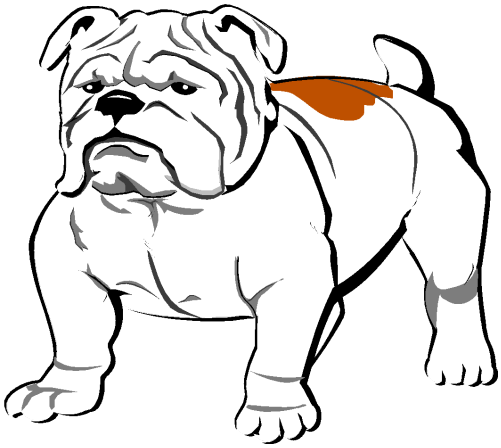
George W. Hewlett High School

Critical and Creative Thinking, Creativity, Collaboration/Communication and Citizenship

Student/Parent Handbook
2026-2027



"Reason, Respect, Responsibility"

<u>This agenda belongs to:</u>

NAME: _____

CONFIDENTIALITY OF SCHOOL RECORDS:

The school district will not disclose personally identifiable information from a student's education records, except to the extent that it is authorized to do so upon written consent of a parent or eligible student, or where it is otherwise required by law to do so.

However, the Board of Education has designated the following types of personally identifiable student information maintained in student records as 'directory information': the student's name, photograph, participation in officially recognized activities and sports, dates of attendance and awards received by the student. The school district may disclose directory information about current or former students.

A parent of a current student or eligible current student has the right to refuse to let the school district designate any or all of these types of information about the student as directory information, **provided that that parent or eligible student notifies that student's building principal in writing, not later than 10 days after the first school day of the year or 10 school days** after the student's enrollment in the school district, whichever shall be later, that he or she does not want any or all of these types of information about the student designated as directory information.

GEORGE W. HEWLETT HIGH SCHOOL

MISSION STATEMENT 2026-2027

George W. Hewlett High School is committed to providing opportunities for students to develop as critical and creative thinkers, collaborators, communicators, and contributing citizens. Students will prepare to live productive lives in a global environment by striving for individual growth and success**.**

With students, teachers, staff, and parents in partnership, we seek to provide an environment for intellectual and creative exploration in which individual differences are supported by meaningful and diverse experiences. Our students' education will be designed to develop desired competencies through the 4 As (Academics, Arts, Athletics, and Activities) and the 4 Cs (Critical and Creative Thinking, Creativity, Collaboration/Communication and Citizenship).

We expect every member of the school community to respect and uphold ethical and moral standards of behavior. We encourage awareness, respect, and acceptance for individual differences so that our students are able to adapt to an ever-changing society and contribute to our larger, interdependent world. Our goal is to develop self-directed learners.

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Policy updates may be found on the school district's website:

https://hewlett-woodmere.net/district/district-policies

Click here: District Policies

HEWLETT WOODMERE PUBLIC SCHOOLS

ARE DRUG FREE ZONES

BUILDING ADMINISTRATION

Al Bauer, Ed.D., Interim Principal
Thomas Naglieri, Assistant Principal, Grade 9 and Grade 11
Samantha-Lynn Mazzeo, Assistant Principal, Grade 10 and Grade 12

BOARD OF EDUCATION

Debra Sheinin
Cheryl May
Judy Menashe
Francois Tenenbaum
Shari L. Amitrano
Chana Jeter
Meredith King

SUPERINTENDENT OF SCHOOLS

Dr. Dina M. Anzalone

SUPERINTENDENT'S CABINET

Dr. Susan Farber
Dr. Patrick Fogarty
Ms. Barbara Giese
Dr. Lorraine Smyth
Mr. Richard Snyder

SECTION I – GENERAL INFORMATION

ABSENCES

Excused and Unexcused Absences: Excused ATEDs are defined as absences, tardiness, and early departures due to, including but not limited to: personal illness, illness or death in the family, religious observance, required court appearances, medical or dental appointments, approved college visits, impassable roads or weather conditions, circumstances related to homelessness, other reasons approved by the appropriate building administrator. All other ATEDs are considered unexcused.

If a student is present in school for any portion of the day, the student shall be considered present. Any late arrival or early departure shall be recorded appropriately.

For the full policy, see Attendance Policy # 5100.

Unexcused Absences and Notification
When a student is marked with an unexcused ATED: (1) The District will notify parents/guardians via automated phone call and/or email. (2) It is the responsibility of the student to notify the teacher of any errors in attendance records. (3) The teacher will coordinate with the attendance office to make any necessary corrections.
Parents/guardians will receive additional notification of confirmed unexcused absences and any assigned consequences.

Documentation of Full Day Absences: Parents/guardians are expected to: notify the school of an absence within 24 hours when possible, and provide written documentation upon the student's return. Written excuses should be submitted no later than five (5) school days after the student's return.

Partial Day for Intermittent Illness Related Absence: A student who is signed out due to illness and returns later the same school day may be marked as excused for the missed portion of the day when verified by a parent/guardian note, nurse documentation, or administrative approval. Students leaving during the instructional day due to illness must be signed out through the appropriate school office with authorization at the time of dismissal.

Early Dismissal: If a student will be leaving school before the end of the day, the student must be signed out in accordance with building procedures: In grades 9–12, students may sign themselves out with prior verified parental permission.
Leaving without following proper procedures will be considered an unexcused absence from class.

Disciplinary Consequences: Unexcused ATEDs may result in disciplinary action in accordance with the District's Code of Conduct, including but not limited to: parent contact, detention, loss of privileges, suspension from extracurricular activities

ACADEMIC EXTRA HELP

A variety of extra help opportunities exist for students. The individual teacher, department chairpersons, Extended-Time Classes, Academic Intervention Services, Strategies and Skills, National Honor Society, and student tutors are all available for students to utilize. Extra Help schedules are found in the hallways of the building and on the high school's webpage.

AUTOMOBILE PARKING AND TRAFFIC REGULATIONS

Driving and parking on campus are privileges reserved for seniors. Before any consideration is given, seniors and parents must attend an informational meeting in early September to review driving and parking regulations.

Seniors who wish to drive cars to school and park in the student parking lot **must** be 17 years of age and possess a valid New York State Class D license. Out-of-state licenses must meet NYS requirements. Seniors must complete the proper forms and present them to the office of the Assistant Principal in order to obtain a hang tag at a cost of $10.00. Seniors will be allowed to park

on campus in designated areas only. In addition, a parking agreement outlining traffic/parking lot regulations must be signed by the student and his/her parent. **Parking is a privilege extended to 12th graders only.** Eleventh grade students who park on school grounds may forfeit their parking privileges for all or part of their senior year.

If the lot is full, students must seek public parking off school grounds. Students should not park illegally, as automobiles can be "towed" when off school grounds.
Drivers are cautioned to refrain from driving or parking a car on school property without a *bona fide* hang tag, properly affixed to the rearview mirror. Should a person fail to abide by this regulation, he or she may forfeit all parking privileges and may be subject to towing, as well as disciplinary action. Students who park in spots assigned to staff members or visitors will be subject to towing and may lose parking privileges and/or other senior privileges.

Consequences will be given for parking violations, including parking in visitor's spots, faculty spots, handicapped spots, and other illegal spots. The following is the general sequence of consequences for parking violations, but is subject to the discretion of the administration:
Verbal warning
Detention
Saturday Detention
In School Suspension
Loss of parking placard

Operating cars in crowded parking lots requires high concentration and low speed on the part of the driver. Failure to observe this caution and other parking regulations may result in the loss of parking privileges, or worse, injury to persons or property. Students are expected to abide by all posted traffic signs. The school **does not** assume responsibility for damage to cars or loss of personal items while vehicles are on school premises.

Students who are on the ineligibility list by reason of academic failures or students who have attendance, lateness or discipline issues may lose parking privileges.

BICYCLES AND ELECTRIC (E) BIKES

All bicycles **must** be parked in the racks provided in the bicycle cage located in the student parking lot. It is the responsibility of the students to securely lock their bicycles to the racks with a strong lock. The school is not responsible for damage or theft of parts while bicycles are parked on school property. Students are strongly encouraged to wear helmets when riding. Students may not ride their bicycles on school property. **Students must walk their bicycles once they enter school grounds.** Students may receive disciplinary consequences if they do not follow these guidelines.

Effective July 1, 2025, please note that pursuant to changes in the District's Code of Conduct, students are prohibited from possessing, storing and/or operating e-bikes, e-scooters, other motorized micromobility personal transportation devices or other small, electric- or battery-powered transportation devices not registered as motor vehicles on school property, including parking lots and walkways. This includes during summer programs and school activities. Students who bring these vehicles to school will be required to immediately remove them from school grounds or secure them off school property before entering any building. Students cannot participate in school activities until they comply with this policy. The District will not store or secure these vehicles for students, and repeated violations will result in disciplinary action.

BOARD OF EDUCATION

There are seven members on the Hewlett-Woodmere Board of Education. Regular monthly meetings and work sessions are posted on the district calendar and in the school buildings. The annual referendum on the school district budget and the election of trustees are held on the third Tuesday in May as per New York State law.

BOOK BAGS

Students are not to leave book bags or other personal belongings unattended. Book bags are to be stored in lockers when not being used. Leaving book bags unattended on school grounds or in corridors may lead to loss, theft, and/or a safety hazard. The school will assume no responsibility for lost bags or other unattended personal belongings.

BULLETINS AND ANNOUNCEMENTS

All notices of club meetings, school related athletic and social events, general information for the day and specific instructions are announced during homeroom each morning, as well as contained in the email version of announcements posted on the building web page. To be sure that the notices are accurate, they should be verified by an advisor or administrator and submitted via e-mail to ccasso@hewlett-woodmere.net before 1:30 pm each day.

Special notices are posted on the bulletin boards outside the Main Office, in the Library, Counseling Office, Department Offices, Homerooms, and Virtual Bulletin Boards or posted on poster signs. Posters must advertise **ONLY** school-sponsored or sanctioned events and must be approved by an administrator. Individuals given permission to display posters and/or signs are responsible for removing them after the event has taken place.
Regulations as to the manner, time, and place for using school communications facilities are subject to operational priorities.

BUS TRANSPORTATION

The Board of Education provides bus transportation for those students whose residences are one and a half miles or more from the High School. Bus passes will be issued to eligible students who are required to present the pass to the driver when boarding the bus.

Students are the responsibility of the School District while they are on the school bus. Since the school bus is an extension of the classroom, students shall conduct themselves on the bus in a manner consistent with established standards for classroom behavior. School bus regulations shall be enforced by bus drivers, bus aides, and the Transportation Office in coordination with the school Principal. Students who become serious disciplinary problems may have their riding privileges suspended or revoked. In such cases, the parents of the children shall be duly notified and will become responsible for the transportation of their children to and from school.

CAFETERIA - INTERNET CAFÉ/COMMONS

Students are encouraged to use the cafeteria and/or the commons as a place to talk with friends during the non-lunch periods. All students are responsible for cleaning up after themselves and working cooperatively to ensure all spaces are left clean. Students who fail to abide by the Code of Conduct and/or leave these spaces clean, will be subject to disciplinary consequences.

No food or juice is to be taken out of the cafeteria/commons. Students who are scheduled for classes during all lunch periods should obtain permission and a pass from their classroom teachers to take food from the cafeteria back to class. (See Open Containers/Food). It is preferred that students purchase lunch from the school cafeteria and not bring in from outside restaurants.

CELL PHONES/PERSONAL DEVICES

At the high-school level: Any device that is brought to school must be turned off and kept in the student's backpack or locker. Students who leave school grounds for lunch during the school day are permitted to take their internet-enabled devices with them; however, all devices must be turned off and kept in the student's backpack or locker immediately upon reentering the building. For students out of compliance with this policy, the device will be confiscated and held in the school office until the end of the school day. The first time this happens, the student may retrieve the device, and the parent

will be notified. For subsequent instances, the parent must retrieve the device. For the full policy see Students and Personal Electronic Devices Policy # 5695.

The use of any electronic device to film and/or record on school grounds is strictly forbidden. Anyone who chooses to do so will be subject to disciplinary action including suspension and Superintendent's Hearing.

CHANGE OF ADDRESS/TELEPHONE NUMBER

Inform the District's Registrar's Office (792-4826), at the Woodmere Education Center, if you have changed your address or telephone number. The necessary forms must be completed with the appropriate documentation attached. Current parent contact phone numbers are vital for timely communication.

CHANNELS FOR PARENT COMMUNICATION WITH TEACHERS

The list below contains the proper channels for parent communication with teachers, as established by the HWPS District:

CLASSROOM/CURRICULUM CONCERNS
(classroom procedures, behavior, grades, schedules, etc.)
Secondary:
Step 1: Subject Teacher
Step 2: Department Director
Step 3: Guidance Counselor
Step 4: Assistant Principal
Step 5: Building Principal
Step 6: Assistant Superintendent
for Curriculum, Instruction, and Innovation

For the full district protocol, see the HWPS Communication Protocol in the back of your district calendar.

COMPUTER USE GUIDELINES AND POLICY

Students may only use school-issued computers/laptops/devices on school campus. Personal computers are considered an "internet-enabled device" under the district's personal device policy, and will be treated as such in accordance with the Students and Personal Electronic Devices Policy # 5695. Students and parents are required to sign an "acceptable use" agreement. Additionally, please see Hewlett-Woodmere UFSD Network and Technology Acceptable Use Policy # 4526.

DISTRIBUTION OF LITERATURE/UNAUTHORIZED SALES

The time, manner, place, and distribution of literature on school property are subject to the guidelines established by the High School Principal. Posting, distributing, or selling obscene, libelous, or commercial material is prohibited.

EARLY DISMISSAL

If a student will be leaving school before the end of the day, the student must be signed out in accordance with building procedures.

- In grades 9–12, students may sign themselves out with prior verified parental permission.

Leaving without following proper procedures will be considered an unexcused absence from class.

FIELD TRIPS

Any school sponsored trip is considered an extension of Hewlett High School. Therefore, whether on the bus or at your destination, the rules and regulations of Hewlett High School apply. Students must

have a parental permission slip and must use the transportation provided by the school, unless school permission is granted to do otherwise. Students are responsible to alert their classroom teachers of upcoming field trips and make up work in accordance with the Attendance Policy.

Teachers and administrators will review field trip attendance lists. Students may be excluded for academic, attendance and behavior reasons. AP students who wish to attend a field trip after April 15 must get approval from their AP teacher(s).

FIGHTING

Fighting, wrestling, and rough or unsafe physical interactions, regardless of cause, are serious matters because of the potential for physical injury to students and staff. Accordingly, such actions will, in most cases, result in disciplinary action including suspension with the possibility of a Superintendent's hearing.

Students may be subject to disciplinary action, up to and including suspension from school, when they: Engage in conduct that is disorderly and/or disruptive, endangers the safety, physical or mental health or welfare of oneself or others, or is violent. Examples of violent conduct include, but are not limited to: Committing an act of violence (such as hitting, kicking, punching, pushing, and scratching) upon a teacher, administrator or other school employee, another student or any other person lawfully on school property, or attempting or threatening to do so, or instigating, intimidating or harassing others to do so. For the full policy, see the Code of Conduct Policy #5300.

FIRE, SHELTER AND EMERGENCY DRILLS

New York State Law requires that schools plan and carry out a set number of fire drills and shelter drills each year. The six plans are as follows:

1. **Fire Drills:** When the fire alarm sounds, everyone is to move **quickly** and **quietly** out of the building. Fire drill directions are posted in each room. The use of elevators is prohibited during a fire drill or fire emergency. Any disabled persons on the second floor are to move to the staircase adjacent to Room 202, Room 212, Room 234, Room 241, and Room 253, and wait for a staff member to assist them in leaving the building in the event of a non-drill situation. Once outside the school, students are to move away from the building **and remain with their class** so that teachers can be assured that all have exited safely. Emergency Call Boxes are located at these locations

2. **Go-Home Plan:** Returns students to their homes and family as quickly as possible. Schools maintain the names and contact numbers of family and designated surrogates, and identify students with special needs.

3. **Shelter Plan:** Keeps students in their buildings when it is safer to stay inside than to go outside. Generally, sheltering is for a short time during the school day, but the district is prepared to shelter students up to 48 hours if necessary. Specific areas of the building are identified as the safest for occupants. A part of the Shelter Plan is a Shelter In-Plan. In this case, all students are directed to remain in their current classrooms until further notice. Students not in classrooms will be escorted to a supervised contained area and remain there until further notice.

4. **Evacuation:** Requires all building occupants to leave and go somewhere else. Evacuation may mean simply going outside to a specified location away from the building while waiting for the danger to pass. In some circumstances, students and staff may need to be transported and housed temporarily in another location. If it becomes necessary to move students to a secure location outside of their regular school building, the school will attempt to reach all parents to notify them of the location to which their child has been moved.

5. **Secure Lockdown:** A lockdown is a special kind of sheltering plan that requires individuals to remain within the safety of their immediate area to protect them from

imminent danger. The presence of an intruder may be one reason to invoke this type of response. If there is a situation requiring a lockdown, the building's PA and telephone system will alert everyone to initiate the lockdown plan. **Students will not be released to parent/guardian when a lockdown is in progress.**

6. **Secure Lockout**: A lockout is a procedure which allows the school to continue with a normal day, but curtails outside activity, and allows no **UNAUTHORIZED PERSONNEL** into the building. If there is a situation requiring a lockout, all doors and windows must be locked. It is most commonly used when the threat is general or the incident is occurring outside the school building, on or off school property. **Students will not be released to parent/guardian when a lockout is in progress.**

Students who fail to cooperate or to follow directions during an emergency or a drill endanger the safety and health of themselves or others and may be subject to disciplinary action including the possibility of suspension.

