:

first initial, last name @ eufsd.org

For example: Mary Smith

msmith@eufsd.org

Conferences

In an effort to address student needs quickly, parents, counselors, or teachers may initiate a meeting to address student issues. Those in attendance generally include the parent, student, school counselor, and all of the student's teachers. Parents are encouraged to contact their child's assistant principal or counselor whenever a concern or need arises.

Electronic Information

The school and district websites (eufsd.org) are sources of excellent, up-to-date information. Information on specific courses, departments, and events can be accessed at these sites.

Additionally, the Elmsford Union Free School District offers its parents the opportunity to be notified by e-mail about school closings, early dismissals, calendar updates, district news, and other school-related matters. You will be notified via text message, email, and phonecall.

All important academic information related to progress reports, report cards, and transcripts can be found on the **Parent Portal**. This is the primary way of monitoring your child's attendance and official grades and should be checked regularly. Should you not have access, you can register on the "Resources" tab (Parent Portal Registration) on the website (eufsd.org).

Open House/Back to School Night

All parents are encouraged to attend Back to School Night to meet with teachers and counselors. This time is set aside to provide an overview of the various courses, including academic expectations, grading policies, and general class rules and procedures.

Academic Procedures

Academic Success

The opening of each school year is the most important time of the year. It is during this time that students establish proper behavior, study habits, and attitude. It is essential that parents use this time to work with their child in developing strong school habits.

Such habits to be fostered include:

- Goal-setting for school
- Attending school daily
- Being prompt for school and class
- Desiring to do your best
- Being prepared for every class
- Completing homework in a timely fashion
- Evaluating academic progress
- Reviewing the graduation plan
- Adhering to school policies and rules

If these basic habits are instilled and followed, you will have a very successful school career.

Awards/Scholarships/Contests

During the year, there are scores of opportunities for students to earn recognition. Announcements regarding these opportunities will be made through your classroom teacher, guidance counselor, or student government. Additional possibilities appear in school newsletters as well as in local newspapers and magazines. Most of these have fixed deadlines and criteria to which the student must pay close attention.

The Counseling Department provides scholarship information to seniors via both **Google Classroom** and **Scoir/Naviance**. All students, beginning in their freshman year, are trained in the use both of these excellent resources.

Class Attendance/Course Credit

Attendance is taken in every class. Students must be in attendance for six class periods to be eligible to participate in extra-curricular activities. It is the student's responsibility to justify an absence from any class. A student who has in excess of **27 absences** from a full year course or **14 absences** from a half-year or half-credit course may be denied credit. ***Please be aware that absences include both excused and unexcused absences.***

See the *Appendix* for more information on the district attendance policy.

Class Rank/Grade Point Average (GPA)

Alexander Hamilton High School does not rank its students. A cumulative, weighted GPA is computed at the end of 11th grade and includes all Alexander Hamilton credit bearing courses with numerical averages as well as EHS courses taken during 8th grade.

Advanced Placement (AP) courses are weighted at 1.10

College level courses and honors courses are weighted at 1.05

No other courses are weighted

The Valedictorian and Salutatorian of the graduating class are determined after the second quarter report cards are distributed in the spring of senior year. All high school credit-bearing courses with numerical averages are included in the computation. The student with the highest average earns the distinction of Valedictorian while the student with the second highest average becomes the class Salutatorian. Should a tie occur (the average carried to 4 decimal places), there would be co-Valedictorians for the graduating class and no salutatorian.

Only grades earned in courses taken at Alexander Hamilton will be calculated in the GPA. Candidates for the two highest awards must have attended Alexander Hamilton High School for the entirety of their sophomore, junior, and senior years.

Course Catalog

A complete list and description of courses are outlined in the Alexander Hamilton Junior-Senior High School Course Catalog. The catalog is updated in February every year and is available on the AHHS website.

Ethics in Education: Academic Integrity

It is important to emphasize that hard work and effort lead to true success. Students are encouraged to avoid taking “short cuts” in their studies, not only because it is unethical, but also because it robs them of the knowledge they are supposed to gain.

Representing someone else’s work as one’s own is dishonest. For this reason, academic misconduct is considered a serious issue. Examples of academic misconduct include:

- Copying or allowing others to copy test answers.
- Copying or allowing others to copy work that is intended to be completed individually and independently.
- Sharing information about a test or assignment with students who have not yet completed the assignment.
- Using someone else’s ideas or words without affording proper credit (inappropriate citation methods).
- Using AI to generate products or parts of products that are wrongfully presented as your own.

Students who are involved with plagiarism, cheating, copying, altering records, or assisting others in these endeavors are subject to disciplinary action. Disciplinary consequences for academic misconduct include but are not limited to:

- A grade of zero (0) for the assignment or school test in question with no opportunity to make up that work. This grade may lead to failure for the quarter and/or course.
- Notification of Honor Society advisors for possible action.
- Referral to administration for further disciplinary action.

Colleges desire to admit students who have demonstrated a high degree of academic integrity. Please know that the **Common Application**, used by many colleges and universities, asks students to honestly answer the following question: *“Have you ever been found responsible for a disciplinary violation at any Secondary School you have attended, whether related to academic misconduct or behavioral misconduct, which resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?”*

Grading

Student course work is graded numerically. Grades of **incomplete (Inc)** must be resolved within 10 school days of the end of the marking period in which they occur. The exception to this rule is the fourth quarter where all work must be completed and turned in before the last day of school prior to final exams.

Final Grades

A final grade in a full year course is the average of the four quarter grades and the midterm and final examination grades. Each quarterly grade represents 20% of the final grade, with 10% each for the midterm and final.

In half-year courses, each quarter grade represents 40% of the final grade and the final examination/project represents 20% of the final grade.

Regents Examination Retakes

Alexander Hamilton Junior-Senior High School believes students should strive for mastery. When a student retakes a Regents exam, the higher grade will be reflected on the student's transcript. There will be no recalculation of a final course grade nor will there be any change in the student's GPA. In the event a retake results in a lower grade, no notation will be made on the student's record.

Doubling in Courses

Doubling is not recommended for students in grades 9, 10 and 11. If a student in those grades fails a course required for graduation, it is expected that he/she will attend summer school.

Should a junior fail a required course in English, social studies, math, or science, he/she may be permitted to “double” in the senior year.

Graduation Requirements

All students are required to pass 22 units of credit, including: 4 English, 4 social studies, 3 math, 3 science, 1 foreign language, 1 art/music, .5 health, and 2 physical education as mandated by the New York State Education Department.

Students must also complete 5 Regents examinations.

There are multiple pathways to graduation. The most common pathways are listed below.

In order to obtain a **Regents Diploma**, students must earn a passing grade of 65 on all five exams. In order to obtain a **Regents Diploma with Honors**, students must earn an average of 90 on all five exams.