FRATERNITIES, SORORITIES, AND SECRET SOCIETIES

The Board of Education Policy is that fraternities, sororities, secret societies, and other self-perpetuating, exclusive organizations (i.e. gangs) are contrary to and inconsistent with the principles of good education. Therefore, the activities of such non-school-sponsored organizations should not take place in the buildings, grounds, facilities, or properties of the school district.

The prohibition of pupil action and associations connected with such organizations, includes but is not limited to the following: Identifying or advertising membership in any manner, form or dress; identifying or advertising the organizations themselves through photographs, printed material, etc., used in **any** manner or form; hazing or any activities related to initiations or ritualistic behavior.

FUNDRAISING (Non-Music)

Formally organized clubs or programs may raise funds at Hewlett High School. Fundraising must be for specific purposes and must be approved in advance by the Principal or his/her designee. All funds raised belong to the club or program for which the funds were raised and may not be allocated for individual use based on the individual amount solicited. No funds may be given back directly to the student or students who raised the funds.

If money remains in a club account, the students and their advisor may submit alternatives for the use of the funds to the Principal. Once the alternatives have been approved, the students may vote as to which alternative(s) to implement. Applications for a fundraiser may be obtained from the Assistant Principal.

GAMBLING

Gambling shall be prohibited in the high school or school grounds, at school sponsored or supervised events, or while off school grounds during the school day. Gambling includes, but is not limited to: games of chance (lotteries, raffles, and athletic pools), dice or card playing, betting, bookmaking and/or possession of any device used to promote gambling (betting sheets, dice, cards, pool sheets).

HALLWAYS

Students are required to obtain a pass from a teacher or applicable staff member when they must walk in the hallway during a time in which they have a class in session. Students may **not** go to their lockers while classes are in session, unless they have a pass. Be aware that hallways are monitored electronically for the safety and protection of students and staff. Students must act in accordance with the Code of Conduct and applicable district policies when in the hallway. Failure to abide by district

policies and/or to respond to a staff member's request for identification or for compliance will result in a referral for insubordination.

HARASSMENT

"Harassment" and "bullying" are defined as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived: • race, • color, • weight, • national origin, • ethnic group, • religion, • religious practice, • disability, • sex, • sexual orientation, or • gender (including gender identity and expression).

Incidents of harassment will be considered serious discipline infractions and investigated in accordance with the Dignity for All Students Act (see Student Bullying, Harassment Prevention and Intervention Policy # 0115).

HATS/CAPS

Hats/caps are permitted as long as they are not distracting. They may not be worn in physical education classes, science labs or during tests. An individual teacher may request that caps not be worn in class. Such a request is to be respected.

HOMEROOMS

Students are to be respectful and maintain silence during the pledge to the flag and the announcements which follow the pledge.

HOMEWORK AND HOMEWORK WHEN ABSENT FROM SCHOOL

Grading will reflect the opportunity for students to demonstrate mastery of grade level or course expectations outlined in the curriculum through a variety of methods such as homework, projects, quizzes, and tests.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities. 10. Homework is a meaningful activity intended to reinforce learning, and enhance the understanding of classroom lessons. Homework also helps a student prepare for tests and teaches invaluable time management skills. The use of a homework assignment as a punitive or disciplinary measure, or homework not being checked for completion, reviewed, and/or returned to the student is educationally unsound, and such practices are prohibited. For the full policy, see Grading Systems Policy # 4710.

Make-Up Work and Academic Responsibility: Students shall be provided the opportunity to make up missed work following an excused absence. ● A reasonable timeframe for completion shall be provided (2 days minimum allowed for every 1 day of excused absence). ● For extended excused absences of three days or more, the student will be provided five school days to make up missed work and assessments. ● Teachers will promptly provide or make available missed work, and procedures for obtaining it will be clearly communicated to students and families. ● If a student misses an in-class school midterm or final exam for a medical reason, they must submit a doctor's note to qualify for a make-up exam. If a doctor's note is not provided upon return to school, a zero will be given for the exam. ● There are no make-up exams for Regents exams or FLACS exams. ● If a student anticipates at least two (2) days of excused absence, parents may request and obtain

classwork from the school. ● Failure to complete make-up work for excused absences may impact a student's academic standing in accordance with District grading practices. For the full policy, see Attendance Policy # 5100.

Guidelines in the Hewlett High School Integrity Code apply to homework.

HONOR ROLL

Scholarship is recognized and encouraged through an academic honor roll. The honor roll is compiled and then listed on the student report card. Honor roll designations are given to students who obtain a quarterly average of 90 to 94. High Honor Roll designations are given to students maintaining a quarterly average of 95 or better. Weighted grades do apply in honor roll designations. Students whose quarter average is between 85 and 90 will receive Principal's recognition. Infractions of the Integrity Code may prohibit a student's inclusion on the Honor Roll.

IDENTIFICATION CARDS

All students are required to wear their school issued identification cards around their necks at all times. A student observed by a staff member without an ID may be assigned detention. Students **MUST** swipe in and out of the building at the ScholarChip kiosks in the Commons or Main Entrance The ID's will be used to ensure security within the building, taking books out of the library, for identification purposes at co-curricular activities, and at PSAT, SAT, and ACT testing sites. Students who have lost or misplaced their ID cards must report it immediately to the main office and order a new replacement ID card within two days at a cost. Refusal to wear and refusal to present student ID to a staff member may result in disciplinary action.

JANUARY EXAMS

Students should expect to have mid-year exams of some nature during the month of January. Some tests will occur during scheduled classes. An exam schedule for Regents week is provided and distributed to students and parents. As outlined in the Attendance Policy #5100, if a student misses an in-class school midterm or final exam for a medical reason, they must submit a doctor's note to qualify for a make-up exam. If a doctor's note is not provided upon return to school, a zero will be given for the exam. There are no make-up exams for Regents exams or FLACS exams

LASER POINTERS

Students are not allowed to possess or use laser pointers including pens that contain laser pointers. These items will be confiscated and returned to parents.

LIBRARY

The school library is located on the ground floor in the new wing. The library is open Monday-Friday from 7:30 a.m. to 3:50 p.m.

Students have the opportunity to use library research technology. Through the district, we subscribe to many research databases. The databases offer access to hundreds of newspapers and magazines providing full-text articles, as well as important reference and primary source materials. The databases can be accessed at home as well as from school by using the high school library page.

In order to ensure that a quiet atmosphere and learning environment are maintained, in addition to following the Code of Conduct, the following rules of conduct are to be followed:

- Voices must be kept at a low and studious manner, and seating is only four students to a table.
- School ID is required to check out books, as well as to borrow newspapers and textbooks. School ID is also required to sign into one of the small study rooms.
- Students are not permitted to bring any food or drink into the library.

- Students must adhere to the Computer Network and Internet Acceptable Use Policy 4526. If students do not behave responsibly and fail to respond to reasonable requests for decorum, students will be asked to leave the library and a disciplinary referral may be submitted.

LOCKERS AND LOCKS

At the beginning of each year, every student will be assigned a locker with a school issued combination lock already affixed to the locker. The combination for the lock will be issued in August along with the student's schedule and locker number. **Students are not permitted to share lockers/combinations and MUST use only the locker and lock assigned to him/her.** If a lock other than the school issued lock is found on a locker, it will immediately be cut off and the locker's contents will be removed. If a lock is lost or damaged, a new one can be purchased from the Registrar in Pupil Personnel Office for $5.00.

The school cannot assume responsibility for articles taken from lockers therefore; students should keep them secured when not in use. The school will assume no liability for any loss and/or damage to personal possessions and does not carry insurance for items lost or stolen from lockers.

A faulty locker should be reported to the PPS Office. Lockers are school property and may be opened for maintenance or when reasonable suspicion exists as determined by the Administration. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Damage to lockers should be reported to an Assistant Principal immediately. Gym lockers are available for students to use in the boys' and girls' locker rooms during Physical Education classes. Students should purchase their own lock for these lockers – the school will not issue locks for gym lockers. Students are not permitted to share gym lockers. Personal property should be locked in gym lockers during Physical Education classes. Do not leave personal property on benches in the locker room or unsecured lockers.The school is not responsible for lost or stolen items.

LOST AND FOUND

Articles of clothing and other personal items which are found are to be turned in to the security booth in the Student Commons. If anyone has lost an item, he/she should go to the security booth in the Student Commons to see if it has been turned in. If it has not been found, a student should complete a lost/stolen property form found in the main office.

MAILBOXES

Students may not put anything into or take anything from teachers' mailboxes and must see a secretary for anything relating to teachers' mailboxes.
No anonymous letters will be accepted; any received will be discarded.

OPEN CAMPUS

George W. Hewlett High School is an open campus. Open campus privilege exists, in part, to provide students with the opportunity to learn how to manage time and to be academically responsible.
All families must complete the Open Campus acknowledgement form on Parent Square. Students who have non-scheduled periods, including lunch, and no other school responsibilities during these times may, if they choose, leave the high school campus.

While off campus, students are subject to the Code of Conduct. Students are to obey pedestrian and vehicular safety laws and are to conduct themselves as responsible and courteous young adults. Students are to respect the property and privacy of homes and apartment buildings adjacent to the high school at all times. Students should put all litter in the refuse containers—not on the street.

Loitering or smoking on neighboring properties will result in disciplinary action including, but not limited to, loss of open campus privileges for part or all of the school year.
Should any student misuse or violate the conditions upon which open campus is based, then the privilege of open campus may be restricted in whole or part. Used appropriately, open campus can remain for most students an earned privilege.

OFF CAMPUS MISCONDUCT

The following is a plain language summary, for the full policy, see Policy 5300 Code of Conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they engage in off-campus misconduct that interferes with, or that creates or would foreseeably create a risk of substantial disruption the educational process in the school or at a school function; or endangers the health and safety or morals of students or staff within the school. Examples of such misconduct include, but are not limited to:

1. Cyberbullying, as defined in the “Definitions” section of this Code of Conduct.
2. Threatening, hazing, or harassing students or school personnel at public places, over the phone, or through other electronic media.
3. Using message boards to convey threats, derogatory comments, or post pornographic or inappropriate pictures of students or school personnel.

OPEN CONTAINERS AND FOOD

Students should not carry food and open containers from the cafeteria and/or commons without authorization. Drinking and eating in the halls can create safety and health hazards. With the teacher’s permission, a student may drink an approved beverage in a classroom. Glass containers of any type are forbidden for reasons of safety.

PARENT/TEACHER APPOINTMENT

Parent/Teacher conferences are an important element in discussing student progress with parents. Parents may initiate a conference by calling the main office (516-792-4001) and making an appointment to meet with their child’s teacher(s). When a parent requests a conference with a teacher, every effort will be made to arrange a mutually convenient and reasonable time for the conference. Such conferences will be planned around the teacher’s schedule so as not to interfere with classroom instruction.

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

PARENT INVOLVEMENT

Through the organizations of PTA (Parent Teacher Association) and SEPTA (Special Education Parent Teacher Association), parents can work and network with each other to support the interests of students. Membership on committees and attendance at school events create a level of involvement that is healthy in a community of learners. The district calendar lists PTA/SEPTA leaders, dates, times of meetings and of school events.

PATRIOTIC CEREMONIES

The salute to the flag and Pledge of Allegiance are traditional ceremonies in which Americans participate to show respect and allegiance to their country. Students are encouraged to participate in these ceremonies. However, students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag. Students who choose to refrain from such participation have the responsibility to respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses to not participate may remain **quietly** seated while his classmates recite the pledge; the student is not required to stand during that ceremony.

PLAGIARISM

Plagiarism is the use of the words or ideas of another without giving credit to the author. In the process of research, students should be aware that they must credit the authors of information whether from written, audio, video, or computer sources (see Network and Technology Acceptable Use Policy 4526). Students MUST NOT duplicate the original source in any way to present the text or ideas as their own. Plagiarism has serious disciplinary and academic consequences as outlined in the Integrity Code.

PUBLIC DISPLAYS OF AFFECTION

Inappropriate displays of affection impact the atmosphere of the high school and may result in disciplinary action. Students should be aware that their behavior can be viewed as sexual harassment (See Sexual Harassment Policy # 0110) in the creation of a hostile and uncomfortable environment for others.

RECORDING/AUDIO TAPING OF CLASSES

Classes are not considered "Public Meetings." Therefore, students are **not free to make audio/video tapes or other recording devices** (including cell phones and other electronic devices) of classes or students at their own discretion. Violations may result in disciplinary consequences. Additionally, students must comply with the Students and Personal Electronic Devices Policy #5695.

RELIGIOUS OBSERVANCE

Students who are absent for district recognized reasons of religious observance should be given the opportunity to make up all missed work. It is the student's responsibility to inform teachers in advance; hand in the previously assigned long-range assignments on the day of return; obtain work missed during his/her absence; and submit a written note from the parent. For more information, see Policy 5100 Attendance.

RESTROOMS

Students may use the restrooms before and after school, between class periods, and at the beginning or end of the lunch period and are expected to keep them clean. Students are expected to sign in and provide the bathroom monitor with their student ID. Loitering, fraternizing, smoking, vaping, and mishandling or vandalism of school property inside the bathroom will be investigated and result in disciplinary consequences for all parties involved. If a student witnesses any of the above acts, they are responsible to alert the bathroom monitor or administration immediately.

If you are feeling ill, report to the Nurse's Office; do not remain in the restroom. Procedural changes can be made by administration at any time. If changes are made there will be notification.

SATURDAY DETENTION

Students may be assigned Saturday (8:00am–11:00am) detention for attendance and other disciplinary infractions including, but not limited to, violations to Policy 5300 Code of Conduct. Saturday detention may be assigned in lieu of In-School Suspension. Saturday detention is held on a weekly basis and students must enter through the gym doors only.

Building Administrators will evaluate particular infraction(s) and circumstances in determining if an offense warrants the assignment of Saturday detention. Failure to report to Saturday detention when assigned may result in suspension if the student does not have a medical excuse.

SCHOLARSHIPS AND AWARDS

There are many opportunities for Hewlett High students to win special recognition for outstanding success in various curricular activities in which they may take part. Awards are granted for exemplary school citizenship, community service, academic excellence, excellent attendance and

achievement in athletics. Most of these honors are awarded at the annual Community Recognition Awards Night where public recognition is given to those students who exemplify the highest ideals of George W. Hewlett High School. Departmental awards are presented during the school year and at Awards Night. Those departments making the awards are Art, Business, English, Foreign Language, Music, Mathematics, Science, Social Studies and Special Education.

Each year the PTA presents PTA awards and scholarships of varying amounts for further education to deserving students on the basis of need and promise. The PTA also presents the George W. Hewlett Scholarship to seniors on the basis of academic excellence, personal qualities, and good citizenship. PTA subject area awards are made in Art, Business, English and Music and nominations are made for the Stanley Marcus Memorial Awards, a statewide PTA competition. The Hewlett High School Alumni Association presents two scholarships at graduation to seniors who meet the scholarship criteria.

SCHOOL EMERGENCY CLOSING

If an emergency condition requires closing schools, an automated phone call, email, and text message will be made to faculty and students. In addition, a closing announcement will be aired on the following television stations: **News 12 Long Island, WNBC, WCBS, WABC, News Radio 88, and WINS 1010.** If the District is not mentioned, school will be open. The District website **(www.hewlett-woodmere.net**) and Facebook page will also have closing information. Sequence of make-up days if there are more than three (3) unexpected school closings: 2/19, 2/18, 2/17**.**

SCHOOL STORE

The Hewlett High School's store, "Bulldog Express," is located on the main floor next to the student commons. It is maintained by the Business Education Department and is a club activity run by students for Community Service. Students gain valuable experience in the operation of a small business while serving the school community with a variety of school supplies, novelty items, and Hewlett clothing. Visit the school store 9th period and beginning of 10th period and purchase school supplies at discount prices.

SEXUAL HARASSMENT

Students and staff are entitled to a learning environment free from all forms of sexual harassment. The Board of Education recognizes that sexual harassment is not only conduct which an individual intends to be hostile but may also include that conduct which the recipient perceives to be offensive. Sexual harassment may originate from a person of the same sex or of the opposite sex. Sexual harassment may take the form of physical contact or verbal abuse and may be psychological in nature.

A student or staff member should report incidents of sexual harassment to the Sexual Harassment Hearing officer in the high school who will conduct an investigation of the claims. If substantiated, disciplinary action will follow. For the full policy see Sexual Harassment Policy # 0110.

SILVER CORD
(see page 30 for details)

SKATEBOARDS/SCOOTERS

Students are not permitted to ride skateboards or scooters of any type on school grounds at any time.

SMOKING POLICY

By Board of Education policy, students and adults are prohibited from smoking/vaping **in school buildings and on school property AT ALL TIMES.** Smoking, vaping or loitering on neighboring

properties will result in disciplinary action including, but not limited to, loss of open campus privileges, loss of extracurricular privileges and/or social suspension.

SOCIAL SUSPENSION

Attendance or disciplinary infractions may cause a student to be placed on social suspension for a period of time. Social suspension prohibits the student from participating in co-curricular activities, sports, or special events sponsored by Hewlett High School.

SPEAKERS AND PROGRAMS

Students and student organizations are free within reasonable constraints to invite and hear speakers of their choosing with prior approval of the Principal. School authorities may regulate the times and locations of speeches and assemblies and may require advance notice in order to avoid conflicts and to ensure proper protection of the school community. Every effort should be made to provide opposing views of a controversial topic. Speakers must report as visitors. Prior notification to the Main Office is required.

STUDENT DRESS

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 and at school functions (per Education Law 2801 (2).)
A student's dress, manner of grooming and appearance, including hair style/color, jewelry, makeup and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that abbreviated clothing is not appropriate school attire.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of hats on the elementary level in the classroom except for a medical or religious purpose.
5. Not include items that are lewd, obscene, discriminatory, violent, and libelous or denigrate others based on a person's actual or perceived race, color, weight, ethnic group, national origin, religion, religious practice, gender, sex, sexual orientation, or disability.
6. Not promote and/or endorse the use of alcohol, tobacco products or illegal drugs and/or encourage other illegal or violent activities.
7. Not incite violence or other illegal acts.
8. Not include items of clothing that designate, by virtue of its color, arrangement, trademark or any other attribute, prohibitive group or gang identification.
9. Include safety wear such as goggles in labs, and appropriate physical education footwear.
10. Not include sunglasses unless they are a medical necessity.

Each building Principal or 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.

The building Principal or designee shall have the authority to require a student to change their attire should it be deemed inappropriate according to the above guidelines. Parents will be notified of the dress code infraction. Any student who refuses to modify their clothing 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.

STUDENT HEALTH REQUIREMENTS/SCHOOL

New York State Education Law requires a complete physical examination for all 9th and 11th grade students and all new students regardless of their grade. The required examination may be conducted by your child's private physician or by the school doctor. It is preferable to have your private physician conduct the examination since he/she is more familiar with the health history of your child and can complete a more comprehensive evaluation. The periodic physical is a good time for your doctor to update your child's immunizations.

Examinations that were performed anytime within 12 months prior to the 1st day of the school year will be accepted. Physical Examination Forms completed and signed by the doctor should be handed in by the **first day of school, but no later than October 31st**. The Physical Examination forms are available on the High School's website at https://hhs.hewlett-woodmere.net/our-school/nurse.

All 12th Grade Students are mandated by New York State to have one Meningococcal Vaccine (MCV4) which was given on or after their 16th Birthday. Only one dose is required if given *after* the age of 16, otherwise NYS requires one dose in 7th grade and one in 12th **.**

HEALTH OFFICE SPORT TEAM REQUIREMENTS

- The Hewlett-Woodmere Physical Exam Form **must** be completed, dated and signed by the doctor and submitted on Final Forms.

- Students in grades 9-12 who wish to participate in interscholastic athletics must submit a yearly physical examination form. The examination for interscholastic athletics is valid for qualifying a student's participation for a period of 12 continuous months-through the last day of the month in which the exam was conducted and through the entire sports season, even if the exam's expiration is before the season is complete.

- The doctor **must** check the appropriate boxes on the physical exam form to determine the class of sport that the athlete is qualified to play. The completed physical exam **must** be signed and stamped by the doctor in order to be accepted.

- All sports health updates and physicals **must** be submitted via Final Forms on or before the date announced by the Health and Athletic Office prior to the start of the season. **Dates can be found on the district calendar.**

- **Please do not wait to register on or near the opening day of the season as students may not be eligible to participate on the first day.**

- The Hewlett High School nurse and school doctor will offer free athletic physicals in August. Those dates will be announced and sign up will be on Final Forms to reserve a space.

- **THERE ARE NO EXCEPTIONS TO ANY OF THE ABOVE**

School Health Services provide annual health screenings in accordance with NYS School Health Services guidelines:

- New Entrants are required to have vision, hearing and color perception screening along with their required Health Appraisals.
- 9th Grade Boys – are required to have scoliosis screenings along with their Health Appraisals.
- 11th Graders are required to have vision and hearing screenings along with their Health Appraisals.

ILLNESS

Students who are ill or injured must report to the Health Office. If there is a need for the student to be sent home, the parent/guardian will be contacted to arrange for the release of the student from school. **The school can only release sick students to a parent/guardian or person designated by the parent/guardian on the Contact Information List. The parent/guardian or designate must come to the Security to sign out the student. Students who are ill cannot walk home, drive themselves home or be placed in a hired vehicle, unless accompanied by a parent/guardian. The Contact Information should be updated as needed**.

If a student is ill and wishes to come to the Health Office, **the student should first report to the classroom teacher to obtain a pass,** except in emergencies. Students must be sure that they are signed in and out at the times they enter and leave the Health Office. Students who misrepresent medical need will be disciplined.

Medications:
New York State Law requires that School Nurses administer medications to students only if they are accompanied by a written order from the physician and a signed consent from the parent. This applies to all medications including antibiotics, aspirin, Tylenol, allergy medications, inhalers and over the counter medications.
If a student needs to take medications in school, please have the Hewlett-Woodmere Public Schools Parent and Prescriber's Authorization for the Administration of Medication in School Form completed. The medication must be brought to the Health Office by the parent/guardian in the original container with clear and proper labeling.

The Hewlett-Woodmere Public Schools SELF-MEDICATION Release Form for Inhalers and Epipens only must be completed for students to be permitted to carry Inhalers and Epipens on his/her person or to keep in their locker. These students must be considered as responsible and have been instructed in, and understands the purpose and appropriate method and frequency of use of these medications. The Self Medication Release Form is available on the High School's website under the Nurse's tab at https://hhs.hewlett-woodmere.net/our-school/nurse/medication-in-school.
Under NO CIRCUMSTANCE should a student carry unauthorized medication to school to be taken by themselves. If unauthorized medication is found in a student's possessions, they will be subject to disciplinary consequence.

**Feel free to call the Health Office @ (516) 792-4110 for any special needs or questions.

STUDENT-OF-THE MONTH

Students who have been positive contributors to the Hewlett High School community are recognized monthly. Staff members submit nominations to an Assistant Principal for consideration to honor outstanding students whose character, work, integrity, service and contributions to the Hewlett High School community qualifies them as model students.

STUDENT PHOTOS

Occasionally student photographs will appear in district publications such as PTA and school newsletters, the district calendar or a technology presentation (school/district social networks) or in local or area newspapers or TV programs. **If parents would prefer that a child's photograph NOT appear in such publications, please indicate that in writing and send it to the building principal.**

STUDENT PUBLICATIONS

Publications such as school newspapers should reflect the policy and judgment of the student editors and advisors. Within these bounds, student newspapers have the right to report the news and to editorialize. However, as stated in the Supreme Court decision of ***Hazelwood School District v.***

Kuhlmeier, administrators have the right to review the style and content of student speech in school publications, so long as their actions are reasonably related to legitimate pedagogical concerns.

STUDENT RECORDS

Permanent record files are kept to help provide information useful for educational decisions. Under provisions of the Family Educational Rights and Privacy Act, parents of students under the age of 18, or a student 18 or older, have a right to inspect and review all official records directly related to their children or themselves upon the school's receipt of a request to inspect such records. We recommend that appropriate school personnel be present in order to assist in the interpretation of the records and to answer any questions that may arise.

STUDENT SPEECH

The First Amendment to the U.S. Constitution guarantees freedom of speech to all Americans. In the landmark United States Supreme Court case of ***Tinker v Des Moines Independent School District*** concerning students wearing armbands in protest against the Vietnam War, the court stated: "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, that constitutional guarantee does not include the license to interfere with the orderly conduct of classes, to coerce others to participate in a particular mode of expression, or to violate the rights of those who disagree with a given point of view. Student speech may be subject to restrictions imposed by school officials or to disciplinary action if \clearly and immediately incites others to damage property or physically harm others; or materially and/or substantially interferes with the normal operation of the school.

STUDENT VALUABLES

Students are directed to not bring large amounts of money, digital cameras, electronic devices, smartphones, jackets/coats, expensive jewelry or purses to school. Students are responsible for the safety of their personal property. Do not leave any valuables in your locker. **Hewlett High School does not carry personal property insurance and cannot be responsible for unsecured personal property. Do not leave cell phones, clothing, money, jackets/coats, jewelry or purses in unlocked gym lockers. Locker rooms and unlocked gym lockers are targets for theft.**

SUBSTANCE ABUSE POLICY

It has been adequately demonstrated that substance abuse actively impairs the ability of a young person to perform at his/her full capability in an academic setting. In an effort to address conscientiously the problem of youthful drug and alcohol abuse, the Board of Education mandates the development of on-going substance abuse education programs; referral of youth needing special assistance to the proper school and community personnel and agencies; close cooperation with parents or guardians in instances where substance abuse problems exist; and cooperation with law enforcement agencies when such action is required.

The possession, sale, or use of illegal or prescription drugs and/or alcohol, or the possession of drug paraphernalia/electronic vaping devices are absolutely prohibited and will not be tolerated.

SUSPENSION AND PERMANENT SUSPENSION

Students may be subject to disciplinary action, up to and including suspension from school, when they: Engage in conduct that is disorderly and/or disruptive, insubordinate, disruptive, violent, endangers the safety, physical or mental health or welfare of oneself or others, engage in misconduct while on a school bus or while using technology, or engage in any form of academic misconduct/dishonesty. Additionally, students are subject to disciplinary action, up to and including suspension when they engage in off-campus misconduct that interferes with, or that creates or would foreseeably create a risk of substantial disruption the educational process in the school or at a school function; or endangers the health and safety or morals of students or staff within the school.

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

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. 1. Oral warning 2. Written warning 3. Written and/or oral notification to parent 4. Detention 5. Suspension from transportation 6. Suspension from athletic participation 7. Suspension from school, social or extracurricular activities 8. Suspension of other privileges 9. Removal from classroom by teacher 10. In-school suspension 11. Short-term (five days or less) suspension from school 12. Long-term (more than five days) suspension from school 13. Permanent suspension from school.

For the full policy, see the district's Code of Conduct Policy # 5300.

TARDINESS

Students are expected to arrive at school and attend all classes on time. Any student entering a class after the beginning of the period shall be marked tardy. Tardiness is defined as arrival within fourteen (14) minutes of the start of the class period. Arrival fifteen (15) minutes or more after the start of the period will be recorded as an absence for that class period. Tardiness shall be recorded as either excused or unexcused based on documentation and District guidelines. Three unexcused tardies will be considered an unexcused absence, and the consequences as outlined for absences will be applied. ● Repeated unexcused tardiness may result in disciplinary consequences in accordance with the Code of Conduct. ● Administrators may adjust or override tardiness determinations in cases of extraordinary circumstances, including severe weather or transportation disruptions.

TEACHER ABSENCES

If a teacher fails to appear for class after 10 minutes, it is the responsibility of the students to inform the teacher in the next closest room to call the Main Office to alert an Assistant Principal. Students are not to leave until directed by the Assistant Principal or Administrator.

TEST POLICIES/TEST DAY PROCEDURES

These procedures are to ensure that a student will have no more than three examinations on any single day. This will alleviate stress and anxiety for students as well as the greater school community. The procedures are the following:

Six school days before the conclusion of the first and third marking periods and ten school days before the conclusion of instructional days for the second and fourth marking periods, an alternate day testing schedule will go into effect**. On Blue days, Art, Social Studies, Math, and Foreign Language exams will be given, while on White days, Business, English, Science and Health examinations will be administered.** Due to the nature of our computer-related courses, the following examinations will be administered on both Blue and White days (Computer Technology and Careers, College Information Technology, College Computer Programming, and College CISCO). **In double-period classes tests may also be administered on both Blue and White days**.

Two suggested approaches that teachers may wish to use during the course of the school year are as far as possible to announce a test five days in advance and simultaneously poll the class to determine whether there are any major conflicts with other exams or other school activities.

If a student finds that he/she has four tests scheduled for the same day, it will be the obligation of the student to speak to his/her teachers to seek a postponement of the most recently assigned test. The test must be completed the next day provided the student does not have three other tests scheduled. If a student fails to seek this postponement upon being notified of the scheduling of a fourth test it will be deemed a waiver of the right to postponement.

RETURN OF TEST/PAPERS/GRADED ASSIGNMENTS

- All assessments (including but not limited to quizzes, tests, papers, and all other graded assignments) will be returned within seven school days and before the next assessment is given to maximize learning. AP practice materials (practice exams, midterms and final exams) will not be returned, pursuant to College Board policy, but will be reviewed in class.
- A maximum of two school weeks will be allowed for the return of essays, essay tests, and written research papers. In the rare instance when an assignment will not be returned in a timely manner, students shall be informed as soon as possible.
- Teachers and/or students are advised to keep folders of such assessed work for reference and review. A maximum of one school week will be allowed for objective, short answer tests and graded assignments to be returned.

REVIEW OF TEST PAPERS

- Tests/papers/graded assignments submitted by students will be reviewed by teachers and students will be provided with feedback.

Make-Up Assessments:

Students shall be provided the opportunity to make up missed work following an excused absence. A reasonable timeframe for completion shall be provided (2 days minimum allowed for every 1 day of excused absence).For extended excused absences of three days or more, the student will be provided five school days to make up missed work and assessments. 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 required health treatment or doctor/dental appointments, approved college visits 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 (pursuant to Policy #5100).

TEXTBOOK/SCHOOL PROPERTY OBLIGATIONS

The school district supplies books and other materials on loan to students. It is the civic responsibility of students (and their parents) to return all textbooks and other materials as they are school district property. If a hardcover textbook or other material is lost or damaged, it will be paid for in an appropriated amount. Paperback books will be charged at full cost. Seniors should be sure they clear all property obligations. 9th, 10th and 11th graders should clear all property obligations to be eligible for any and all extra curriculum and/or athletic activity. Students who do not return school district property after notification will be subject to school consequences such as denial to participate in school activities (co-curricular activities, field trips, interscholastic athletics or the graduation ceremony).

TRESPASSING

Students may be subject to disciplinary action, up to and including suspension from school, when they: Engage in conduct that is disorderly and/or disruptive. Examples of disorderly and/or disruptive conduct include, but are not limited to: 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 If Hewlett High School students are reported to have trespassed on the grounds of other schools (in district/out-of-district) there will be disciplinary consequences for such actions and possible filing of a formal complaint with the appropriate law enforcement agency.

USE OF SCHOOL FACILITIES

Requests for the use of school facilities by students, faculty, and community groups after 3:00 p.m. must be directed to the Department of Community Services. Requests for use of school facilities prior to 3:00 p.m. (during school days) should be directed to the Assistant Principal. **Direct Adult supervision is required for the duration of the activity.**

VALEDICTORIAN AND SALUTATORIAN

The Valedictorian and Salutatorian will be designated in the second semester of the senior year based upon the following criteria:

- Attendance in Hewlett High School for a minimum of five (5) semesters.
- Good standing as a member of the Hewlett High School community.
- Weighted grade-point averages that represent the highest in the grade for valedictorian and the second highest for salutatorian. Ties may result in naming co-valedictorians and/or co-salutatorians.

It is expected that the named Valedictorian and Salutatorian maintain the highest standards of attendance, behavior, and academic excellence for the remainder of the school year. The privilege may be removed as a consequence of serious violations of the District's Code of Conduct or the Hewlett High School Integrity Code.

VERBAL VIOLENCE

Language that is profane, threatening or violent in nature will be taken as a serious offense. Students who are perceived to be a danger to others will be subject to disciplinary action.

VISITORS TO THE SCHOOL

Parents and other citizens are encouraged to visit the school periodically during the course of the school year. Persons who are not students or staff **must** sign in at kiosk and present photo ID. Students from other schools are **not** permitted to enter school buildings or to visit during the school day. **Visitors to the schools of the district shall be governed by the following rules:**

a. All visitors must sign in at the entrances of the school to receive a dated visitor's pass, which must be displayed at all times. Photo ID is required.
b. Parents are encouraged to visit teachers, counselors, school nurses, school psychologists and other support personnel **by appointment**, in order to discuss any problems or concerns the parent may have regarding the student, whether or not school-related.
c. Any visitor who is on school property without permission will be subject to arrest for criminal trespass.
d. Any visitor who is disorderly or threatening will be escorted off school grounds. Police will be notified as appropriate.

Visitors to the school are governed by the District Code of Conduct (Please see the Code of Conduct later in this book.)

WITHDRAWAL OR TRANSFER FROM SCHOOL

Any parent wishing to withdraw their child from school or transfer them to another school must contact the Registrar. Photo ID will be required as well as written documentation. Documentation required will be name and address of new school, signature of student's teachers that books have been returned, signature of designated school personnel that laptop and all accessories have been returned, and signature of school librarian indicating borrowed books have been returned. No school records will be forwarded if any of the above is missing.

WORKING PAPERS

Students between the ages of 14-18 must fill out an application form (from the nurse's office) to obtain a work permit. 14-15 year olds receive a blue permit card and 16-17 year olds receive a green permit card.

A work permit is needed until a student turns 18. A graduating student who will be starting a **full time job,** and *has not* as yet turned 18 must get a ***work permit for full time employment***. This is an orange permit card.

Students must have had a physical exam less than 1 year prior to the issuing of working permits or a medical release form must be signed and stamped by a physician.

Students must **return the application in person and sign the permit in front of the issuing official.** When the nurse's office is closed, working paper permit applications will be available in the high school Main office.

X-PERIOD/ Z-DAY SCHEDULE

On several days during the school year, the High School may observe an "X-period / Z-day schedule". On these days, each period (with the exception of periods 1 and 2) will be shortened so as to capture an "X-period" which can be used for a variety of reasons i.e., assemblies, faculty meetings, or extra help for students. The "X-period or / Z-day schedule" will be announced in advance.

SECTION 2 – SPECIAL PROGRAMS

ADAPTED PHYSICAL EDUCATION

All pupils registered in school in New York State are required by Education Law (Article 17, Section 803) to attend courses of instruction in Physical Education. The Commissioner's regulations (135.4 (c) (1) (IV), state that if a pupil cannot participate fully, then the Physical Education program should be adapted to meet the individual needs of the student.

In conjunction with the state guidelines, Hewlett High School utilizes the following procedure for Adaptive Physical Education:

- Students who are medically excused from Physical Education by a licensed physician, nurse practitioner, or physician assistant due to a medical condition do not participate. They must attend each scheduled class for attendance. Appropriate assignments will be given by the teacher so that the student may receive proper credit for the class.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Because the student finishing high school today is expected to change jobs ten times, and to change careers three times, solid educational skills will be the key to successfully adapting to this new world of work. Using a variety of activities, Career Development and Occupational Studies (CDOS) allows the student to determine job interests, skills, and values and to develop decision-making and job search strategies. The goal is that students will leave high school with skills for employment, productive citizenship, and lifelong learning. CDOS will prepare students for success at the high school level and throughout their working lives. Among the skills students will learn include: How to acquire and use information? How to read, write, listen and speak to acquire a job? How to creatively solve problems? How to prepare for interviews and find employment?