In order to obtain a **Regents Diploma with Advanced Designation**, students must also:

- Earn a passing grade on two additional exams in Mathematics.
- Earn a passing grade on a second Science Regents exam. (All 3 science courses must be Regents level courses.)
- Earn a passing grade on a Foreign Language “Regents” level commencement exam.*

and **one** of the following:

- 3 credits in a language other than English.*
- 5 credits in art.

In order to obtain a **Regents Diploma with Advanced Designation with Honors**, students must meet the course requirements for the Advanced Regents Diploma while earning an average of 90 on all eight Regents exams.

In order to obtain a **Local Diploma**, students with special needs must attain a score of 55-65 on five required Regents examinations.

Homework

Homework contributes greatly to successful student achievement and is an important and necessary element of the school program. Students at the junior and high school levels are expected to spend a significant amount of time on homework assignments including preparation for classes, reports, projects, term papers, and independent reading. An average of one-half hour per subject per day or 2-3 hours per subject per week is expected. If a student anticipates an extended absence (3 or more days), please notify the teacher and complete all assignments posted on Google Classroom.

Homework Suggestions for Students

- Set up a place to study that is as free from distraction as possible. Be sure to have good lighting. Eliminate noise, phone calls, and other interruptions.

- Establish a study schedule or routine. Organize your time; decide what tasks need to be done; don't put it off; do more difficult subjects first; take a short break if you get tired.
- Plan ahead to study for exams and to complete long-term assignments. Try not to leave assignments for the last minute.
- Not all homework takes the form of a written assignment. Reading, studying, and reviewing are also homework.
- If you do not understand an assignment, ask your teacher for clarification.
- Make every effort to complete each assignment to the best of your ability.
- Be able to distinguish between a reason and an excuse for not completing an assignment.
- Attend extra help sessions if you are experiencing difficulty with a subject.

Honor Roll

Alexander Hamilton Junior-High School recognizes three levels of academic honor.

Students who meet the criteria below, carry a minimum of 5 credits, and have no incompletes and no failures, earn placement on one of three Honor Rolls at the end of each quarter.

- Principal's List - Students earn a weighted GPA of 90%, with no grades below 85%.
- High Honors - Students earn a weighted GPA of 85%, with no grades below 80%.
- Honors – Students earn a weighted GPA of 80%, with no grades below 75%.

NOTE: During the 2025-26 school year, AHHS will be considering the possibility of modifying the honor roll criteria.

National Honor Society

A major focus at Alexander Hamilton Junior-Senior High School is academic excellence. We encourage all students to strive for excellence and invite all qualified students to apply for membership in the National Honor Society. Induction into the NHS is based on consistent **academic achievement** and **behavior**. Students should consequently focus on both outstanding achievement and character from the beginning of their 9th grade year.

Selection for membership into the Alexander Hamilton High School Chapter of the National Honor Society is based on outstanding scholarship, character, leadership, and service. While selection occurs after completion of the junior year, **building a record of success in each of these four areas is critical beginning in ninth grade**. A Faculty Council of 5 faculty members will evaluate candidates in the following required areas:

- Scholarship- Students must have a cumulative weighted average of at least 85% at the end of junior year. Your course of study should reflect an academically rigorous course load.
- Character- Students with outstanding character consistently exemplify desirable qualities of behavior. They:
 - Contribute to a positive atmosphere in class, activities, and sports.
 - Comply with all school regulations and policies while on and off campus.

- Demonstrate the highest standards of reliability, honesty, and integrity, both in and out of school.
- Show courtesy, concern, and respect for others.
- Demonstrate concentration and perseverance in order to attain goals.
- Leadership- Students should hold at least one leadership position and demonstrate meaningful participation in two or more school organizations.
- Service- Students should evidence contributions to the school and the surrounding community by volunteering/giving of themselves in ways to benefit others.

The selection procedures for the National Honor Society, as suggested by the national organization, are as follows:

1. Academic records for students are reviewed after the completion of junior year to determine which students are scholastically eligible for membership.
2. Scholastically eligible candidates are notified that they have met the academic threshold and are then given the opportunity to complete the membership application. Students cite their accomplishments in the areas of Service and Leadership.
3. All AHHS faculty members are invited to provide confidential input via a Faculty Evaluation Form to the five-member Faculty Council for review. The teachers, based on professional interaction with the students, comment on the candidates' record of leadership, service, and character.
4. Upon receipt of the student application and the Faculty Evaluation Form, the Faculty Council reviews all student applications along with any other verifiable information about the candidates relevant to their consideration for membership.
5. Those candidates receiving a majority vote of the faculty council will be formally notified in writing about their selection and the date of the induction ceremony. Those not selected will be notified in a timely and considerate manner.

Selection to the National Honor Society is a privilege which must be maintained throughout the duration of the member's high school career. Should a member fall below the standards of acceptability for scholarship, character, leadership, or service, the member will be promptly warned in writing by the chapter advisor and given a reasonable amount of time to correct the deficiency. In the case of a flagrant violation of school rules or the law, no warning is necessary. In the instance of impending dismissal, a member shall have a right to a hearing before the Faculty Council prior to the Council rendering a decision. A person who has been dismissed may appeal the decision of the Faculty Council under the same rules for disciplinary appeals at Alexander Hamilton High School.

Midterm and Final Examinations

Students and parents will be advised concerning the special schedules for midterm, final, AP, and Regents exams in January, May, and June.

Progress Reports and Report Cards

Progress reports are available via the ***Parent Portal*** to all parents at mid-quarter. Report cards are issued at the end of each 10-week quarter and are also visible on ***Parent Portal***. For concerns about your academic success or attendance please call the teacher or counselor.

Marking Period	Progress Report Period Ends	Progress Reports Viewable	Report Card Period Ends	Report Cards Viewable
1	October 3, 2025	October 8, 2025	November 7, 2025	November 14, 2025
2	December 12, 2025	December 17, 2025	January 23, 2026	January 30, 2026
3	March 6, 2026	March 11, 2026	April 17, 2026	April 24, 2026
4	May 22, 2026	May 27, 2026	June 25, 2026	June 30, 2026

Promotion Requirements

Grade	Promotional Requirements
Grade 9	Students who successfully completed all Grade 8 requirements can enter grade 9.
Grade 10	5 credits are needed to enter Grade 10 with at least 3 in English, math, social studies, and science.
Grade 11	10 credits are needed to enter Grade 11 with at least 7 credits in English, math, social studies, and science.
Grade 12	Students eligible to earn 22 credits by the end of the academic year.

NOTE: During the 2025-26 school year, AHHS will be considering the possibility of modifying the promotional requirements.

Schedule Changes

Adding a Course

An elective course may be added to a student's schedule within the first 10 school days of the semester.

Dropping a Course

Full Year Course

Students may drop an elective course during the first 20 school days *of the semester* with no notation on their permanent record. After 20 school days, WP (*withdraw passing*) or WF (*withdraw failing*) will be noted on their transcript.