CDOS standard # 1 is Career Planning. All students will be experiencing career planning activities through the Computer Applications and Digital Fluency course.

BOCES TECH PROGRAMS

Each year, high school students from all parts of Nassau County choose to add BOCES to their high school experience.
The three sites that house programs where Hewlett students may consider applying are: **Barry Tech, GC Tech and LIHSA**

In addition to a high school diploma, these students want a head start in learning skills needed for employment and/or more direction in what they want to study at college. A successful year or two in these programs can enable you to:

- enter the world of work after graduation

- continue advanced career studies in a technical training course
- attend a two- or four-year college.

Courses are taught in environments that simulate the real world. Classes may be held in an airplane hangar, horse training stable, carpentry shop or video production studio. Courses focus on doing things, rather than just reading, or hearing about them. Enrollment often requires a condensed schedule; students will only attend 5 periods at the high school in order to accommodate travel and hours of training at BOCES.

WOODMERE EDUCATION CENTER GED PROGRAM

The alternative high school equivalency preparation program offered at WEC is designed to prepare students for the GED (General Equivalency Diploma) and to provide them with workforce development skills. This program is geared toward students who are at substantial risk of not completing graduation requirements for a Hewlett High School diploma. Individual students ages 16-21 must be recommended to this program by administrators and counselors.
Program eligibility is based on: the age of the student, the degree of credit deficiency, academic ability, and level of motivation. Students (and parents of students who are not yet 18) are required to sign a program participation agreement.

CAREER AND TECHNICAL EDUCATION (CTE)

The Career and Technical Education designation on a student's diploma represents that students have completed a sequence of learning leading to specific skill levels. Students in Virtual Enterprise, CISCO IT, or the Senior Internship class have the opportunity to receive a CTE designation on the high school diploma.

SECTION 3 – GUIDANCE & COUNSELING

A school counselor is assigned to each student when the student enters high school. Guidance services support student's academic, personal, and social development during their high school years so that each child and family makes maximum use of the offerings and options available. The Pupil Personnel Services Department is open from 7:30 a.m. to 4:00 p.m.

School Counseling Services are provided by five school counselors. Secondary counselors are professional educators with a mental health perspective who understand and respond to the challenges faced by today's diverse student population. Services include the following:

- Executing individual student planning via goal setting, career plans, transition plans, and academic plans
- Developing student schedules to ensure all graduation requirements are met
- Working with students, families, and community agencies in dealing with responsive services, such as crisis intervention, individual and group counseling; and peer mediation programs
- Facilitating college representative visits, junior/senior open houses, alumni return day, and multiple college workshops
- Providing information to students and families about new standardized and state testing requirements
- Providing families with scholarship and financial aid resources

School Psychological Services are provided by two doctorate–level school psychologists who are specialists in learning and the psychological aspects of development. Services include the following:

- Administer psychological and educational assessments
- Develop behavior intervention plans and behavior modification programs
- Provide school-based counseling
- Actias liaisons for Special Education, and 504 students as needed
- Consult with staff and parents for students experiencing academic, social, behavioral, and/or emotional difficulties
- Provide outside referrals to families

School Social Work Services are provided by two licensed/certified social workers. Services are available to students, their families, and the Hewlett High School community. Services may include the following:

- Provide school based counseling
- Provide conflict resolution/peer mediation and crisis intervention.
- Provide concrete services and referrals to outside agencies in response to their individual needs
- Consult with staff and parents for students experiencing academic, social, behavioral, and/or emotional difficulties
- Participate in school committees to address student needs
- Assist students with and process free and reduced lunch program applications

Appointments

The school counselors are available for appointments throughout the school day. Students may make appointments to see their counselors by speaking with the receptionists located at the front desk or by using the booking calendar found on the PPS website.

Paperless Communication

In an effort to go green, many of the publications that had been printed and handed out to students are now included in a monthly PPS Newsletter as well as on the PPS webpage at https://hhs.hewlett-woodmere.net/pps-guidance High School PPS/Guidance.

Progress reports and report cards are available on the Infinite Campus Parent Portal. These reports **will not** be mailed home.

As the PPS Office receives notification of scholarship opportunities a Scholarship Bulletin is available in the monthly PPS Newsletter that is emailed to students and parents. It is also available on the PPS website. Posters from the various colleges and institutions offering these scholarships are hung in the hallway outside the PPS office.
In a similar manner, a Summer Opportunities link is updated in the PPS website.

The PPS Department also publishes the Course of Study Guide yearly, which offers descriptions of all courses being offered, graduation requirements, and special programs. This catalogue is also available on the PPS webpage, at www.hewlett-woodmere.net. This book should be reviewed prior to your child's scheduling session with the counselor. Parents, as well as students, are urged to read and study this book.

College Visitations

Each year over 100 colleges and universities have contact with Hewlett High School. The PPS Department strives to maintain an open and ongoing relationship with colleges for the benefit of the Hewlett High School community. College representatives regularly visit Hewlett High School to speak with students during the school day. All seniors are welcome to sit in on these visits. They ***must sign up through Naviance*** to register as well as come to the PPS office and get a pass at ***least 1 day prior to the visit.*** The teacher of the class they will be missing must sign this pass. Any junior who is free that period is welcome to join the meeting. **Juniors will not get passes to miss class for this purpose.**

Naviance

Naviance is a comprehensive website that students and parents will use as a tool in planning for college. All students MUST register prior to starting the application process. Each year, HHS presents a Naviance Night to highlight the resources found on Naviance. Students are given a Naviance presentation in their Computer Applications and Digital Fluency class.

What can it do?
Explore Careers – with helpful information about particular careers such as job descriptions, necessary skills, what tasks are performed and typical wages earned to name a few.
College Search – tools to help match your preferences and compare colleges using admissions results from past GWHHS students – see average GPA and test scores of accepted GWHHS students
College Lookup – find colleges by name, state or quick list (those colleges to which GWHHS students frequently apply) find general and admission information, application history and scheduled visits
Graphs (Scattergrams) – compares your GPA & test scores to other GWHHS students who have applied and been accepted or denied
Build a Resume and Create a Game Plan – share information that only your counselor can see that will help them help you to develop a game plan for achieving your goals after graduation

Junior Planning Guide

A comprehensive college guide is distributed by the PPS Department to students in their junior year and is also available on the PPS Website. This booklet has important information to assist students in the process of post-high school planning. College information and application data regarding admission trends for Hewlett High School applicants can be found on the Naviance Family Connection.
Hewlett High School uses a system of weighting which affects students' averages. The grades of courses are not affected; however; the final average is. Students in advanced placement, college level courses, receive what is called "weighting" in determining their average for honor roll and for the three-year high school average.

The weighting is done automatically by the computer. Students in honors and advanced language classes get a weight on their average of 1.05. Starting with the class of 2027 students in Advanced Placement courses get 1.10 weight on their average and college credit courses get 1.075 weight on their average. For example, if a student in an AP class got a grade of 90, the computer would internally multiply the 90 x 1.10 to get a weighted grade of 99. This grade will appear on the official transcript and will be used in computing the average. A student in a college course with a grade of a 90 would have a 96.75 used in the computation 90. X 1.075. A student in an honors class with a 90 would have 94.5 used in the computation 90 x 1.05.

Weighting for AP and College classes for the class of 2026 and 2025 will remain 1.10.

To figure out your average for a marking period, first multiply your grade(s) by the weighting factor, as previously explained. If a course carries 1/2 credit, divide the grade in half. Add the grades and divide the total by the number of credits attempted. See the example that follows:

English AP	90 x 1.10	=	99	1.10
College level courses	90 x 1.075	=	96.75	1.00
Social Studies H	90 x 1.05	=	94.5	1.00
Math R	90 x 1.00	=	90.0	1.00
½ Credit Elective	90 x 1.00	=	45.	.50
Physical Education	90 x 1.00	=	22.	.25
		Total =	350.5	3.75

350.5 divided by 3.75 = 93.47 (weighted average)

Three-year averages are determined in the same way, using the final grades earned in each course. If you have any questions, please contact your counselor. Ninety to one hundred (90-100) percent is considered superior; eighty to eighty-nine (80-89) percent is considered above average; seventy to seventy-nine (70-79) percent is considered average; sixty-five to sixty-nine (65-69) percent is passing; (0-64) percent is failing. Courses taken on no credit or "pass/fail" basis will not receive a numerical grade.

Please note: Colleges will receive averages computed at the end of the junior year. (6 semester GPA)

Advanced Placement Courses

Advanced Placement (AP) courses are college level courses designed to prepare students to take the Advanced Placement tests given by the College Board. Students are rated on a scale of 1 through 5, five being the highest grade. In the past, students who scored a 3, 4 or 5 on AP examinations have received advanced standing or credit by select colleges. However, it is at the discretion of the college to award credit or advanced standing. All AP courses will have a mid-term assessment.

All students taking an Advanced Placement course and their parents **must** sign a contract stating that they will take the AP Exam for that course in May. If a student does not take the exam, no weighting will be applied to their course grade, however, the course name listed on the student's transcript will be listed with the Advanced Placement designation. The registration process for AP Exams will start in January. The fee for these exams is set by The College Board. The cost is $98 per exam but subject to change at the discretion of the AP Board. AP Capstone exams are $146. Fee waiver/reductions are granted in accordance with federal guidelines.

Grading

The final grade in a full-year course (two semesters) is an average of grades for four (ten-week) marking periods plus a final examination, if given. The final grade for a half-year (one-semester) course is based on an average of grades for two marking periods plus a final examination, if given. Final examinations count as 1/10 of the total grade. All final decisions regarding grades are made by the classroom teachers. **Students who withdraw from a course after the deadline will have a notice of withdrawal placed on their transcripts**. No withdrawals will be considered after the midpoint of a course. Students who receive an INC (Incomplete) on their report cards must make-up the work and should be given an appropriate numerical grade no later than 2 weeks following the end of the quarter. If the make-up work is not completed, the current grade will be given.

Level Changes

The level of a full-year course may be changed. However, if made after the deadline, the first quarter grade will follow the student to the new course and have the weighting applied. This grade will be used in the new course grade computation. All level changes will be reviewed and require approval by both the Department Chairperson and the PPS Chairperson prior to the change taking place. Level changes can only be made if there is space available in the new course.

Students should note that if they withdraw from a course after the deadline, a notice of withdrawal will appear on their official transcript. In addition, a DCA (Denied Credit-Attendance) will be placed on a student's transcript when a student is denied credit due to excessive absence. It is important to note that withdrawing from courses that are selected by students, confirmed by parents, and recommended and approved by staff and counselors is discouraged**. Upon school opening, students will not be permitted to withdraw from any course until 5 full days of attendance has passed, unless there is an error on schedule.**

Academic Support Services

To support the students in meeting the New York State Learning Standards and graduation requirements, Hewlett High School provides Academic Intervention Services in a variety of strategies to assist students during the school day and in our Twilight Program. These include extended-time classes, reading support, remediation labs, counseling services, and special strategies and skills sessions in preparation for NYS Regents examinations.

TWILIGHT PROGRAM

The Twilight Program at Hewlett High School is a multifaceted program that is a joint partnership between Nassau BOCES and Hewlett-Woodmere Public Schools. The Twilight Program provides an alternative setting for students struggling academically, socially, or emotionally. Each class is

supervised by a NYS certified instructor. Due to its success, the program has grown to include the following supports:

- **Academics:** Students may be recommended for Twilight and receive strong educational support as classes are small and largely focused on academic intervention. Twilight is a credit recovery program that is provided in an alternative and supportive learning environment. Classes are built according to individual student needs. Students are screened by Twilight administration, building level administration, and school counselors to determine proper placement. Attendance is mandatory and closely monitored.
- **Support:** Extra help workshops are offered to all students who are enrolled in the corresponding course across all disciplines. Classes begin after period 10 and run for 1-1 1/2 hours. Students interested in attending these extra help support classes should see their school counselor.
- **Counseling**: Twilight has college planning and mental health support available after school. The support runs for up to three hours on Mondays and Tuesdays. School counselors are available to give students an opportunity to seek additional college application support. A school psychologist is available after school on Mondays and Wednesdays to support students' social and emotional needs

Student Progress Reports/Report Cards

Parents may make an inquiry as to their child's progress at any time by contacting appropriate teachers and/or their counselor.

Report cards and Progress reports will be available on the Parent Portal on the days listed on the school calendar found on the website. Parents who do not have access to a computer can call their child's counselor to arrange to pick up a hard copy of their child's Progress report or Report card.

NYS Graduation Requirements

The **"Course of Study Guide**" booklet published annually details graduation requirements for all classes. Copies are distributed to incoming freshmen students and new entrants. It is also available on the PPS website. Participation in the graduation ceremony is contingent upon a student's completion of all the requirements of their program of study detailed in the Course of Study Guide.

Summer School

In order to qualify for summer school, students must have been in attendance for the full course, receiving a failing grade. A student who has withdrawn from a course may not take it in summer school. **Students who have been denied credit due to the attendance requirement (DCA) must continue to audit the course to its conclusion in order to qualify for summer school.** Only in extenuating circumstances will the Administration accept any deviations from the above regulations.

A. Both the Hewlett High School grade and the summer school grade are listed on the student's permanent record and transcript.
B. The summer school grade and the Hewlett High School grade will be used in computing the student's overall GPA.
C. With approval of the respective chairperson, a course taught at a college or university in the summer may stand in lieu of a required course, e.g. economics.

Summer learning offers an opportunity to earn credits for courses failed during the school year. You are advised to attend the Hewlett High School program if you have failed a required course and/or Regents examination. You may take work for credit only at other schools certified by the New York State Board of Regents. In order to register at such schools, you must first have written permission from your school counselor certifying your eligibility for a specific course or courses you expect to study. Students who fail courses due to poor attendance will not be eligible for summer school.
Other opportunities for enrichment are provided by colleges, schools, and organizations. Do not neglect to investigate summer opportunities. The Pupil Personnel Services maintains electronic documents which can be found on the PPS website. Limited financial aid is also available.

Programming, Scheduling and Annual Review

Programming and scheduling for the students is an on-going process and a basic part of the educational counseling students receive. In January and February counselors will ask that students meet with them. At that meeting, educational progress will be reviewed and the schedule for the next school year will be discussed.
Before that counseling session takes place, students will be notified the **Course of Study Guide** is available online for the next school year. Teachers in each department will have an opportunity to discuss academic options and make placement recommendations. Current-year teachers or Department Chairpersons are the best sources of information regarding the content and opportunities offered in each course.

Students are asked to consider their teacher recommendations and elective course requests carefully since the choices made affect the number of sections that will run and the staffing needs of the high school. To override a teacher recommendation, students and parents must sign the Override Form that contains their action plan on how the student will prepare for the more challenging course.

Requesting changes after the deadline may lead to a disruption in your educational program. You will have an opportunity to check on your course selections in March or April. After you receive a listing of the courses you selected, you will be given a week to correct any error you detect. The week before school ends will be devoted to making changes to student's tentative schedules for the following reasons: printing error in program, (e.g., two physical education classes); conflict between two or more desired classes (e.g., French 4 and Computer Graphics are singletons scheduled for the same time); a scheduled class has inadvertently been omitted from the printed schedule (e.g., lunch).

Schedule changes will NOT be made for the following reasons: Change a lunch period, be with a friend, change to a different section, take a different class in place of one scheduled (i.e., Psychology rather than Sociology,) sleep late, leave early or have a preferred teacher.
Final schedules will be posted in late August.

Early Graduation

If a student wishes to graduate in 3 or 3 1/2 years, they must speak with their school counselor to determine the advisability and consequences of such a decision. Students are then asked to complete a "Request for Early Graduation" form which must include a definite statement regarding the reasons for the request. The forms may be obtained from the PPS Department.
For those who wish to graduate in January, the request forms are due no later than June 1 of the junior year for the Principal's action.

Parent Conferences

Parents are encouraged to contact the PPS Department to make appointments with a school counselor. This can be done any time during the school year. If you have a unique circumstance and cannot make an appointment during the school day, please speak directly to your counselor. The counselor will make every effort to accommodate you.

Parents can confer with teachers about their child's academic progress during the Parent Teacher Conferences in October and in March.

Silver Cord

At the Commencement Ceremony, we will be honoring graduating seniors who have made significant community service contributions. Our young people understand the value of giving to others, while not being required to do so. This Silver Cord recognizes the voluntary nature and importance of community service.

If a student *chooses to* be eligible to receive the Silver Cord, they must complete a total of 30 hours of **voluntary and unpaid** community service each year from one or more venues for each grade level, totaling at least 120 hours at the end of their four years. Students need to submit a Silver Cord Participation Form each year documenting the community service hours, verified and signed by a supervising adult. Students must abide by the Hewlett High School Integrity Code, and parents as well as the student must sign the form to attest to its accuracy. New entrants to Hewlett High School wanting to receive a silver cord will have their community service hours prorated after 9th grade.

Completed forms should be turned in when the hours are completed. Seniors must return their forms to the Pupil Personnel Office **no later than May 15th**. Freshmen, Sophomores and Juniors must return their forms **no later than May 30th**. A new form for the following year can then be picked up and service may begin on June 1st for the following year. All community service performed after June 1st will count for the following year.
Please note that these hours are in addition to any other course requirements.