Half-Year Course

Students may drop an elective course during the first 10 days of school and the first 10 days of the third quarter with no notation on their transcript. After 10 days, WP (*withdraw passing*) or WF (*withdraw failing*) applies. This change must occur prior to the end of the first (semester 1 course) or third (semester 2 course) marking period.

BOCES Program

Students wishing to drop this program must do so officially with their guidance counselor no later than September 25.

A student must attend class until the guidance counselor officially removes him or her. No course may be dropped without appropriate reasons and permission of the parent, teacher, counselor, and assistant principal.

Study Halls

Ninth through eleventh graders are assigned to study halls when no class has been scheduled. As this is a scheduled class, attendance is taken. Students are expected to use their time quietly and productively. Students may request a pass to the library during the study hall period.

Students in grade twelve have the privilege of an unscheduled study period to spend in the cafeteria or library. They may be assigned to a study hall if they misuse the privilege or are in jeopardy of failing a course.

Testing Program

At the high school, the testing program is coordinated by the Counseling Department and school administration. In addition to the tests listed, students will be exposed to career interest surveys and value inventories during their freshman and sophomore years as counselors meet with small groups to focus on career development and decision-making.

GRADE	TEST	AVAILABLE DATES
7 & 8	NYS English Language Arts Exam	April
7 & 8	NYS Math Exam	May
8	Science Exam	April
9	New York State Regents Exams	June
9	Departmental Exams	January/June
10	Preliminary Scholastic Assessment Test (PSAT)	October
10	New York State Regents Exams	June
10	Departmental Exams	January/June
10	Advanced Placement Exams (AP)	May
11	Preliminary Scholastic Assessment Test (PSAT)	October
11	New York State Regents Exams	January/June
11	Departmental Exams	January/June
11	Advanced Placement Exams (AP)	May
11	SAT	May

12	SAT	October/November
12	New York State Regents Exams	January/June
12	Departmental Exams	January/June
12	Advanced Placement Exams (AP)	May

Test Descriptions:

New York State Regents Exams

These are mandated comprehensive examinations in various subject areas prepared by a statewide committee of educators and administered to students in Regents courses. Students at AHHS need to pass the following exams: Math (Algebra), Science (Biology), 2 Social Studies (Global Studies and US History and Government), English.

AP

Advanced Placement Exams are offered and graded by the College Board and are designed to evaluate a student's level of achievement in course work designed by the College Board and college professors. AHHS offers 8 Advanced Placement courses. Each May, a student is required to take the AP exam in each AP course in which he or she is enrolled. There is a fee of approximately \$100 for each exam.

PSAT

The PSAT is a practice exam for the SAT. It covers the same subjects as the SAT and predicts your SAT score range. Only you, your parents, and your Counselor will see your scores, which will not be recorded on your transcript or sent to colleges. The PSAT can help you identify strengths and weaknesses, and help you to decide the best method to prepare for the SAT. The PSAT is also the qualifying test for the National Merit Scholarship for juniors. If scores are high enough (typically within the top 2%), students may be eligible for the National Merit Scholarship Competition.

Registration for the PSAT is handled through the Counseling Office and the test is administered at AHHS.

College Admission Tests

Some colleges require a standardized test for admission. Two options are available: the ACT and the SAT. Colleges view them equally and typically allow students to submit their preferred test scores. Please check with your Counselor to determine the best testing plan for you. Students must register online for the ACT and SAT; counselors will assist in this regard.

ACT

The ACT is a 3-hour test with 4 sections: English, mathematics, science reasoning, and reading. There is an optional Writing test, which students are encouraged to take.

SAT

The SAT is a 3-hour exam with 2 sections: Reading & Writing and Math. The test takes 2 hours and 14 minutes.

Testing and Absence

Excused Absence:

- A grade reduction may be made for each day a student does not hand in an essay, project, or take a test on a prescheduled date.
- Students may have to take a different version of any scheduled test that is missed.
- All students are responsible for notifying teachers of any pre-arranged absence from class.

Unexcused Absence:

- A student who has an unexcused absence or “cut” receives a “0” for all class work for that day and forfeits the right to take a make-up exam for a test given that day.

Attendance Procedures

Attendance

Regular school attendance is a major component of academic success. Students are expected to be present and on time for school and all classes throughout the year. Students must be in attendance for six class periods daily to be eligible to participate in extra-curricular activities.

New York State Education Law requires that all pupils be in school during all days and hours that school is in session. It also specifies the following as “excused” reasons for absence, tardiness, or early dismissal from school:

- Personal illness or illness of a family member that requires the student to remain home to assist
- Death in the immediate family
- Required court appearance
- Required discharge of religious obligation
- College visit
- Pre-approved educational trips with family
- Inclement weather
- Quarantine
- Approved cooperative work programs
- Military obligations

Attendance and Denial of Credit

A student who has in excess of 27 absences from a full year course or 14 absences from a semester course may be denied credit for the course.

As attendance issues arise, parents shall be notified in at least five ways:

- Parents of any student illegally absent from a class will be notified on a daily basis via **phone call** or **text message**. This should prompt an immediate parental call to the attendance secretary at (914) 592-7311x1003.
- Attendance can be viewed via the **Parent Portal** on a regular basis. Please review this often to ensure that your child is on time and present for every class every day.
- **Interim reports** as well as **report cards** provide up-to-date attendance information every five weeks.
- The school will notify the parent in other ways as well:
 - Teachers will call parents when attendance issues arise, typically when a student accrues 7 absences in a full year course or 5 absences in a semester course. The teacher will also notify the child’s guidance counselor and assistant principal.
 - The school will notify the parent via letter apprising them of any classes in which attendance thresholds are crossed.

When a student accrues 14 absences in a full year course or 10 absences in a semester course, the teacher will notify the assistant principal so a conference may be arranged. A concerted effort will be made to resolve any difficulties concerning absences. At this time, a suggested plan of support will be recommended.

When a student accrues 21 absences in a full year course, the parent will receive administrative notification that an attendance review meeting is mandated. A meeting between student, parent, and assistant principal shall be held to determine further action. The student's teacher may be invited to provide documentation or assistance. The meeting may have one or more of the following outcomes:

- The student may remain in the course under contract with the assistant principal and teacher. The contract may include aspects related to attendance, effort, and homework. Laboratory requirements will also be stipulated if the course in question is a science course.
- The student may be assigned to afterschool sessions for a limited number of days to make up some class time. The teacher will provide work to be made up during the hour-long session.
- The student may be referred to alternative programming.

A student's failure to follow through with the determinations as set forth in the attendance hearing will result in an administrative hearing to establish further action.