General Criteria for Silver Cord Recognition:
The service(s) rendered should:

- benefit others (not the students in the club)
- not be the regular activities to run a club or activity
- be a service to others
- not be regular meetings
- be done outside of regular school hours
- free periods can be used with prior approval
-

The following service(s) will not be accepted:

- Babysitting/childcare
- Eldercare for family members
- Work for family members in any capacity
- Tutoring of any kind
- Counselor In Training (CIT)
- Internships
- Office work in a place of business/Dr.'s Office
- Dog sitting
- Assisting a student with athletic skills

Any questions or concerns regarding community service should be directed to the PPS office at (516) 792-4031.

Extended Illness – Home Instruction

If a student is absent due to illness or injury and in the opinion of their doctor will be absent for **at least two weeks**, the parent may immediately file an application for home tutoring with the PPS Department. Upon returning to school from home instruction, a doctor's note must be submitted to the school nurse in order to be officially readmitted.

After two days of absence and/or prior to the beginning of home instruction, if applicable, parents may request work from the teachers through the PPS Department. Students who return to school without having had home teaching will receive assistance from the classroom teacher to make up any work missed.

SECTION 4 – CO-CURRICULAR/ATHLETIC ACTIVITIES

Hewlett High School's co-curricular activities enrich the curriculum of the school by making a wide variety of activities, teams, and clubs available in which a student can participate. Each student is encouraged to become involved in one or more co-curricular activities, to be a "doer" and not a "watcher."

ELIGIBILITY REGULATIONS FOR CO-CURRICULAR ACTIVITIES

CLICK HERE FOR DISTRICT POLICY

It is the policy of the Hewlett-Woodmere School District to provide each student with an opportunity to develop their own interests and to work cooperatively in groups through the sponsorship of a variety of co-curricular activities. While participation in these activities is desirable, it is also important that, as a representative of the school, the student maintains an acceptable level of attendance, academic performance, and positive behavior. Each student participating in a co-curricular activity must sign an "Eligibility for Co-Curricular Activities Statement of Understanding." The following eligibility requirements have been established.

1. **Attendance:** A student must be officially signed into school no later than **10:15 a.m.** to participate in any co-curricular/athletic activity on a particular day **unless this requirement is waived by the Principal or his/her designate. (e.g. with proof of doctor's appointment, court appearance, road test, etc.)** Also, if a student is signed out of school early the student is **ineligible to participate in any co-curricular/athletic activities that day unless the student returns with a document from the appointment stating the reason for leaving school early (e.g. note from a doctor, proof of court appearance, road test, etc.).** In order to ensure the safety of all students, when a student is signed out due to illness, they cannot return to participate in co-curricular/athletic activities **unless they return with a note from a doctor stating they are cleared for participation in the activity.** A student must also fall within school guidelines for class attendance. Any student who is "Denied Credit" in two or more courses at any time during the school year will have their eligibility reviewed by the Principal. Continued participation in co-curricular activities will be contingent upon this review.

2. **Behavior Eligibility:** A student must maintain positive decorum that is beneficial to their activity, school and community. Such behavior as insubordination, disrespect, or disruptive classroom behavior, or unsportsmanlike conduct may result in suspension from athletic/co-curricular activities. In addition, students who have been assigned in school suspension may
not participate in or attend extra-curricular activities that day.

3. **Academic Eligibility:** If a student fails any two courses in a marking period, the student will be placed on academic probation. The failure of three or more courses in a marking period will result in the student's being declared ineligible to participate. Students may appeal their
ineligibility status to the ineligibility committee.

   All subjects will be weighed equally in determining eligibility status. An "incomplete" in any subject will count as a failure until such time as a quarterly passing grade is given. Students who fail two or more subjects for half-year courses in the fourth quarter but <u>pass</u> the courses will be on probation. Students who have two or more failing final grades in June must attend summer school and receive passing grades to be considered probationary. Probationary and ineligibility status will commence upon completion and submission of the contract.

4. **Academic Probation:** Academic Probation will last for a period of five weeks. While on probation, the student can continue to participate in co-curricular activities provided that they have agreed to the conditions outlined in the "Probationary Contract." The student's Assistant Principal will oversee the probationary contract and will work with the Coach/Advisor and/or Director of Athletics. The contract must be signed by the student, a parent and returned to the student's Assistant Principal.

At the end of the five week probationary period, the student must demonstrate to the Principal that they have met the conditions established in the contract to become eligible for continued participation. After meeting with their Assistant Principal, it is the responsibility of the student to petition the Principal and to request to be taken off probation. If the student does not petition the Principal and/or unsatisfactory progress is demonstrated, the student will be declared ineligible for the remainder of the marking period.

5. **Ineligibility:** If a student fails three or more courses in a marking period, the student will be declared ineligible until they have demonstrated significant improvement in overall academic performance. If the student is declared ineligible they will not be permitted to participate in any co-curricular activities. To be reinstated, the student must follow the probationary contract procedure initiated with the student's Assistant Principal and petition the Eligibility Committee.

   The Principal may, at his/her discretion, restrict participation in co-curricular activities for reasons that include and/or transcend the above stated eligibility policy.

CLUBS & ACTIVITIES

The following co-curricular activities which are related to the academic curriculum of the high school are open to all high school students and meet before or after school. Check the morning announcements and the Virtual Bulletin Boards located in the Main Hall and the Commons for the times and places of meetings for each. It is possible for students to request a new club or activity if enough students are interested in it, a faculty advisor is available, and space and facilities can be provided. The administrator should be consulted.

Best Buddies: Best Buddies is a volunteer movement that creates opportunities for one-to-one friendships, and leadership development for people with intellectual and developmental disabilities. Best Buddies is an organization dedicated to ending the social, physical and economic isolation of our students and friends with intellectual and developmental disabilities.

Chess Club: Students will have the opportunity to learn the various techniques and strategies to become successful chess players. Students will also compete with fellow club members and develop a love for the art of Chess.

Class Activities: Our student body is divided into four grades: Freshman, Sophomore, Junior, and Senior classes. Each spring, a class president, vice president, secretary, and treasurer are elected by members of their own grades to carry on work for the following year.
Class officers, with their grade advisor(s), conduct meetings on a regular basis to plan and implement activities and events which are of interest to a particular class.
Activities for the classes include participation in fund-raising events, community service projects, dances, and class competitions. The senior class is responsible for purchasing a class gift for the high school..

Community Gardens Club: The Community Garden Learning Center is a community treasure and students play a critical role in all aspects of sustainable community garden operations. Students are guided by Master Gardeners to help us maintain a model garden. Students will aid in all aspects of garden planning, planting, maintenance, and will help organize activities for the community gardeners. Produce goes to The Mary Brennan Interfaith Nutrition Network, the school cafeteria, and of course, to our gardeners.

Debate Club: The Debate Club offers students an opportunity to debate and argue current event issues dealing with the United States and abroad. The club allows students the opportunity to compete against other schools, while also offering chances for students to hone their argumentation and reasoning skills with their peers twice a week. This club is open to any and all students!

DECA: DECA is a unique co-curricular club that provides students with the chance to learn about business related topics with the added opportunity to compete in local, state and national business related competitions. Our local chapter is affiliated with both the DECA State and National organizations. Open to any student, the club meets bi-weekly for organizational purposes. Trips to Fall/Spring District Leadership Conferences provide authentic experiences for Hewlett's future businessmen and businesswomen.

Environmental Club: The Environmental Club works towards increasing awareness on the impact we all have on our natural resources and finding new ways to celebrate our planet. A few projects include: beach/lake clean-ups, working in the Community/Reflection garden, reusable water bottles/bag/straw initiative and working with Long Island Community Foundation and Shelters for Pets.

Euro Challenge: Euro Challenge is an academic competition open to tenth graders. Supported by WISE (Working in Support of Education) and the Delegation of the European Union in Washington, D.C., the Euro Challenge offers students the opportunity to enrich their knowledge of the Euro Area, and to learn about its single currency, the Euro. Students who wish to compete in the Euro Challenge will complete an application in November. Members of the Euro Challenge team will prepare a fifteen-minute presentation examining current challenges facing the Euro Area; students will also select one Euro Area country to investigate a particular challenge and to develop possible solutions. The competition will take place in New York City where students will deliver their presentation and answer questions from members of the European Commission and business community.

Federal Reserve Challenge Team: Fed Challenge is an academic competition open to eleventh and twelfth graders. Supported by WISE and the Federal Reserve Bank of New York, the Fed Challenge offers students the opportunity to become Fed policymakers by examining economic data and formulating monetary policy. Students who wish to compete in the Fed Challenge will complete an application in November. Members of the Fed Challenge team will prepare a twelve-minute presentation in which they will simulate a FOMC (Federal Open Market Committee) and report on economic indicators as well as recommend a policy statement. The competition will take place in New York City where students will deliver their presentation and answer questions from members of the Federal Reserve Bank and business community.

GSA: Are you interested in creating a climate of awareness and acceptance at Hewlett? Do you want to make the community better while promoting equality and acceptance for all? Check out the Gender Sexuality Alliance (GSA). The GSA Club fosters awareness of global human rights issues and promotes activism among students. Club members participate in Human Rights Day each year, as well as various events throughout the year, including films, theater performances, and other special events.

Half Step Squad: Students choreograph and practice step dance routines which consist of rhythmic motion and colorful expressions. The squad performs in shows and/or competitions. Step squad meets during the fall semester.

Hebrew Culture Club: The Hebrew Culture Club will create a fun hands-on environment that encourages cultural diversity and Jewish awareness. The club welcomes all students who want to learn, experience, share and discuss Hebrew culture through conversations about the meaning of holidays, traditions, history, and the Hebrew language. The Hebrew Culture Club provides students the space to engage as active participants in a diverse community.

Hewlett Theatre Company: The Hewlett Theater Company is a production company dedicated to the creation of quality theatrical productions. Teamwork and commitment to the company are essentials to being a part of our two major productions per year. Auditions for productions are held yearly and will include the memorization of a short monologue as well as improvisations and cold readings from scripts.

The company encourages students who have technical skill and a love for theater to help with back stage responsibilities including stage managing, lighting, sound, costumes, make-up, set construction

and publicity. Rehearsals are daily from 3:00 to approximately 6:00 p.m. or (later during technical rehearsals). Prior to a theater show, additional evening rehearsals will be necessary. All students involved in the company must sign a production contract that will outline the specific schedule of commitment and criteria for remaining a part of the production.

Members who excel in their area of theater may be eligible for individual membership in the International Thespian Honor Society, an honor society for theater students.

High School Musical: The Hewlett High School Musical is a fully student-run production performed every November in the Hewlett High School Auditorium and involves many students from multiple curricular areas. Students can participate in a range of disciplines which include but are not limited to: stage performance, lighting design, set design, stage crew, pit orchestra, costuming, makeup, stage direction, and student direction. Students of all experience levels are welcome and will work directly with Mr. Riley, Mr. Villegas, and Mr. Santanastaso.

History Bee/Bowl: The History Bee & Bowl provides the same excitement and teamwork experience as competitive sports, developing in players an appreciation for history and valuable skills for life. The History Bee & Bowl organizes buzzer-based history quiz tournaments for individuals and teams. The club is a great way to increase knowledge of history and trivia in a fun, exciting environment.

History Club: The History Club is a history/social awareness group dedicated to promoting and strengthening ties between school and community by bringing together diverse groups to achieve common interests. Members must participate in National History Day, a historical competition that takes place at the local, state, and national level. General membership meetings are monthly and most interaction will take place through individual appointments and email communication as we prepare for upcoming competitions.

Key Club: Key Club is an organization that provides service to the school, the Hewlett - Woodmere community, as well as larger world wide initiatives. The aim of the club is not only to do service, but also to develop initiative, leadership, and a feeling of caring for others. Hewlett Key Club is affiliated with the local Kiwanis Club composed of residents in the community as well as Key Club International which is a growing organization with 1000s of clubs in more than 38 countries. Any Hewlett high school student interested in community service is welcome to join Key Club. Meetings are twice a month with community service opportunities after school and on select weekends.

Leaders Corps: The Leaders Club is a service organization. The purpose of the corps is to provide assistance for students with varying abilities and to develop leadership qualities within the program. Members are also expected to participate in various charity and community service for students with intellectual and/or developmental disabilities.

Math Team: The Math Team competes throughout the school year in a series of interscholastic meets run by the Nassau County Interscholastic Math League. There are weekly practice sessions in addition to the six meets. At the conclusion of the season, individual and team awards are presented to the members of the team, based upon the number of questions answered correctly in the meets. In addition, outstanding mathletes are selected for the all-star team which represents Nassau County at state and regional meets in April and May. The team is open to any student with an interest in and a flair for math.

Mental Health Awareness: Every day students face an overwhelming amount of stress throughout the school day and at home. Oftentimes, students are not able to deal with these struggles or do not have an outlet where they can share the feelings they may be experiencing. The Mental Health Awareness Club will help to create a safe and supportive environment where students will have the opportunity to educate themselves on the importance of taking care of their mental well-being and become mindful of how to deal with and overcome the internal issues they may be facing. We will strive to educate and share ideas with students on how to recognize mental health issues in their peers, family, or others who may be struggling in silence. The Mental Health Awareness Club is also

determined to conduct various fundraisers for mental health supporting organizations and we will work towards being inclusive of all students in our community.

Mock Trial Team: The New York State Bar Association and Nassau County Bar Association in conjunction with the New York Education Department sponsor a mock trial tournament annually. Hewlett High School students are given an opportunity to prepare and to argue a civil or criminal case against other Nassau County high schools. New York State Supreme Court judges preside over the trials in Mineola. Each team is allowed to compete in two preliminary rounds. Qualifying teams advance to county and regional competitions. The regional winners advance to compete in the State tournament held in Albany.

Model Congress: The Model Congress provides an opportunity for students to experience writing, debating, and voting on model legislation between and among schools in a friendly environment of learning by doing. Model Congress is valuable for the skills it refines, the political process it teaches, and the friendships it develops. Previous experience is not required.

Multicultural Club: The Multicultural Club focuses on building community-based shared experiences and appreciation of diversity. Students will learn about the different cultures among the students and staff at Hewlett High School. Students will lead after school meetings and workshops for its members, which develop skills to reduce prejudice and to increase understanding. Special events where the members will take part in celebrating the many cultures of our school take place throughout the year.

Patches (Yearbook): Students with ability or interest in production, marketing, layout, photography, illustration, and technology are encouraged to become part of the yearbook staff. Experience is not necessary for this outstanding learning opportunity that touches on all aspects of publishing. Students meet on a regular basis with editors and advisors, usually one to two after-school sessions per week, depending on deadline proximity. The work is challenging, but the rewards are great, as they create the lasting chronicle of their time at Hewlett HS. **All students are invited to send in photo submissions to contribute to the yearbook.**

Pre-Med Club: This club will help students explore the varied aspects of going into the medical field. Discussions of medicine, pharmacology, dentistry, and other medical professional career paths and their pathways will be investigated. Medical professionals will be invited to offer their advice on these careers.

Principal's Advisory Committee: Students meet on a voluntary basis to discuss issues of concern with the high school Principal. Meetings are scheduled monthly and are open to all students.

PPS PALS: PPS Pals are student leaders who are called upon to help our new entrants transition to Hewlett High School. Members are invited to student orientation programs such as Freshmen Focus and Link Night to meet with new students and start creating bonds. Members are also called upon to help new entrants navigate the building when they move to HHS in the middle of the school year. All events worked are granted community service hours.

Regeneron Research/Statistical Support: This opportunity is available to students completing research in the social sciences. Students will learn how to create surveys, code and enter data, conduct statistical analyses and interpret data. Research students will learn SPSS and integrate this statistical program in their research. For students competing in the Regeneron Science Talent Search, statistical analysis is an essential component.

Robotics: Robotics at HHS is way more than building robots. Our 3 *FIRST* Tech Challenge teams of about 15 members each are challenged to design, build, program, and operate robots to play a floor game in an alliance format. Participants call it "the hardest fun you'll ever have!" Guided by adult Coaches and Mentors, students develop STEM skills and practice engineering principles (like keeping an engineering notebook), while realizing the value of hard work, innovation, and sharing ideas. Computer programmers are important and usually use Java to control the robots. Teams also must raise funds, design and market their team brand, and do community outreach for which they can win

awards. Participants have access to tens of millions of dollars in college scholarships. Teams meet/work at least 6 hours a week, September-March. Competitions require a 12 hour day on 3-4 weekends. Our goals are to learn, compete with 'gracious professionalism', and represent HW at the local, state and international level.

S.A.D.D.: (Students Against Destructive Decisions) Members of the HHS S.A.D.D. club pledge to conduct their daily lives in a responsible manner, which is healthy and free of drugs, alcohol, tobacco, and vaping. The members pledge to assist their peers in making responsible decisions with respect to these substances as well as making good decisions in peer relationships, social situations, school work, and mental health. Using their leadership skills to educate the school community about the dangers of destructive decisions, they demonstrate alternative ways of having fun.

Science Olympiad: Science Olympiad functions much like a football or soccer team, requiring preparation, commitment, coaching and practice throughout the year. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events. Each year, a portion of the events are rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Teamwork is a required skill in most scientific careers today, so come join our team and prepare for the regional competition!

Senior Prom Committee: Get involved this year and help make Hewlett High School's Senior Prom a Prom to remember! Students are encouraged to meet and share ideas. Your support is needed to organize all aspects of the prom. Fundraising is an important part of this committee. With every dollar you raise you can make memories to last a lifetime. Hope to see you there!

Spark Club: The Spark Club is a student run organization to provide community service within our community and other areas of Long Island and the 5 Boroughs. The students of Spark wish to help the impoverished, specifically to help them meet their basic needs. The group will run collection drives for specific items, volunteer at soup kitchens and homeless shelters, visit children's hospitals and spend time with veterans. The long term goal is to have Spark inspire students at other schools to adopt our methods in helping the impoverished in their communities. Spark hopes that through cooperation with other altruistic organizations within the area, that we as a club will be able to make a legitimately positive impact on our fellow community members.