When the student reaches 28 absences in a full year course or 15 absences in a half-year course, the teacher will notify the child's assistant principal. The parent will receive administrative notification that no credit can be earned. Two options remain:

- The student may remain in the course with administrative or teacher permission only to participate in summer school. No credit will be given for the course and the transcript will reflect the denial of credit due to absence. ***Only those students remaining in the course for the full year will be eligible to attend summer school.*** Continued absences will result in further administrative action.
- The student may be removed administratively from the course with no credit. The student may be placed in an appropriate study hall or his/her schedule may be abbreviated. ***Such students will have to repeat the course the following year.***

Appeals Process

The purpose of having an appeals process is to ensure that all absences are treated equally and that there is accuracy and fairness in the application of the policy. The appeals committee shall consist of:

- The teacher(s) of the class(es) for which credit is being denied.
- The assistant principal.
- The student's guidance counselor.

An appeal must be scheduled within 5 school days after a written denial of credit. After exceeding the class absence limit, those who believe that there were extenuating circumstances concerning their absences may present an appeal in writing, with supporting evidence, to the assistant principal. In turn, the Appeals Committee will meet with the student to review the absences and consider documentation. The committee will resolve the matter in a timely fashion and the decision will be communicated in writing to all parties involved. If the committee denies the appeal, the student may appeal the decision to the principal under the same rules for disciplinary appeals at Alexander Hamilton High School. All appeals must be requested via letter.

Absence from School

Parents and guardians should call the school each time a child will be absent.

Calls on absence and other matters related to school attendance and lateness should be made to Attendance at (914) 592-7311 ext. 1003 by 7:30 AM.

Students absent for one or two days should have the phone number/email of a friend or classmate and should try to stay current with class assignments.

Students absent for three (3) or more days should notify their teachers and can find all assignments on Google Classroom.

Students with a long-term illness may be eligible for homebound instruction. The guidance counselors have information on procedures for homebound instruction.

When a student is absent from school for any reason, he/she may not participate in or attend any after school activity sponsored by the school district. Should any absence occur on a Friday or the day before a vacation or holiday, a student may not participate in or attend any activity or event during that holiday, vacation, or weekend. Any exception to this must be discussed with a school administrator before noon on the day of the absence.

Immediately upon his or her return to school, the student should bring a parent-signed note indicating the reason for the absence to the attendance office.

Lateness to School

A student who arrives late to school must sign in at the front door and go directly to his/her class. The student must present a note from a parent explaining the reason for the lateness, the date, and a daytime phone number for verification. If the student does not present a note excusing the lateness, the student will be considered illegally tardy and will be assigned detention.

If, as a result of a legal tardy, a prescheduled test or project is missed, the student must make-up the work by the end of the day, after school, or at the teacher's discretion.

To be eligible to participate in extracurricular activities and athletics, a student must be present at least 6 periods on the day of the activity.

Early Dismissal

Pupils who must be out of school for an appointment must bring a note from home prior to their absence and obtain an early release from the Attendance Office to cover the part of the day that they will be absent from school. Students returning to school from an appointment should check in at the Attendance Office. College visits must have *prior* approval from the Guidance Office. A letter on college letterhead indicating the date of the visit should be submitted to the attendance office upon your return.

Class Attendance

Attendance is taken in every class. It is the student's responsibility to justify his/her absence from any class. If a student cuts a class, detention, suspension, or being dropped from the class may result. A student who cuts a class receives a "0" for all class work for that day and forfeits the right to take a make-up exam for a test given that day.

Emergency School Closing/Delayed Opening

If it is necessary to close school or have a delayed opening for any reason, families will be notified via the district website, ParentSquare, News 12, and LoHud.

Homeroom

A short homeroom period is attached to the beginning of period 1. The purpose of the time is to communicate information about both activities occurring that day as well as upcoming events. The student government, guidance department, and school administration use the time regularly. It is important to pay attention. The homeroom time will begin with the Pledge of Allegiance.

Campus Procedures

Assemblies

At various times throughout the year, the school will have class meetings, student productions, concerts, speakers, and other special events. When the school congregates in the auditorium, there are guidelines for appropriate conduct. Generally, the event will begin with the Pledge of Allegiance.

For all events, hats may not be worn. Students are assigned seats with a particular class group and attendance is taken. Alexander Hamilton Junior-Senior High School students are expected to welcome speakers and performers in a polite and courteous manner and to give attention to the program being presented.

Bus Regulations

- A student is to ride only on his or her assigned bus.
- Students are expected to remain seated on the bus at all times.
- Students are to refrain from any and all behavior that might distract the driver or interfere with the safety or rights of the other children.
- Smoking or vaping are not permitted on school buses.
- Fighting, tampering with or vandalizing equipment, profanity, and boisterous behavior are prohibited on the bus and will result in disciplinary action.
- Any student who does not observe the bus regulations will be denied the privilege of riding on the bus.
- Bus drivers should be treated with courtesy and respect.

Building Usage

Students are encouraged to remain after school for extra academic support with their teachers, to become involved in various clubs and activities, and to participate in the athletic events available at Alexander Hamilton Junior-Senior High School.

Please remember that only students participating in school-sanctioned activities are permitted in the building or on the premises after school hours. No students are allowed in the building or on school grounds unless accompanied by a school employee.

Cafeteria

The cafeteria is open for student use during the day. All food and beverages must be consumed in the cafeteria. No food is permitted outside the cafeteria without written permission of the teaching staff.

Cell Phones and Other Electronic Devices

The use of electronic communication devices is prohibited in the school building during school hours. ***Due to state law and district policy, all cellphones must be stored in your locker for the entirety of the day.***

Any cellphone found not to be in a locker will be confiscated to be returned to the student or parent at the end of the school day:

- First Offense- Phone to be retrieved by the student at the end of the school day.
- Second Offense- Phone will be given to the parent.
- Third and Following Offenses- Phone will be given to the parent and further administrative consequences will be applied.

Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. An individual's appearance does have a bearing on how he/she behaves and how others respond to him/her. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in the school setting. Student attire must follow these guidelines:

- The attire must not interfere with or disrupt the educational process.
- Footwear must be worn at all times for safety reasons.
- Midriff tops, halter-tops, tube tops, plunging necklines, spandex, and see-through garments are not appropriate and may not be worn.
- Underwear must be completely covered with outer clothing.
- Sunglasses or headwear may not be worn in the classrooms, unless it is for religious or medical purposes.
- Clothing that is vulgar, obscene, libelous or denigrating to color, religion, creed, national origin, gender, sexual orientation or ability will not be tolerated.
- Clothing that promotes, endorses, or makes reference to the use of alcohol, tobacco, illegal drugs, or violence is not permitted.

Teachers and other staff members will send students who violate any article of this dress code to the assistant principal's office. A student who violates the student dress code will be required to modify his/her appearance by covering or removing the offending item. Students who repeatedly fail to comply with the dress code will be subject to disciplinary measures. The consequences for violating the dress code or any other school policies can be found under the heading Code of Conduct and Consequences.

Driving and Parking

Seniors are allowed to park on campus. Please be sure to park in only appropriate spots and adhere to safe driving practices. This privilege is contingent upon maintaining proper grades, behavior, and attendance.

End of Year Procedures

All students are expected to attend to any fines, clean out their lockers, and return library books and textbooks, uniforms, and other school property before the end of the academic year.

Field Trips

For any trip sanctioned by the school, a permission slip signed by the parent or guardian must be returned to the teacher in charge five days prior to the trip. It is the responsibility of the student to obtain permission from each of his/her subject teachers to attend the trip. All school rules apply during a field trip.

Hall Passes

It is expected that students will remain in class the entire period unless extenuating circumstances arise.

If a student leaves a class, he or she is **required to carry a teacher-signed pass** stating the student's name, room of origin, destination, and time. When in the halls, students are expected to walk quietly and not distract classes which are in session.

If a student abuses this privilege, he or she may be placed on pass restriction or face other disciplinary action.

It should be emphasized that juniors and seniors, as any other students, are required to carry a teacher-signed pass in the hallways when classes are in session. Choosing not to abide by any school policy leads to forfeiture of this privilege or other disciplinary action.

Identification Cards

A photo identification card will be issued to each Alexander Hamilton student at the beginning of the school year. Students are required to carry this card at all times while in school or while attending school-related activities and must present it when requested by school staff. When re-entering the building during the school day, all students must present a current ID card. Identification cards are required for students taking SAT tests. Identification cards must not be defaced or altered in any way. There will be a fee to replace a lost or mutilated identification card.

Internet and Network Usage

Any student using the District network and the Internet must abide by the policies detailed in the Elmsford UFSD Network and Internet Agreement. Parents and students must sign the agreement and must understand that failing to abide by the policies will lead to disciplinary action by the Assistant Principal/Principal.

Students should not share their passwords and are responsible for all transactions accessed by their login password.

Leaving School Grounds

- Students in grades 7 through 11 are required to be in classes, including study halls, each period of the day except during lunch. At lunchtime, students may be permitted to use various campus locations as designated by the high school administration.
- Students in grade 11 are required to be present in the building every period and are not allowed to leave the campus.
- Students in grade 12 may leave school grounds during their lunch or any unassigned period. School administrators may revoke privileges for poor academic performance, attendance issues, or disciplinary reasons. Seniors returning to the building after an unassigned period must enter at the main entrance and wait quietly for the bell in that area in order to maintain the learning environment and minimize distractions.
- Only students participating in school-sanctioned activities are permitted in the building after school hours or in the evening.
- All students re-entering the building during school hours must present a current school ID card.

Library Services

The main purpose of the library is reading, research, and study. Therefore, the library at all times should be quiet and orderly enough so that all who are there can read or study undisturbed. Thoughtful consideration for others will help everyone use the library successfully.

Students may go to the library from a study hall or from lunch. A pass from a study hall teacher or cafeteria teacher must be obtained to be admitted. Students must remain in the library for the remainder of the period. Students from subject classes may go to the library only with a pass from that teacher.

Library materials must be checked out at the circulation desk before leaving the library.

Library Rights and Responsibilities

- All students have the right to be treated with respect and have the responsibility to treat others with respect.
- All students have the right to a quiet place to study and have the responsibility to respect other people's right to a quiet place to study.
- All students have the right to seek information freely and to exchange ideas.
- Students have the right to a clean, well-lighted place in which to work and have a responsibility to help each other keep the library orderly.
- Students have the responsibility to maintain a learning environment in the library.

Library procedures are explained to students in the first weeks of school. The library staff is service oriented and enjoys being of assistance to students and staff alike.

Food and beverages are not permitted in the library.

Lockers

Students are required to use only the locker assigned to them. Combinations to lockers should not be shared with friends.

If a locker should fail to work and needs repair, report the problem to the Assistant Principal's Office as soon as possible.

Lockers remain the property of the school and the administration reserves the right to search any locker whenever necessary without the student's permission.

Gym Lockers

All students should place a personal lock on gym lockers during physical education class or during sports events. Lockers remain the property of the school and the administration reserves the right to search any locker whenever necessary without the student's permission.

Lost and Found

Any belongings found by custodians, staff, and students should be returned to the office of the assistant principal. Items clearly marked will be returned to the owner as soon as possible. Items not marked will be placed in the cafeteria. Books will be returned to the proper department or to the library. Items will be donated to a charitable organization should they not be claimed.

Printed Materials

The distribution or posting of any materials without the prior permission of school officials is not permitted. All materials must first be reviewed and approved by the Assistant Principal's Office prior to posting. All flyers should be posted only on bulletin boards (not on walls). In all cases, students bear responsibility for the content of the materials and for the cleanup after the posting. Permission to post items advertising functions that are not school related will rarely be given.

Senior Privileges

Alexander Hamilton Seniors earn privileges exclusive to the class. They are subject to the school's co-curricular eligibility requirements and are therefore subject to revocation or modification. The privileges are reviewed quarterly with report cards, satisfactory progress toward graduation, attendance, and acceptable school citizenship. Examples of senior privileges are open campus, graduation ceremony, and the prom.

Smoking

Students and all others are prohibited from smoking anywhere on school property or at school functions and activities. This includes electronic cigarettes and devices that produce vapor.

Student Government

STUDENT GOVERNMENT EXECUTIVE OFFICERS

PRESIDENT	Angel Hidalgo
VICE PRESIDENT	Jayden Delgado
SECRETARY	Gabrielle Harper
TREASURER	Paulinette Molina

REPRESENTATIVES

GRADE	REPRESENTATIVE
12	Chandy Alexander Keylan Mitchell
11	Max Starks
10	Amina Elzenari Janita Gregorious
9	Adiba Hossian
8	Diana DeLeon Quinonez Kessia Jean-Jacques
7	TBD

Student Pranks

Because the school year ends with preparation for final examinations and Regents testing, any disruptions or pranks that interfere with the educational process will be considered a threat to the rights and well-being of the student body. Students engaged in any disruption or prank will be subject to a zero-tolerance policy. If a suspension or superintendent's hearing is merited, notification of such action may be part of the student's permanent record.

Student Privacy

The Elmsford Union Free School District takes pictures and videos of students involved in school activities throughout the year for submission to local newspapers and for use in our own publications. Information released with these pictures may include: student's name, grade in school, participation in officially recognized activities and sports, and awards. If for any reason you do not want to have your child included in pictures used in any of the district's publications or other media, you must indicate this in writing to your child's building principal before the first Friday of the school year.

Family Educational Rights and Privacy Act (FERPA)

Federal law protects the privacy of student education records. Alexander Hamilton Junior- Senior High School does not disclose directory information (student name, address, telephone number, date of birth) to organizations or companies for purposes of solicitation or fundraising. Part of federal legislation known as "No Child Left Behind" (NCLB) requires schools to provide directory information to military recruiters. Should you wish to have your child's name (a junior or senior) deleted from that list, you must notify the high school office at (914) 592-7311x1002 prior to the first Friday of the school year.

Student Searches

School lockers, desks, and other such equipment are the property of the school district and as such may be opened and subject to inspection from time to time by school officials.