***Spectrum* (Newspaper):** Every student is invited and urged to participate in the school newspaper. If you are interested in writing, editing, photography, art, advertising, distribution or computer layout, make it a point to join promptly at the start of the school year. Students who are seriously interested in becoming editors should sign up for Journalism and Advanced Journalism. The experience gained while working on the Hewlett Spectrum is unusually broad. ****Students who work as editors will be inducted into Quill & Scroll at the end of their senior year.**

Stock Market Club: The Stock Market club introduces students to the world of Wall Street. Various teams each invest an imaginary $100,000 in common stocks listed on the New York and American stock exchanges as well as on the NASDAQ. The object is to accumulate as much money as possible from these imaginary investments in competition with students from other area high schools. The Stock Market Game is played for a 10-week period twice a year.

Student Council: Students interested in participating in student government should become involved in Student Council and their activities. Students may express their opinions and participate in the management of the school through their representation on the Student Council. By striving for the betterment of the school and the student body, the Student Council attempts to provide each student with the opportunity to assume the responsibilities of an enlightened citizen in a democratic society. Everyone is invited to attend meetings and to participate actively in Student Council activities. Battle of the Classes, Homecoming Weekend and the Pep Rally are some of the traditional activities sponsored by the Student Council.

The Council is comprised of 4 officers and 10 senators from each grade and the Student Council Executive Board. Each spring the Student Council officers are selected to carry on the work for the following year. Anyone interested in becoming a Senator can submit an application to the Student Council Advisor. It is the responsibility of the Senator to bring to the Council's attention concerns and suggestions that the students of the school may have. In order to run for a Student Council position (President, Vice President, Secretary, and Treasurer) a student must demonstrate involvement in Student Council activities for the prior year. Regular attendance at Student Council meetings and teacher recommendations are also required. Students interested in running for election should see the Student Council Advisor early in the school year so that they can meet requirements.

Summer Research Club: This club is available to students who are preparing social science research papers for the Regeneron Science Talent Search. During the summer, students will meet with the research teacher to review studies, formulate a research design, and create measurement instruments.

Summer Science Research Club: The Summer Science Research Club is an extension of the research conducted in class during the academic year. The club is to help students that have summer internships at universities or medical research facilities. Some students may also work at George W. Hewlett High School to conduct research that was already designed during the school year. Students will meet with the Science Research Coordinator (Dr. Bissoondial) throughout their internships to ensure that their research meet the requirements for science competitions such as Regeneron Science Talent Search (STS), Junior Science and Humanities Symposium (JSHS), Intel's International Science and Engineering Fair (ISEF), etc. The Summer Science Club assists students in interpreting their data and generating research reports. It helps students to complete the necessary forms needed for many science competitions.

The Jazz Choir Club: Jazz Choir is a choir that meets during the evenings to learn jazz repertoire ranging from standards to contemporary. The Jazz Choir is open to anyone to audition regardless of enrollment in everyday music ensemble classes. Jazz Choir performs at the Spring Concert!

Vintage (Literary Magazine): The High School's literary arts magazine is published annually, both in print and electronically, and contains the best work submitted by students from all grades. All work that is submitted is read by an elected editorial board and its advisor. Students interested in either joining the club or in submitting work for consideration should contact the advisor.

World Language Club: The World Language Club meets twice a month. All students enrolled in Spanish, French, Italian, and Chinese are invited to join. The purpose of the club is to increase understanding and appreciation of the Spanish, French, Italian, and Chinese cultures. The club's activities include informal conversations, games, learning songs, watching movies and of course food!

HONOR SOCIETIES

Business and Marketing Honor Society The Business and Marketing Honor Society of New York State is open to students who take high school business classes. In order to be accepted into the society, all students need to have participated in community service and demonstrate character, leadership, and integrity. There is an award ceremony in the spring semester each year. Seniors in the honor society qualify for a graduation cord by completing all requirements. **Eligibility:** Juniors must take 2 full credits of business with plans to complete at least one more credit by graduation. Seniors need 3 credits of business. Students must maintain a minimum of an 85% overall average and 90% average in Business courses. **Application Process**: By the spring deadline, students must apply by completing an application found on Schoology and demonstrate evidence of service through club involvement and community activities.

Computer Science Honor Society The Computer Science Honor Society is open to students who take high school computer science classes. The primary purpose is to recognize those students who have demonstrated outstanding achievement in a secondary computer science program. There is an award ceremony in the spring semester each year. Seniors in the honor society qualify for a

graduation cord by completing all requirements. **Eligibility:** All students need to take 2 full credits of computer science. Students must maintain a minimum of an 88% overall average and 80% average in Computer Science courses. **Application Process**: Applications must be submitted by the deadline in the spring. Students must apply by completing a Google form application found on Schoology and demonstrate evidence of service through club involvement and community activities.

Foreign Language Honor Society The Foreign Language Honor Society comprises the Spanish, French, Italian, and Chinese chapters. Candidates participate in club-run events such as fundraisers and after school activities for special occasions. There is an annual induction ceremony to celebrate all new inductees. Members will be awarded a certificate and a cord to be worn at graduation during their senior year upon completing all the requirements. **Eligibility:** Students become eligible for participation after the first marking period of their junior year, at which point they must hold a cumulative grade point average of 90 and a minimum average of 92 in language in their sophomore year and first quarter of their junior year. **Application Process:** Students who meet the requirements will receive a letter inviting them to become members.

International Thespian Society The International Thespian Society (Troupe 2838) is an internationally recognized honor society for the theatre student. The theatre director/advisor will determine the exact number of points to be awarded in all on-stage and backstage capacities as suggested by the point system of the International Thespian Honor Society. Members who have continued their service by completing seven points per year since induction, along with participating in two high school-sponsored theatre events, will be rewarded with a graduation cord. An induction ceremony takes place once a year. **Eligibility:** Open to students who have completed I00 hours of service (10 points) in a high school-sponsored theatre activity and who are completing Theatre Workshop 2 in June. **Application Process:** By invitation through an application on Schoology. The application deadline is March 23rd.

Math Honor Society/Mu Alpha Theta Mu Alpha Theta, the National High School and Two-Year College Mathematics Honor Society, was formed in 1957 at the University of Oklahoma. It is dedicated to inspiring a keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in high school and two-year college students. Members must complete a minimum of six hours of community service, which can be accomplished by volunteering as a peer-tutor or participating in District-wide math activities or club run events/fundraisers. In the spring, once the student meets the requirements, they will officially be inducted into the society. Members will receive a cord to be worn at graduation. **Eligibility:** The Math Honor Society is open to students who have completed and earned at least a 90% in all three of the following courses: Algebra 1, Geometry and Algebra 2. **Application Process**: Eligible students are notified in writing by the advisors once their grades have been reviewed. Students must attend the honor society's first meeting.

National Art Honor Society/Art Club A component of being a member (NAHS) is a minimum of 2 hours of community service; students often contribute service to the school community through the creation of building-related work. This must be completed by May 1st of each year. Seniors are inducted and receive a cord in the spring during the All District Public Library Art Exhibition. **Eligibility**: Sophomores, juniors, and seniors are eligible for admission into the National Art Honor Society. Students must continue to enroll in an Art elective, and the GPA must not fall below a B average. **Application Process**: The deadline for the application is January 1st.

National Honor Society The National Honor Society was established in 1921 by the National Association of Secondary School Principals to recognize and encourage scholastically outstanding high school students. Student inductees participate in a formal ceremony in the late spring. Members will receive a cord to be worn at graduation. **Eligibility:** Juniors and seniors selected for their character, leadership, service, and academic excellence. After the second marking period of the junior year, candidates are nominated with a weighted average of 91.5 or better and maintain it. **Application Process:** In the early spring, candidates will be notified by email and letter. Candidates who do not meet the required minimum average may do so at the mid-point of their senior year.

National Social Studies Honor Society Rho Kappa is the only National Social Studies Honor Society. Rho Kappa provides national recognition for outstanding achievements in social studies, and encourages an interest in, understanding of, and appreciation for the social studies subjects such as History, Geography, Civics and Government, and Social Sciences. **Eligibility:** Juniors and seniors selected for their character and academic excellence in Social Studies. Students must have an unweighted average of 88+ overall and 93+ in Social Studies. Additionally, the student must be an active participant in Social Studies activities and clubs. **Application Process**: Students must apply for membership. Candidates will be notified of eligibility by late September based on their 10th grade overall grades. Student applications will be accepted until the end of October. Students will be notified by the end of November via email or letter.

Quill and Scroll Honor Society An international organization that recognizes individual student achievement in journalism and scholastic publication. Students will receive a cord and pin to be worn at commencement. **Eligibility**: To be eligible for the Quill and Scroll Honor Society, students must maintain a 3.0 GPA and be either a high school junior or senior in strong academic standing, have taken and excelled in journalism and/or college journalism, and made significant contributions to Spectrum, Hewlett High School's newspaper. **Application Process:** After being nominated by their advisor, students are asked to submit an online application, by a deadline in May.

Science Honor Society: The New York State Science Honor Society was established in 1991, and is also endorsed by the New York State Science Supervisors Association and the New York State Assembly. The purpose of Science Honor Society is to encourage an interest and understanding of science and science-related careers as well as to recognize the academic achievement in science of high school students. In order to maintain membership, five hours of science-related community service are due per year once a member has been inducted.

Eligibility: Open to grades 9-12 (Freshmen are eligible if they completed a Regents level or accelerated 8th grade science course.) Candidates must have successfully completed a minimum of three semesters or equivalent of high school/college science and have a minimum science average of 85% and overall scholastic average of 75%. **Application Process:** The application is sent to students who qualify for membership via email and Schoology in April.

Tri-M Music Honor Society: The High School Music Department is a chapter member of the International Tri-M Music Honor Society. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities and to inspire other students to excel at music and leadership. Tri-M shares and supports the objectives of every dedicated music educator to increase student involvement with music and to make a stronger and more unified school music program. Students receive a pink cord at graduation. **Eligibility:** The membership is available to all students in grades 9-12. Interested music students can submit point sheets. Students must have at least a 90 average in their music class(es), and at least an 85 average overall. **Application Process:** Point sheets are due in May. The deadline is contingent on the concert calendar and music awards night.

SECTION 5 – ATHLETIC PROGRAM

INTERSCHOLASTIC SPORTS PROGRAM

The Hewlett-Woodmere School District is a member of Nassau County Public School Athletic Association - Section VIII of NYSHPAA. Students are eligible for senior high school athletic competition (9-12 grades) in a sport during each of the four consecutive seasons of each sport commencing with the pupil's entry in the ninth grade and prior to graduation, unless they have already met the selection classification standards. All students are encouraged to participate in the interscholastic program. The offerings of the program are broad and varied enough to accommodate a wide range of interests and abilities.

INTERSCHOLASTIC ATHLETIC ELIGIBILITY

It is the policy of the Hewlett-Woodmere School District to provide each student with an opportunity to develop their own interests and to work cooperatively in groups through the sponsorship of a variety

of interscholastic athletic activities. While participation in these activities is desirable, it is also important that, as a representative of the school, the student maintains an acceptable level of attendance, academic performance, and positive behavior. The eligibility requirements that have been established toward that end are listed in Section 4. Students signing in **after 10:15 am** and students that leave school early will not be allowed to participate in co-curricular or athletic activities unless they return with proof of an appointment. (See Eligibility Regulations for Co-Curricular Activities)

REQUIREMENTS FOR PARTICIPATION IN ATHLETICS

A. **Medical Health History:** A candidate must submit a properly completed Hewlett Medical Questionnaire for Interscholastic Sports including parental signature and date on Family ID.
B. **Medical Examination:** A candidate must complete, pass and submit a physical examination performed by their own physician or by the school doctor prior to the commencement of their season which includes a cardiac history review on appropriate NYS Physical Examination forms via Family ID.
C. **Insurance:** Interscholastic insurance will be provided for all team members and managers. The Board of Education will assume the responsibility for providing this insurance. Regardless of the type or magnitude of an injury, a complete and accurate report of the accident or injury must be completed on a form available from the school nurse. The school insurance is an “excess” plan that picks up where your own insurance stops. You must file with your primary carrier first.

EQUIPMENT

The Board of Education provides the necessary practice and game equipment and uniforms for all team members with the exception of footwear. Individual team members are responsible for the reasonable care of their equipment, uniforms and for its return. Equipment and uniforms not returned will be charged accordingly. Students will have to pay for equipment and uniforms that are not returned.

PARTICIPATION

A. NYSPHAA rules and regulations provide for a specific number of days and practice sessions before competition may begin. Coaches are responsible for seeing that all participants fulfill these requirements before competing.
B. The coach is responsible for the selection of the athletic teams and for establishing criteria. Candidates may not be cut from a team until three days of team practice have been completed.
C. No overlapping of seasons is permitted, i.e., a team member cannot practice for a second season unless permission is granted by the Director of Athletics
D. If a candidate quits or is dismissed from a team during one season, the student cannot begin a second season until the first is completed or he/she gains permission of the Director of Athletics.

Conflicts in Co-curricular Activities: An individual student who attempts to participate in several co-curricular activities will, undoubtedly, be in a position of a conflict of obligations. The athletic department recognizes that each student should have the opportunity for a broad range of experiences in the area of co-curricular activities, and to this end, will attempt to schedule events in a manner to minimize conflicts. Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen. It also means notifying the faculty advisors/coaches involved immediately when a conflict does arise. When a conflict arises, the athlete will attempt to work out a solution with their coaches and advisors. If a solution cannot be found, the Athletic Director (with the Principal, if necessary) will make the decision. Once the decision has been made and the student has followed that decision, the student will not be penalized in any way by either faculty advisor/coach. If it becomes obvious that a student cannot fulfill the obligation of a school activity, they should withdraw from that activity.

Vacation Policy: Vacations by athletic team members during a sport are discouraged. Parents and athletes wishing to take vacations may wish to reassess their commitment to being an athlete on a team.

Most of our high school athletic teams practice and/or hold games during school vacations such as holiday recess in December/January, the spring recess and, if our winter athletic teams are selected for post-season competition, then we play during the winter recess in February.

As a member of the Nassau County Public High School Athletic Association (Section 8) we must adhere to their season schedule of games, which in some sports are held during holidays. Also, we practice to enable our athletic teams to be in top physical condition in order to safely participate.

A district-wide Athletic Vacation Policy has been established and is currently in place.

All team members are expected to attend scheduled practices and games throughout the season. Those team members not in attendance during school recess periods will need to practice a set number of days and become reconditioned before participating in games. Extenuating circumstances are considered and should be discussed with your coach in advance. The complete vacation policy will be discussed by the coach with their team at the beginning of each season and in pre-season meetings.

Reporting of Injury: All injuries which occur while participating in athletics should be reported to the trainer/coach immediately. If injury requires medical attention by a doctor or treatment center, it will be necessary to have an injury report form completed. Once athletes are treated by a physician, the athlete must obtain the doctor's permission to return to the activity.

ATHLETICS CODE OF EXPECTATIONS

The athletic program is a total part of the educational opportunities provided for all students. It should be treated as just that.

A. Athletes are expected to conduct themselves as ladies and gentlemen at all times.
B. Athletes are expected to demonstrate self-control and mutual respect at all times. Uncontrolled emotion can be self-defeating.
C. Athletes are expected to avoid the use of crude or abusive language or gestures in dealing with opponents, officials or spectators.
D. Athletes are expected to accept victory with grace and defeat with dignity. Poor winners or losers do a disservice to themselves and our school district.
E. Athletes are expected to set an example in word and deed, both on and off the playing area. Remember that athletes assume a role of leadership and that the young emulate their role models.
F. As a representative of the school, athletes are expected to be well-groomed, both on and off the field. Improper behavior while in uniform reflects badly upon yourself, your school and your community.
G. Athletes are expected to observe training regulations and requirements of physical fitness for better personal performance and greater contribution to the team effort.
H. Athletes are expected to place athletic competition in its proper perspective. It represents only one part of the learning process and should not be pursued to the exclusion of everything else.
I. Athletes are expected to remember that participation in athletics is a privilege that should not be abused.
J. A candidate or team member may forfeit membership on a Hewlett interscholastic team for insubordination, attendance issues, unsportsmanlike behavior or conduct detrimental to the team or school. (See Bullying Policy).
K. Smoking, drinking alcohol, the use or possession of drugs, e-cigarettes, or vaping devices will not be condoned, on or off campus. Incidents of such behavior during the year, in

addition to school policies being invoked, will cause the athlete's participation to be reduced or eliminated.

L. Each team member and their parent are expected to sign a statement of understanding concerning deportment.

CODE OF SPORTSMANSHIP

As spectators and participants, each of us — students, parents, teachers and administrators — has a responsibility to the athletic program of our school district. We must extend to our guests (the officials, players, coaches, and spectators of neighboring schools) the courtesy and sportsmanship that we wish to have extended to us during our visits as guests in their schools.

Our conduct at all athletic contests is a reflection of the Hewlett-Woodmere community, our educational system and ourselves. It is, therefore, most important that our attitude and behavior be friendly toward our guests during their visits to Hewlett-Woodmere.

The officials and coaches assigned to our athletic contest are well-trained and each of them performs a necessary and difficult task. We could not run an organized interscholastic athletic program without them. Even when we may disagree with an official's or coach's decision during a contest, we should remember that these individuals are human beings and deserve our respect.

The athletes on each team have practiced long and hard to prepare for their seasons. They trained to perform to the best of their ability and to represent their school and community in a sportsmanlike manner. Booing or abusive language directed towards players, coaches, or officials is a sign of poor sportsmanship. Let us rather direct our energies towards encouragement and cheering at all athletic contests. Spectators that are removed from contests may forfeit the right to attend future contests. Any student that violates the spectator code of conduct and is removed from a contest is subject to disciplinary action which may include forfeiture to attend future events, school discipline, completion of sportsmanship training, and/or social suspension.