Under special circumstances, school officials may search students. This is particularly true if there is reasonable suspicion that a student possesses illegal matter.

Telephone Messages

Only telephone messages of an emergency nature from a parent or guardian may be given to students during the school day.

Visitors

All guests and visitors must register at the front door. Visitors are not allowed to accompany students to class unless permission is obtained in advance from the principal.

"Wheels"

Roller blades, roller skates, skateboards, scooters and bicycles may not be used on school property. If these are used as transportation to and from school, they must be walked from the perimeter of the school grounds and then stored in lockers or locked at the bike rack in the front of the building. *No wheeled items are allowed on the turf fields.*

Health and Safety Procedures

Emergency Drills

The school holds a series of fire and emergency drills during the year to test our preparedness for emergency evacuations. In case of fire, the safe exit of all students and staff is the greatest single responsibility everyone shares in common. Serious concern and attention to fire drill procedures are the best means of safeguarding the lives of everyone in our school. Specific directions for fire drills are as follows:

- It is absolutely imperative that each student listens closely to the directions given by their teacher.
- **Teachers should lead students** to the appropriate assembly areas.
- Be prepared for blocked exits and know an alternate evacuation route.
- Students should proceed silently, orderly, and rapidly along the designated evacuation route to the respective assembly area.
- **Students should silently line up (single file) for teachers to quickly and accurately take attendance once at the assembly area.**
- After exiting, students are to quietly remain in their assigned line until they are signaled to re-enter the building or receive further instructions. The return to the classroom should be organized and efficient.

Other Emergency Responses

Shelter In Place	A shelter in place is used when students and staff are required to remain indoors because it is safer inside the building than outside. Depending on the threat or hazard, students and staff may be required to move to interior rooms, hallways, or move away from windows.
Hold In Place	A hold in place is instituted if there is an internal incident that requires movement in the building to be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.
Lockout	A lockout is used to secure school buildings and grounds during incidents that pose an imminent concern <u>outside</u> of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.
Lockdown	If there is a serious internal incident requiring all staff and students to avoid interaction with an intruder, a lockdown will be initiated. This is intended to keep students and staff safe until law enforcement have addressed the situation.

Health Services

Students becoming ill during the school day should ask their classroom teacher for a pass to report to the nurse. If it is necessary to go home, the nurse will inform the parent and the student will be released from school. Students who leave school without permission will be given an unexcused absence for classes missed and will face appropriate disciplinary measures.

Accidents

Any accident in the school building, on the school grounds, at practice sessions, or at any athletic event or other sponsored activity must be reported as soon as possible to the person in charge and to the Health Office.

Use of Medicine

Medication to be administered to a student must be in a prescription bottle with a note from a parent and a physician authorizing the use of said medicine. All medicine must be kept in the Health Office.

School Closings and Emergency Procedures

Weather related information about school closures is broadcast in multiple ways: ParentSquare, News 12, and LoHud.

Co-Curricular Activities

Co-Curricular Activities

In order to have a well-rounded educational experience at Alexander Hamilton Junior-Senior High School, it is recommended that students participate in at least one extracurricular activity.

The Alexander Hamilton student activities program is designed to help meet the recreational, social, and academic interests of all students and to complement instruction. Contact the activity advisor or your counselor for further information.

Students involved in co-curricular activities or extracurricular sports are expected to maintain the highest academic standings of which they are capable. In addition, they are expected to be models for the community they represent. Students involved in extracurricular or interscholastic activities must follow the guidelines outlined in the academic eligibility clause of this handbook. Students are encouraged to support their peers in athletics and co-curricular activities by attending contests, programs, and athletic events on regular basis. Students who are at home or away programs sponsored by Alexander Hamilton Junior-Senior High School must follow all school-related policies.

Art Club	Ms. Bolden
Band – Marching	Ms. Giordano
Board Games	Mr. Lynch
Cheerleading/Pep-Squad	Ms. Bolden
Chess Club	Mr. Egan
Coding Club	Ms. Rahman
Drama	Ms. Giordano
Green Club	Ms. Thomas
Interact Club	Ms. Watson
Literary Magazine	Ms. Brenna
Model Congress	Mr. Budzynski
National Honor Society	Ms. Luccioni/Ms. Ahern
Robotics	Ms. Martorano
Science Olympiad- Grades 7-8	Mr. Segaloff
Senior Class Advisor	Ms. Spargo, Ms. Zamora
Stage Crew	Ms. Doolittle
Student Government	Mr. Lynch
Weightlifting	Ms. Fletcher, Mr. Pollok, Mr. Simon
Yearbook	Ms. Doolittle, Ms. Dwyer

Modified and High School Sports

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Varsity Boys Soccer J.V. Boys Soccer Modified Boys Soccer	Varsity Boys Basketball J.V. Boys Basketball Modified Boys Basketball	Varsity Baseball Modified Baseball
Varsity Girls Soccer J.V. Girls Soccer Modified Girls Soccer	Varsity Girls Basketball J.V. Girls Basketball Modified Girls Basketball	Varsity Softball J.V. Girls Softball Modified Softball
Varsity Football Modified Football	Varsity Winter Track- Boys & Girls	Varsity Track & Field- Boys & Girls
Varsity Cross Country- Boys & Girls		

Athletic and Extra-Curricular Eligibility

Alexander Hamilton Junior-Senior High School offers a broad range of activities and encourages all students to participate. There is research proving that students who participate in athletics and other school activities are more successful in school. With participation, however, comes student responsibility.

Rationale for Academic Requirements

The primary responsibility of Alexander Hamilton Junior-Senior High School to its students is to provide them with an effective education. We recognize that an effective education has many facets and appreciate the value that social, cultural, and athletic activities add to a student's educational experience. Nevertheless, the core of an effective education is academics. Therefore, it is reasonable to assert that participation in co-curricular activities should be subject to the attainment of some minimum level of academic performance by a student. The goals of these regulations are to:

1. Improve student academic achievement
2. Foster an environment in which students, parents, administrators, and teachers value and strive for academic excellence

Applicability: These regulations shall apply to any Alexander Hamilton co-curricular organization or activity that has an advisor or coach.

Academic Eligibility

Academic Probation- A student who has *one grade less than or equal to 70%* will be placed on academic probation. These students are responsible for getting extra help at least *twice per week* to improve their grades. Students should submit both completed extra help forms to the athletic director.

Academically Ineligible- Any student who has *two or more grades less than or equal to 70%* during their season will be suspended from interscholastic competition for one week. The student must attend extra help at least *three times per week* to improve his or her grades. During the week of suspension, the student is allowed to practice but cannot participate in any competitions. The student should submit three completed extra help forms to the athletic director each Friday. If the student's grades are 70% or above for the week, the student will be allowed to participate the following week. If the student remains academically ineligible after three weeks, however, the student will be removed from the team to focus on his or her academic responsibilities.

Students who are academically ineligible to participate in extracurricular activities have the right to appeal the decision by contacting their coach/advisor, the athletic director, or their school administrator.