STUDENT PARTICIPATION ON NON-SCHOOL SPONSORED ATHLETIC TEAMS

Student athletes may wish to participate on both school and non-school teams during the school year. In such cases, the practices and schedule of competition for the school team will take priority over those of the non-school team.
Any athlete wishing to participate on a High School/Middle School interscholastic athletic team and at the same time participate on a non-school sponsored sports team will proceed in the following manner:

1. Approval Procedures
    a. The athlete must submit a written request to the Coach prior to participating in any activities of the non-school team.
    b. The Coach will inform the athlete of the requirements of district policy and regulations and will advise the Athletic Director of his/her recommendation for approval.
    c. Normally, the Athletic Director will approve the request consistent with district policy and regulations and in conformity with the rules of the league.

2. Games: In recognition of the primary priority of the school team commitment, the High School athlete is required to participate in the full school team schedule of games and any pre or post season matches. No non-school contest may be given priority above the school team games/matches.
3. Practices: The athlete is expected to participate in all scheduled school team practice sessions unless mutually acceptable prior arrangements have been made with the Coach. In addressing this matter both the athlete and the Coach should work toward achieving a cooperative compromise. As necessary, the Athletic Director will assist all parties to resolve their differences, if any. Of course, actions which are detrimental to other student athletes

and to the team are to be avoided. If necessary, a final determination will be made by the Athletic Director

TRAINING RULES AND REGULATIONS

Medical research clearly substantiates the fact that use of tobacco, alcohol, e-cigarettes, vaping devices and any type of mood-modifying substances produces harmful effects on the human body. The student who wishes to experiment with such substances should remove him/herself from the team before he/she jeopardizes team morale, reputation, and success or risks physical injury.

The community of Hewlett-Woodmere is concerned with the health habits of student athletes and is convinced that athletics and the use of these substances are not compatible. Therefore, use of and possession of tobacco, alcohol, e-cigarettes, vaping devices or drugs is prohibited.

Students violating this policy will be suspended immediately from participation pending a hearing with the Director of Athletics and Principal. Determination for further suspension and/or dismissal will be made at this time.

TITLE IX

The athletic program is complying with Title IX by conducting coeducational teams in appropriate sports.

INTRAMURAL SPORTS PROGRAM

Intramurals provide enrichment opportunities for those students who have an interest in sports and might not have the time, inclination, or ability to accept the standards of varsity competition. These athletic activities are conducted outside the regularly scheduled class periods. Intramural participation is voluntary. Students are not required to pass an athletic physical; however, they must be participating in an appropriate physical education class and are medically cleared by the nurse's office. The activities offered are a direct reflection of student interest. Activities may be added or deleted from the program at any time.

NCAA Academic-Eligibility Requirements

If you enroll in a Division I or Division II college and want to participate in athletics or receive an athletics scholarship during your first year, you must:

Register with the NCAA eligibility center. Log on to https://web3.ncaa.org/ecwr3/ for additional information.

Division I* (Requirements as of January 1, 2024)

- Graduate from high school
  - Earn a core-course GPA of at least 2.300
- Complete 16 core courses:
  - Four years of English Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy

- Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.

- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements
- Earn at least a 2.3 GPA in your core courses.

Division II* (Requirements as of January 1, 2024)

- Complete 16 core courses:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.

*Please note that the grade-point average requirements are based on a recalculated GPA based on the 16 core courses approved by the NCAA and not your overall school GPA.

As of January 2023, standardized test scores are **not required for **all** student-athletes who initially enroll full time on or after August 1, 2023.

Remember to work with your school counselor and/or your coach to ensure that you will meet NCAA guidelines for eligibility.
NCAA Eligibility Center

ELIGIBILITY FOR ATHLETICS

See District Policy #5305 Click here

HIGH SCHOOL SPORTS SEASONS

Boys

FALL SEASON:	Cross Country, Football, Soccer, Volleyball
WINTER SEASON:	Basketball, Bowling, Fencing, Swimming, Track, Wrestling, Unified Bowling
SPRING SEASON:	Baseball, Golf, Lacrosse, Tennis, Track, Unified Basketball

Girls

FALL SEASON:	Game Day Cheer, Cross Country, Soccer, Swimming, Tennis, Volleyball
WINTER SEASON:	Basketball, Bowling, Competitive Cheerleading, Fencing, Unified Bowling Gymnastics, Track & Field
SPRING SEASON:	Lacrosse, Softball, Track & Field, Unified Basketball

SECTION 6: HEWLETT HIGH SCHOOL CODE OF RESPECT AND EMPATHY

In a caring community, members act respectfully towards one another. As one of the key components of Hewlett High School's 3Rs, respect, along with reason and responsibility, should be integrated in everything we do. Empathy, the ability to identify with and understand someone else's feelings and situations, leads to compassion that precludes disrespectful and hurtful actions. It is the aspiration of Hewlett High School that all members of the school community are empathetic towards each other.

The criteria for 3R Character Recognition include the following demonstrations of respect:
The individual consistently

- Treats others (peers and adults), property, individual differences, and the law in a manner that is appropriate;
- Demonstrates courtesy, civility, and unselfishness.

Treating Peers and Adults with Respect

The Hewlett High School community is composed of, but not limited to, **students; teachers; administrators; clerical, maintenance, custodial, food service, transportation and security staff; aides; parents; neighbors; police officers; and store owners and their staff.** Whether adult to student, student to student, student to adult, or adult to adult, interpersonal relationships should reflect the belief that every individual is entitled to respect.

Treating Property with Respect

Respect is not limited to how one treats other people. It also includes how one treats the school property and the property of others as well. For example, numerous classroom desks are destroyed each year incurring expense to the district. Other examples of disrespecting the property of others are spitting, littering, disposing of gum inappropriately, graffiti, and vandalism. With an Open Campus Policy in place, students are expected to conduct themselves as responsible and courteous young adults on and off school grounds. Trespassing and littering on private property or using profanity in public places are indications of disrespect and reflect upon our disregard for the neighborhood in which we "live."

Respecting Individual Differences

For Hewlett High School to be a truly safe and caring place, members of the school community must be sensitive to the feelings of others. Diversity is to be appreciated and individual differences are to be valued. Mockery, bullying, threats, harassment, and verbal put downs on the basis of gender, race, religion, ethnicity, sexual orientation, gender identification, disability, or physical appearance are toxic to a healthy school environment. Gestures may also be construed as disrespectful. Graffiti aimed at demeaning a person or group is unacceptable in a caring community. What we say and do as individuals and groups has an impact on Hewlett High School as a whole.

Treating the Law with Respect

Violating traffic regulations, vandalism, and shoplifting are crimes against the community. Whether pedestrians or drivers, students must observe all laws that are applicable. Possession, use, and/or sale of alcohol and/or drugs on school grounds or during the school day are unlawful and strictly prohibited. Respect for the law and for the school community demands compliance.

Demonstrating Fairness, Courtesy and Civility

In all of our interpersonal relationships, we should strive to be fair – to weigh each situation so that equity is achieved. Courtesy means that we observe the rules of respectful behavior – even the use of "please," "thank you," and "excuse me" can make Hewlett High School a better place. Civility in dress, tone, attitude, words, and gestures contributes to maintaining and improving a caring community. Shouting, using profanity, name calling, and personal attacks are in direct contrast to a civil environment.
The expectation is that responsible adults will intervene in issues related to respect and empathy. The Hewlett-Woodmere Code of Conduct outlines behaviors that may result in disciplinary consequences.

Demonstrating Unselfishness

Community service evidences understanding of the needs of others by giving up personal time to benefit someone else. Through community service, we show compassion. It is another way to demonstrate respect and empathy. Walking to raise funds for a worthy cause, peer tutoring, participating in service-oriented clubs, and serving on community boards are examples of community service. In our daily lives, a kind word or a helpful act can make all the difference to another person. Hewlett High School encourages students and adults to be actively engaged as caring members of the community. Hewlett High School's "Silver Cord Recognition" at graduation testifies to the value of community service in the Hewlett-Woodmere community.

Self-respect and respect for others are hallmarks of a healthy environment. Knowing and doing "the right thing" demonstrates the development of character and represents the highest of democratic ideals. For Hewlett High School to be a safe and healthy place, *all* members of the school community must subscribe to behavior that is respectful and empathetic.

Adoption date: February 16, 2011
Amended: June 20, 2012; June 18, 2013, June 17, 2015, June 14, 2017
Reviewed: June 18, 2014, June 13, 2018, May 22, 2019

HEWLETT HIGH SCHOOL INTEGRITY CODE

George W. Hewlett High School is built upon a strong foundation of reason, respect, and responsibility. Integrity is evident when an individual acts in an open, honest, and responsible manner. Respect for self and others and the beliefs of a civil community support an environment of academic integrity. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Individuals must take responsibility for their own honesty and should discourage misconduct by others.

The staff of Hewlett High School pledges to honor the civic values and ethical conduct reflected in personal accountability, honesty, and respect for the rights and work of others. A culture of respect begins with the staff's efforts to create a high school environment in which there is a total commitment to truth.

Staff members, students and parents must be dedicated to maintaining and supporting the principle of personal accountability. Integrity is fundamental to teaching, learning, and honest assessment of student progress.

Collaboration

Collaborative endeavors (i.e. small group projects/cooperative learning) are valuable and necessary in a learning community. The parameters for the forms of collaborative work will be determined by the guidelines and expectations of the teacher and will be communicated clearly to the students.

Definition of Academic Dishonesty

Lying is the core of academic dishonesty. Engaging in deceptive behaviors undermines the climate of the school, the professional relationship between teacher and student, and the school's mission to foster respect and responsibility.

Academic Dishonesty is defined as follows:

Cheating

Cheating is a form of academic dishonesty in which a student tries to get a better grade by using dishonest or unscrupulous methods.

Cheating encompasses, but is not limited to:

- Taking a teacher's grade book.
- Taking or viewing copies of a test or answer key.
- Copying questions for use at a later time for self or for others.
- Altering grades or changing answers on an examination that has been given.
- Using or providing others with unauthorized aids including computer technology, another's work, electronic devices (including smart watches, smart glass, or other internet enabled devices), notes, or signals that provide information related to a test or other assignments.
- Copying or allowing others to copy assignment
- Giving or receiving information during the completion of an assignment or test.
- Possessing and/or using any unauthorized aid during the completion of an assignment or a test.

The effect is that the student seeks an unfair advantage over his/her fellow students.

Plagiarism

Plagiarism is the use of the words or ideas of another without giving credit to the author. In the process of research, students should be aware that they must credit the authors of information whether from written, audio, video, or computer sources (see COMPUTER USAGE). Students MUST NOT duplicate the original source in any way to present the text or ideas as their own. Plagiarism has serious disciplinary and academic consequences as outlined in the Integrity Code.

Plagiarizing encompasses, but is not limited to:

- Presenting as one's own, the works, ideas or opinions of someone else without proper documentation. Simply changing words to mask someone else's ideas is still plagiarism. Paraphrasing demands documentation as does direct quoting. Using work created by unauthorized programs including but not limited to generative AI.

- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.

- Self-Plagiarism, which includes reusing or resubmitting your own previous academic work, in whole or in part, for a new assignment or course without the explicit, advance permission of the instructor.

Some examples are: having another person write an essay, a paper, or a project submitted as one's own work; failing to use documentation to identify and credit sources; cutting and pasting text or ideas from a written paper, written by another, or from Internet sources without the proper citation.

Lying

Lying encompasses, but is not limited to:

- Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception, or fraud in an oral or written statement.

Some examples are: lying or failing to give complete information to a teacher, feigning illness to gain extra preparation time for tests, quizzes, or assignments due.

Stealing

Stealing encompasses, but is not limited to the following:

- Taking or appropriating without the right or permission to do so and with the intent to keep or make wrongful use of the schoolwork or materials of another student or the instructional materials of a teacher.
- Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook, stealing another student's homework, notes, or handouts.

Responsibilities

Students will:

1. Avoid situations that might contribute to cheating, plagiarizing, lying and stealing.
2. Avoid unauthorized assistance on all schoolwork.
3. Seek outside sources for support during an assignment when instructed to do so.
4. Know how and when to appropriately credit those outside sources in the completion of an assignment.
5. Know whether an assignment is to be completed individually, with a partner or as a group.
6. Know the difference between collusion and collaboration; collusion is an act of deception whereas collaboration is specified in assignment design and grading criteria.
7. Properly paraphrase (as in changing enough words from the original and changing not only words but the syntactical structure), and cite the source, even in paraphrasing.
8. Avoid plagiarizing by:
    - Using quotation marks for statements taken from others, and appropriately citing the author or source.
    - Acknowledging information, ideas or patterns of thought borrowed from any source.
    - Consulting faculty about any questionable situations.

Parents will:

1. Have knowledge of the Hewlett High School Integrity Code and its consequences.
2. Provide a positive example by adhering to the Integrity Code.
3. Support faculty and administration in enforcing the Integrity Code.

Teachers will:

1. Review the Integrity Code during the first week of the school year. Teachers are encouraged to review the Integrity Code periodically and to relate it to the specific discipline or assignment.
2. Teach or review correct use of documentation when assigning work.
3. Specify the types of collaboration that are discouraged and those that are encouraged.
4. Structure conditions during testing to alleviate the possibility of cheating.
5. Take immediate action when violations related to the Integrity Code are determined.
    - Confer with and counsel the student.
    - Contact the student's parents. One suggested method: The teacher might tell the student to notify his/her parents and request that the parent call the teacher within 24 hours. If the teacher is not called, then the teacher calls the parent. This procedure puts the responsibility on the student to inform the parent, which may serve as a deterrent to further violations.
    - Report the violation to the student's counselor and administrator on a discipline referral form. Confer with the Assistant Principal, if possible.
    - Record a zero for the assignment with no opportunity for make-up work.

Counselors will:

1. Maintain cumulative records of reported violations of the Integrity Code.
2. Facilitate Integrity Code violation conferences with student, parent, teacher, counselor, and/or administrator for follow-up counseling as appropriate.

Administrators will:

1. Assure that all staff, students and parents have knowledge of the Hewlett High School Integrity Code.
2. Create a school-wide environment, which encourages adherence to the Integrity Code.
3. Encourage and support teachers to enforce the Integrity Code.
4. Assist or support teachers who report incidents of academic dishonesty.
5. Maintain cumulative records of reported violations of the Integrity Code.
6. Facilitate Integrity Code violation conferences with student/parent/ teacher/counselor when follow-up action is appropriate.

In the event of multiple infractions to the Integrity code, additional action may include any or all of the following: consequences including but not limited to detention and suspension, exclusion or removal from any and all honor societies, exclusion from the Honor Roll or from eligibility for a character award. If the infraction is related to a co-curricular or sports activity, removal may result. Any transgression of the Hewlett High School Integrity Code necessitates an immediate and appropriate response by staff members. Consequences may also include but are not limited to lunch and/or Saturday detention, in-school suspension, and out of school suspension.

Portions of the above have been reprinted with the permission of Langley High School, New Trier High School, Jericho High School, Widener University and Penn State University (Policy 49-20). We are grateful for the assistance of the above schools and especially for the portions of the text created by the students of Langley High School.

The adoption of this code has been a collaborative school-wide effort initiated by the Site-Based Shared Decision-Making Team of George W. Hewlett High School during the 2016-2017 school year.

Approved, June 2001
Amended: May 2026 by the Site Based Committee

****See school district's website for policy updates****
Click Here for District Policies

SECTION 8: SCHOOL DISTRICT GOALS AND OBJECTIVES

HEWLETT-WOODMERE UFSD Policy 0001

The Board of Education establishes the mission and vision statements, shared vision, and core values to guide the direction of the School District.

MISSION AND VISION STATEMENTS

The District's Mission and Vision are enduring guides to the Board of Education and the staff as they develop policy and regulations. In order for the mission and vision to be meaningful, they must not stand alone, but must be the foundation upon which we build specific strategies and action steps. These strategies and action steps must be consistent with the District's Mission and Vision. The Hewlett-Woodmere Public Schools vision of empowering the next generation for success in life is supported by our mission to provide an engaging curriculum in a caring, student-centered

learning environment that is designed to maximize individual potential, cultivate character, and celebrate success

SHARED VISION AND CORE VALUES

Hewlett-Woodmere Public Schools is a caring learning community dedicated to empowering the next generation for success in life. The Core Values of Hewlett-Woodmere Public Schools are:

- We believe that student learning occurs best in a safe, supportive, and nurturing environment where diversity and inclusion are valued.
- We aim to create equitable learning and work environments that encourage compassion and respect for ourselves, one another, and our individual differences.
- We value innovation in teaching and learning that supports and promotes student wellness: social, emotional, and intellectual well-being.
- We honor our commitment to the Hewlett-Woodmere community to create opportunities for students to fulfill their potential and achieve personal success.
- We believe that meaningful collaboration with parents, community members, staff, and students builds strong relationships and increases parental involvement.

The School District's primary mission is to provide an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success. This mission is the foundation for the School District's four pillars, and their associated goals, as identified by the Hewlett-Woodmere 2025 Strategic Plan:

- Student-centered curriculum
  - Goal: Ensure high quality and innovative curriculum, instruction, and learning
- Culture for success
  - Goal: Provide a network of student support to meet the needs of the whole child
- Collaboration and partnership
  - Goal: Strengthen family, school, and community partnerships to support student growth
- Stewardship and efficiency
  - Goal: Provide efficient and cost-effective operations, systems, and services

Legal Reference: New York State Education Law,
Section 1709
Old Policy 6121 Policy Adopted 11/14/85
New Policy 0001 Adopted March 17, 2010
Policy Amended: March 20, 2019, April 18, 2023

HEWLETT-WOODMERE Regulation 0001

In order for the Board of Education to effectively implement the District's Shared Vision and Mission in Policy 0001, the following strategies and action steps are to guide work with students in grades Pre-Kindergarten through grade 12. These strategies and action steps, developed by the various stakeholders who collaboratively created the Hewlett-Woodmere 2025 Strategic Plan are aligned with the goals, mission and vision of the School District.