NOTE: During the 2025-26 school year, AHHS will be considering the possibility of modifying the Eligibility Policy.

Attendance Requirement for Activities

A student must be in attendance at least six periods (with no unexcused absences) to be eligible to participate in an athletic contest or extracurricular activity that same day. Extenuating circumstances must be explained to a school administrator prior to the late arrival.

If the student has an unexcused absence from school on a day preceding a holiday or weekend event, he/she will not be permitted to participate in this event. If the offense is not identified in time, the student shall be suspended for the next event. Coaches and advisors will monitor attendance and furnish the attendance office with an accurate roster prior to the first game or meeting.

Students who are suspended from school are not allowed to participate in rehearsals, practices, or contests and are not allowed on school grounds or at a site where a school-sponsored event is taking place until reinstatement occurs.

Students who are ineligible to participate in extracurricular activities have the right to appeal the decision by contacting their coach, the athletic director, or their school administrator.

Medical Examinations

A student must satisfactorily pass the prescribed medical examination given by the school physician prior to the sports season. School medical forms can be downloaded from the Elmsford Union Free School District Website: www.eufsd.org.

Code of Conduct and Consequences

The policies related to the Student Code of Conduct are established through New York State Law and the Elmsford Board of Education. Such policies, by law, must be in writing and explained to students and parents on an annual basis. Questions about the Code can be directed to any administrator or in writing to the principal.

With respect to students identified with handicapping conditions, this policy shall apply in concert with the regulations established by the Commissioner of Education.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. No student shall be subjected to harassment by District staff or students on school property or at school functions. Nor shall any student be subjected to discrimination by District staff or students on school property or at school functions based upon his/her race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or height.

All provisions of the Student Code of Conduct apply to students on the property of Alexander Hamilton Junior-Senior High School, at school-sponsored events, or in vehicles provided by the Elmsford School District. School property is defined as the building structure, athletic playing fields, parking lots, or land contained within the boundary line of the Elmsford Schools campus, or on a bus. A school function means any school-sponsored event or activity. Additionally, off-campus conduct that endangers the health and safety of students or staff within the school or substantially disrupts the educational process is also subsumed in the Code.

Students may also be disciplined for **off-campus misconduct** that endangers the health and safety of students or staff or interferes with the educational process in the school. Examples of such misconduct include, but are not be limited to:

1. Cyberbullying (i.e., inflicting willful and repeated harm and/or harassing, threatening or intimidating messages through the use of electronic text, including but not limited to electronic text on a computer or via the internet and through wireless technology, such as text messaging).
2. Threatening or harassing students or school personnel either over the phone, in person, in writing or via any form of electronic communication including the internet.
3. Using message boards, social networking websites to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

Student Responsibilities

Alexander Hamilton Junior-Senior High School supports the view that a school exists primarily to educate students. A calm, orderly atmosphere must exist if learning and academic excellence are to be successfully achieved. Students must develop both academically- and socially-responsible behaviors if the school is going to positively and productively realize its mission. All students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning.
- Show respect to other persons and property.
- Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
- Be regular and punctual in attendance to class, meetings, and activities.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to and interact with teachers, administrators, and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to control their behavior.
- Ask questions when they do not understand and be honest in all circumstances.
- Seek help in solving problems that might lead to inappropriate behavior.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Report incidents of violence or potential incidents to appropriate adults.
- Not to engage in discrimination based upon another student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or height.

Alexander Hamilton Junior-Senior High School 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 for the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The rules of conduct listed below are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Level One

Procedure

The supervising teacher or staff member carefully investigates the infractions observed or reported. Based on the past behavior of the student and the nature of the infraction, the teacher applies the most appropriate disciplinary response. The frequency of the

occurrence or degree of the infraction may be reasons to reclassify these misbehaviors at the next level, notifying the Assistant Principal/ Principal by disciplinary referral form.

Infractions

The following examples of disorderly conduct are considered Level One infractions:

- Disruptive behavior in the halls including running, shouting, or causing excessive noise
- Copying assignments or work
- Using language or gestures that are profane, lewd, vulgar, or abusive
- Eating in unauthorized area(s)
- Engagement in a willful act to disrupt the normal operation of the school community
- Failure to be prepared with class materials
- Failure to carry out directions given by any staff member
- First class cut
- Lateness to class
- Littering or property damage
- Loitering in the halls or other areas
- Unauthorized sale of non-harmful items
- Violation of the Dress Code
- Obstructing vehicular or pedestrian traffic
- Trespassing/Unauthorized Area

Level Two

Misbehaviors at this level are acts where their frequency or seriousness disrupts the climate of the school and/or when Level One infractions continue to occur.

Procedure

The teacher or staff member reports the behavior to the Assistant Principal and/or the Principal using the disciplinary referral form. The AP/Principal meets with the student and/or the teacher to investigate the incident and determines the most appropriate disciplinary response. The AP/Principal records the disciplinary response on the referral form. The teacher, guidance counselor, and parent are notified of the infraction and administrative response.

Infractions

The following examples are Level Two infractions:

- Repeated or more severe Level One infractions
- Cheating on quizzes, tests, projects, etc.
- Cutting class repeatedly
- Defacing school property
- Excessive school absences
- Excessive tardiness
- Forgery
- Insubordination
- Leaving school without permission
- Participation in games of chance/gambling

- Plagiarism
- Use of tobacco, chewing tobacco or electronic cigarettes, including devices that produce vapor or mist
- Obscene or indecent behavior
- Possession or distribution of obscene or indecent materials
- Vandalism
- Violation of the Internet Usage Contract
- Lying or stealing
- Cutting detention
- Forgery

Level Three

Misbehaviors included at this level occur when the frequency or seriousness of an act disrupts the climate of the school and/or when Level One or Level Two infractions continue to occur.

Procedure

After verification of the offense, the Assistant Principal and/or Principal meets with all parties involved. Procedures are initiated according to the established policy for excluding the student from school. The parents and the Superintendent are notified. The Assistant Principal and/or the Principal record the infraction and the disciplinary response in the student's cumulative file. A report is submitted to the Superintendent.

Infractions

The following examples of disorderly conduct are considered Level Three infractions:

- Unmodified or more severe Level Two actions
- Use or possession of a weapon or facsimile
- Mistreatment of animals
- Altering records
- Defamation
- Discrimination
- Engaging in violent or dangerous conduct
- Extortion
- Fighting
- Harassment: verbal, physical, or sexual (Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, sex, or height.)
- Harassment, threats, or derogatory comments toward staff and students via electronic media
- Hazing
- Selling, distributing, or exchanging prescription or over-the-counter drugs
- Indecent exposure
- Initiating a report of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher
- Physical/verbal assault

- Phoning, verbalizing, or leaving a note pertaining to a bomb threat
- Possession of incendiary devices
- Intimidation
- Possessing, consuming, selling, distributing, or exchanging drug related paraphernalia or illegal substances, including alcohol and synthetic cannabinoids
- Selling, using, or possessing obscene material
- Theft or willful possession of another's property
- Inciting a riot
- Using message boards, social networking websites to convey threats, derogatory comments or post pornographic pictures of students or school personnel

Disciplinary Action(s)

- Notification to parent/guardian
- Student/Counselor conference
- Student/Teacher conference
- Verbal warning or reprimand
- Written warning or reprimand
- Teacher detention
- After school office detention
- Full restitution for damages
- In School Suspension/Restricted Study Hall
- Suspension from transportation
- Temporary removal from activities (including participation and attendance)
- Parental Conference
- Out of School Suspension
- Removal from classroom by an administrator
- Superintendent's Hearing
- Alternative Programming
- Notification of law enforcement or proper authorities

Also know that the **Common Application**, used by many colleges and universities, asks students the following question: *"Have you ever been found responsible for a disciplinary violation at any Secondary School you have attended, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?"*

See the *Appendix* for relevant and select portions of the District Code of Conduct.

This handbook is subject to revisions during the school year. Parents, guardians, and students will be informed of any revisions.

Appendix

Student Attendance

5100

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to minimize the number of unexcused absences, tardiness, and early departures (referred to in this policy as "ATEDs"), encourage full attendance by all students, maintain an adequate attendance recordkeeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

Notice

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures will be implemented.

- A plain language summary of this attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents will receive a plain language summary of this policy by mail at the start of the school year. Parents will be asked to sign and return a statement indicating that they have read and understand the policy.
- When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's parent(s) by phone and mail of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.
- A back-to-school event will be held at the beginning of each school year to emphasize that every day of attendance counts, explain this policy, and stress the parent's responsibility for their ensuring their children's attendance.
- The district will provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment.
- Copies of this policy will also be made available to any community member, upon request.

Excused and Unexcused Absences

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved by the appropriate building administrator (including, but not limited to, absences due to circumstances related to homelessness).

All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed. Parent/guardian signatures for homeless unaccompanied youth are addressed in policy 5151 and regulation 5151-R.

General Procedures/Data Collection

- Attendance will be taken during each class period.
- At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated staff member(s) responsible for attendance.

- The nature of an ATED will be coded on a student's record.
- Student ATED data will be available to and must be reviewed by the designated school personnel in an expeditious manner.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences. If patterns emerge, district resources will be targeted to understand and eliminate barriers to attendance.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early. A student will be considered chronically absent if they miss ten percent or more of the school year. Satisfactory attendance is missing five percent or less of school over the course of the year. If a pattern of ATED's for an individual student is identified a designated staff person(s) will follow-up in accordance with this policy.

Online/Distance/Remote Learning

Students learning remotely will need to show daily school participation, which is to be recorded by teachers and reported under the provisions of this policy. Such participation will vary depending on the type of remote learning taking place. This can include documented participation in online or virtual classes, completion of assignments, documentation of daily school activities and learning, or correspondence via online platform, email, and telephone. Teachers are also expected to pay particular attention to the educational progress of students learning remotely, and initiate appropriate interventions with the student and their family if a student does not show adequate engagement or growth.

Attendance Incentives

The district will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. For example:

- In elementary grades, weekly certificates or other small rewards (including fun activities) recognizing perfect or improved attendance (not counting absences due to illness/injury).
- At the building and classroom levels, Building Principals and teachers are encouraged to schedule special events (quizzes, game days, debates, etc.) to encourage student engagement.
- At the classroom levels, teachers are encouraged to assign special responsibilities (distribute and collect materials, lead groups, assist the teacher, etc.) to students who may need extra motivation to come to school.
- At all grade levels, improving the school climate through student surveys in order to provide a safe, supportive school environment and engage students in school.
- Engaging students and families, determine whether systemic barriers to attendance exist for students, and develop solutions to remove those barriers.

Consequences of Excessive ATEDs

A designated staff member(s) will contact the student's parents and the student's guidance counselor in the event that a student's record reveals excessive ATED's, excused and/or unexcused. Excessive ATED's is defined as: (5) consecutive absences accrued at a rate of (2) per quarter. Such staff member(s) will remind parents of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation. Students identified as chronically absent will be considered for a mentor program.

Unexcused ATEDs may result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention or denial of the privilege of participating in or attending extracurricular events. However, absences related to homelessness will not result in negative consequences where the district determines that it would be in the best interests of the student in retaining the student in school.

In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and advise the school principal.

Attendance/Grade Policy

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

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

At the high school level, any student with more than fourteen unexcused ATEDs for one-half year or 28 unexcused ATEDs for a full year will not receive credit for that course. However, students with properly excused ATEDs may make up the work for each ATED, and those ATEDs will not count toward the minimum attendance standard.

To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher and other designated staff member(s) will advise the student and contact the parent(s) by telephone and mail at appropriate intervals prior to the student reaching nine or 28 unexcused ATEDs.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips), may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student's teacher for the class in question.

Annual Review

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

Cross ref:

4710, Grading Systems

5151, Homeless Children

5300, Code of Conduct

5460, Child Abuse in a Domestic Setting

Ref: 42 USC §11432(g)(1)(I) (McKinney-Vento Homeless Assistance Act)

Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225

8 NYCRR §§104.1; 175.6

Social Service Law §34-a

Adoption date: November 4, 2020

Code of Conduct

5300.15

STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

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

B. Student Responsibilities

All district students have the responsibility to:

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

Adopted: August 6, 2014

STUDENT DRESS CODE

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

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

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

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

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

Adoption date: August 6, 2014

PROHIBITED STUDENT CONDUCT

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

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

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

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

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

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

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

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

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

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

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.

3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:
1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
 5. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
 8. Selling, using, distributing or possessing obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
 11. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal Substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
 12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
1. Plagiarism.
 2. Cheating.

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

H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

Adopted: April 2, 2014

5300.40

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Penalties

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

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent

9. In-school suspension – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school –Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

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

a. Detention

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

b. Suspension from transportation

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

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

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

c. 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.

d. In-school Suspension

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

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

e. Teacher Disciplinary Removal of Disruptive Students

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

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

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

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

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

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

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

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

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

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

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

f. Suspension from School

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

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some

other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within **ten (10)** business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

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

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

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

c. Permanent suspension

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

d. Procedure After Suspension

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

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

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

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

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

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

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

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

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

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

deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

D. Referrals

1. Counseling

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

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

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

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

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

Cross-ref: 5100, Attendance

Ref: Education Law §2801
Education Law §3214
Appeal of Trobly, 26 EDR 214 (1986)
Appeal of Amara S, 39 EDR 90 (1999)
8 NYCRR §100.2 (l)(2)(ii)(m), (l)(4)
8 NYCRR §275.16
18 USC § 921
Penal Law § 221.05
Penal Law § 265
Penal Law § 220.00(14)
Criminal Procedure Law § 1.20, (42)

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