Pillar: Student-Centered Curriculum
Strategy 1: Assess and enhance a meaningful curriculum with real world applications for all students.

Strategy 2: Design and create flexible assessment opportunities for and with all students that are aligned to the curriculum.

Strategy 3: Develop and adopt a common repertoire of highly effective instructional practices with a multidisciplinary focus.

Strategy 4: Establish District-wide expectations to implement, integrate, and monitor the use of technology to support and enhance teaching and learning.

Pillar: Culture for Success
Strategy 1: Create a learning environment where students advocate for their own success and are provided with the tools to succeed.

Strategy 2: Enrich learning and cultivate personal growth for all students through experiences beyond the classroom.

Strategy 3: Incorporate elements of social and emotional learning (SEL) into the instructional program.

Strategy 4: Promote and utilize a network of internal and external student supports and services that foster individual success.

Strategy 5: Establish a District-wide program for identifying and supporting the mental and physical wellness of staff and students.

Pillar: Collaboration and Partnership
Strategy 1: Expand and enrich active partnerships between the District, residents, businesses, and community and civic organizations.

Strategy 2: Engage and support the use of multiple communication methods among and between parents, students, and District staff.

Strategy 3: Enhance opportunities to reach more parent groups and community organizations.

Strategy 4: Establish strong student mentoring and internship programs.

Pillar: Stewardship and Efficiency
Strategy 1: Adapt facilities and infrastructure to meet emerging needs to support both the learning and work environments.

Strategy 2: Develop and implement a hiring program to recruit and retain high quality staff.

Strategy 3: Streamline District organization processes and procedures to enhance efficiency and effectiveness.

Strategy 4: Evaluate emergency plans and procedures to exceed New York State guidelines and improve perceptions of safety.

Regulation Added: June 27, 2012
Regulation Amended: December 19, 2018, March 20, 2019

SECTION 9: ATTENDANCE

HEWLETT-WOODMERE UFSD POLICY 5100

The Board of Education recognizes that regular school attendance is a major component of academic success. School attendance is both a right and a responsibility. Through the implementation of this policy, the Board seeks to minimize unexcused absences, tardiness, and early departures (referred to as “ATEDs”) and to encourage consistent student attendance. The Superintendent shall maintain an adequate attendance record-keeping system, identify patterns of student ATEDs, and implement appropriate strategies to improve attendance.

A. Communication of Policy
To ensure that students, parents, teachers, and administrators understand this policy, the following procedures shall be implemented:
1. The Attendance Policy will be included in student handbooks in a plain language summary and reviewed with students at the start of the school year.
2. Parents/guardians (and/or persons in parental relation to the student) will be provided a plain language summary of this policy at the start of each school year and at the time of enrollment.
3. Parents/guardians of students entering the District for the first time will be asked to acknowledge receipt of this policy.
4. The District will provide a copy of the Attendance Policy and any amendments thereto to teachers and staff.
5. All faculty and staff will review the Attendance Policy at the beginning of each school year to clarify roles and responsibilities.
6. Copies of this policy will be made available to community members upon request and will be posted on the District website.

B. Attendance Monitoring and Responsibility
Attendance shall be taken during each class period and recorded in the District's student information system. The building principal, or designee, shall be responsible for:
● reviewing attendance records,
● identifying patterns of absenteeism, and
● initiating appropriate interventions.
The attendance office or designated staff shall be responsible for:
● maintaining attendance records, and
● communicating with families regarding ATEDs.

C. Excused and Unexcused Absences
ATEDs are defined as absences, tardiness, and early departures due to, including but not limited to:
● personal illness,
● illness or death in the family,
● religious observance,
● required court appearances,
● medical or dental appointments,
● approved college visits,
● impassable roads or weather conditions,
● circumstances related to homelessness,
● other reasons approved by the appropriate building administrator.

All other ATEDs are considered unexcused.

If a student is present in school for any portion of the day, the student shall be considered present. Any late arrival or early departure shall be recorded appropriately.

Unexcused Absences and Notification
When a student is marked with an unexcused ATED:
● The District will notify parents/guardians via automated phone call and/or email.
● It is the responsibility of the student to notify the teacher of any errors in attendance records.
● The teacher will coordinate with the attendance office to make any necessary corrections.

Parents/guardians will receive additional notification of confirmed unexcused absences and any assigned consequences.

D. Absent-Exempt Absences:
Absences related to school-sponsored activities (e.g., field trips, competitions, related services, or approved pull-outs) shall be considered absent-exempt.

Absent-exempt absences:

● shall not be considered excused or unexcused for disciplinary purposes, and
● shall not negatively impact a student's attendance record.
Students shall be provided a reasonable opportunity to make up missed work in accordance with this policy, and are responsible for completing any missed assignments in coordination with their teachers.

E. Documentation of Full Day Absences

Parents/guardians are expected to:
● notify the school of an absence within 24 hours when possible, and
● provide written documentation upon the student's return.
Written excuses should be submitted no later than five (5) school days after the student's return.

F. Partial Day for Intermittent Illness Related Absence

A student who is signed out due to illness and returns later the same school day may be marked as excused for the missed portion of the day when verified by a parent/guardian note, nurse documentation, or administrative approval. Students leaving during the instructional day due to illness must be signed out through the appropriate school office with authorization at the time of dismissal.

G. Tardiness

Students are expected to arrive at school and attend all classes on time. Any student entering a class after the beginning of the period shall be marked tardy. Tardiness is defined as arrival within fourteen (14) minutes of the start of the class period. Arrival fifteen (15) minutes or more after the start of the period will be recorded as an absence for that class period. Tardiness shall be recorded as either excused or unexcused based on documentation and District guidelines. Three unexcused tardies will be considered an unexcused absence, and the consequences as outlined for absences will be applied.
● Repeated unexcused tardiness may result in disciplinary consequences in accordance with the Code of Conduct.
● Administrators may adjust or override tardiness determinations in cases of extraordinary circumstances, including severe weather or transportation disruptions.

H. Early Dismissal

If a student will be leaving school before the end of the day, the student must be signed out in accordance with building procedures.
● In grades PreK–8, a parent/guardian must sign the student out in the attendance office.
● In grades 9–12, students may sign themselves out with prior verified parental permission.
Leaving without following proper procedures will be considered an unexcused absence from class.

I. Make-Up Work and Academic Responsibility

Students shall be provided the opportunity to make up missed work following an excused absence.
● A reasonable timeframe for completion shall be provided (2 days minimum allowed for every 1 day of excused absence).
● For extended excused absences of three days or more, the student will be provided five school days to make up missed work and assessments.
● Teachers will promptly provide or make available missed work, and procedures for obtaining it will be clearly communicated to students and families.
● If a student misses an in-class school midterm or final exam for a medical reason, they must submit a doctor's note to qualify for a make-up exam. If a doctor's note is not provided upon return to school, a zero will be given for the exam.
● There are no make-up exams for Regents exams or FLACS exams.
● If a student anticipates at least two (2) days of excused absence, parents may request and obtain classwork from the school.
● Failure to complete make-up work for excused absences may impact a student's academic standing in accordance with District grading practices.

J. Attendance Interventions

The District will implement strategies to address patterns of absenteeism, including but not limited to:

● written and/or verbal parent notification,
● parent-teacher or administrative conferences,
● counseling or social work support,
● referrals to appropriate services,
● legal action where required.

Attendance data will be reviewed periodically to identify trends and guide interventions.

In extreme cases, families will be referred to Child Protective Services if designated staff member(s) suspect a child is being educationally neglected. The designated staff member(s) will provide CPS with the information necessary to initiate a report. If other staff members suspect educational neglect, they must follow the procedures outlined in Board Policy and regulation No. 5460, Child Abuse in a Domestic Setting.

K. Attendance Incentives
The District may implement systems to encourage student attendance and recognize positive attendance habits.

L. Disciplinary Consequences
Unexcused ATEDs may result in disciplinary action in accordance with the District's Code of Conduct, including but not limited to:
● parent contact,
● detention,
● loss of privileges,
● suspension from extracurricular activities.

M. Attendance and Academic Impact
The Board recognizes a relationship between attendance and student performance.
● Students are expected to attend all scheduled classes.
● Students with excused absences shall be provided the opportunity to make up missed work.
● Attendance may impact participation or engagement expectations, where applicable.
● Academic grades shall primarily reflect student mastery of course content.

N. High School Minimum Attendance Policy
A student enrolled in the high school must meet minimum attendance requirements in order to be eligible to receive course credit.

At the high school level a student may be denied credit for that course if a student has:
● More than twelve (12) total absences in a half-year course or Physical Education course, or
● More than twenty-four (24) total absences in a full-year course

Progress Monitoring and Parent Notification
When a student reaches:
● Five (5) unexcused absences in a half-year course, or
● Ten (10) unexcused absences in a full-year course the school will notify the parent/guardian and student of:
● the number of absences recorded, and
● the potential risk of denial of course credit if attendance thresholds are exceeded. Teachers may also notify parents/guardians when students with excused absences fail to complete required make-up work.

Denial of Credit for Attendance (DCA)
A student who exceeds the allowable number of absences may be denied course credit for attendance. The student's report card will reflect: ● DCA/P (Denial of Credit – Passing) or ● DCA/F (Denial of Credit – Failing) based on the student's academic standing at the time credit is denied. Students who are denied credit must continue to attend the course (audit) in order to be eligible for Twilight and/or summer school, where applicable.

Appeal Process – Denial of Credit
A student who has exceeded the allowable number of absences may request a review of their attendance record.
● Requests must be submitted in writing to the building principal or designee at least three (3) weeks prior to the conclusion of the course or within 48 hours of the final absence if within the three (3) week end of class window.
● The written request must include the basis for the appeal.
The building principal or designee will review the request and issue a written determination within a reasonable timeframe.
The principal's determination shall be final at the building level. Further appeal may be made to the Commissioner of Education in accordance with Education Law §310.

Limitations on Appeal Eligibility
A student may forfeit the right to appeal if excessive unexcused absences include:
● More than four (4) unexcused absences in a half-year or Physical Education course, or
● More than eight (8) unexcused absences in a full-year course.

Middle School Regents Courses
The High School Minimum Attendance Policy shall apply to middle school students enrolled in Regents-level courses.

O. General Attendance Appeals
A parent/guardian may request a building-level review of a student's attendance record by submitting a written request to the building principal. ● The principal will review the request and issue a written determination within ten (10) business days. ● The principal's decision shall be final at the building level. A parent/guardian may also request a conference with the building principal to discuss attendance concerns and intervention strategies.

P. Additional Provisions
This policy applies to:
● transfer students (with prorated expectations),
● students receiving alternative instruction or services. Building-level procedures may vary based on grade level and operational needs and will be communicated to families.

Q. This policy does not apply to summer school and Twilight

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

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225 8 8
NYCRR §§104.1; 175.6
McKinney-Vento Homeless Assistance Act, 42 USC § 11432(g)(1)(I) 7
Social Service Law § 34-a
Reference Policy #4710, Grading Systems

Adopted: May 2002
Amended: 7/06/04; 6/20/07; 6/20/12; 6/17/15, 6/15/16, 4/20/17, 5/22/19, 6/17/20, 5/18/22, 7/5/23, 6/12/24, 5/14/25, May 20, 2026
Annual Review: 7/12/06; 7/9/08; 6/17/09; 7/14/10; 5/18/11; 6/20/12; 6/18/14, 6/16/21, 7/5/23, 6/12/24, 5/14/25 5/20/26

SECTION 10: CODE OF CONDUCT

HEWLETT-WOODMERE UFSD POLICY 5300 (Summary)

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 and at school functions (per Education Law 2801 (2).)

A student's dress, manner of grooming and appearance, including hair style/color, jewelry, makeup and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that abbreviated clothing is not appropriate school attire.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of hats on the elementary level in the classroom except for a medical or religious purpose.
5. Not include items that are lewd, obscene, discriminatory, violent, and libelous or denigrate others based on a person's actual or perceived race, color, weight, ethnic group, national origin, religion, religious practice, gender, sex, sexual orientation, or disability.
6. Not promote and/or endorse the use of alcohol, tobacco products or illegal drugs and/or encourage other illegal or violent activities.
7. Not incite violence or other illegal acts.
8. Not include items of clothing that designate, by virtue of its color, arrangement, trademark or any other attribute, prohibitive group or gang identification.
9. Include safety wear such as goggles in labs, and appropriate physical education footwear.
10. Not include sunglasses unless a medical necessity.

Each building Principal or 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. The building Principal or designee shall have the authority to require a student to change their attire should it be deemed inappropriate according to the above guidelines. Parents will be notified of the dress code infraction. Any student who refuses to modify their clothing 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.

Prohibited Student Conduct

The desired objective of the Board of Education is not to punish but to create an atmosphere that encourages a child to develop positive behavior in both schools and in the community. 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.

It is expected that all students conduct themselves in a manner that supports the intent of the Dignity for All Students Act; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment.

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.

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

A. Engage in conduct that is disorderly and/or disruptive. Examples of disorderly and/or disruptive conduct include but are not limited to:

1. Running or other unsafe behavior in hallways.
2. Making unreasonable noise which interferes with the educational environment.
3. Engaging in rough or unsafe physical interactions.
4. Using language or gestures that are profane, lewd, vulgar or abusive.
5. Obstructing vehicular or pedestrian traffic.
6. Engaging in any willful act which disrupts the normal operation of the instructional process and/or school community.
7. Bringing in any item to school that disrupts the educational process.
8. 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.
9. Misuse of computer/electronic communications/personal devices, including but not limited to, any unauthorized use of cell phones, smartwatches, iPads, iPods, cameras, PDAs, Smart Glasses (including AI prescription glasses) or other portable and handheld devices, computers, software, or internet/intranet account; accessing inappropriate websites; any computer/electronic/personal device communication from a non-school site that could pose disruption to the school community; or any other violation of the District's acceptable use policy.
10. Disrespecting others.

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 belligerence or disrespect.
2. Lateness for, missing or leaving school without permission.
3. Not being in an assigned place on school premises.
4. Not complying with prescribed disciplinary measures (i.e. failure to serve assigned 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 conduct.

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, pushing, and scratching) upon a teacher, administrator or other school employee, another student or any other person lawfully on school property, attempting or threatening to do so, or instigating, intimidating or harassing others to do so.
2. Commits or threatens to commit an act of violence upon a school.
3. Possessing a weapon while on school property or at a school function
    a. 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. Gangs or gang-related activity on District premises, in school buses, and at school-related activities and events.

7. Knowingly or 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.
8. Intentionally damaging or destroying school District property.

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

1. Attempting to engage in or perform an act of violence noted in Section D above.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function, to danger or recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Possessing, storing and/or operating e-bikes, e-scooters, other motorized micromobility personal transportation devices or other small, electric- or batterypowered transportation devices not registered as motor vehicles on school property, including parking lots and walkways.
4. Lying to school personnel.
5. 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
6. 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.
7. Discrimination, which includes using the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender (including gender identity and expression), sex, or sexual orientation, as a basis for treating another in a negative manner or to deny them rights, equitable treatment or access to facilities, activities or benefits which are available to others.
8. Harassment, as defined in the "Definitions" section of this Policy, but which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group, which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
9. Sexual harassment is prohibited by law. Unwelcome sexual advances, requests for sexual favors, or other written, nonverbal or physical conduct of a sexual nature may constitute sexual harassment. Complaints regarding sexual harassment may be made directly to the Assistant Superintendent for Curriculum, Instruction, and Innovation, or the Assistant Superintendent for Business and Operations, who are Title IX Coordinators.
10. Intimidation, threatening, coercion or extortion, which includes engaging in actions or statements that put an individual in fear of bodily harm.
11. Bullying, as defined in the "Definitions" section of this Code of Conduct.
12. Cyberbullying, as defined in the "Definitions" section of this Code of Conduct.
13. Hazing, which includes an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
14. Posting, distributing or selling obscene, libelous or commercial material.
15. Using vulgar or abusive language or gestures, cursing or swearing as well as slurs that refer to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sex, or sexual orientation.
16. Smoking or being in possession of a cigarette, electronic cigarette, vape device, cigar, pipe or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).

17. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either illegal substances including, but not limited to, inhalants, marijuana, synthetic cannabinoids (synthetic 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 drug" 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. and any substances commonly referred to as "designer drugs."
18. Inappropriately possessing, selling, using or sharing prescription and over-the counter drugs.
19. Gambling shall be prohibited on all school grounds, at school sponsored or supervised events, or while off school grounds during the school day. Gambling includes, but is not limited to: games of chance (lotteries, raffles, athletic pools), dice or card playing, betting, bookmaking and/or possession of any device used to promote gambling (betting sheets, dice, cards, pool sheets).
20. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
21. Initiating a report warning of fire, bomb, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
22. Making a verbal, written or physical threat against the school, another student or 14 member of the staff, said in jest or not.
23. Violation of another individual's civil rights.
24. Violate any federal or state statute, local ordinance or Board of Education policy.

F. Engage in misconduct otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, and obey the directions from the bus driver or monitor. 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, wrestling and fighting or other conduct in violation of the Code of Conduct will not be tolerated.

G. Engage in any form of academic misconduct/dishonesty.

<u>Definition of Academic Misconduct/Dishonesty</u>
Academic misconduct/dishonesty can be defined as engaging in any deceptive behavior that undermines the climate of the school, the professional relationship between teacher and student, and the school's mission to foster respect and responsibility. Plagiarism, cheating, stealing and lying are examples of academic misconduct/dishonesty.

Examples of academic misconduct/dishonesty include, but are not limited to:

1. Plagiarism. This is the use of the words or ideas of another without giving credit to the author. Students should credit the authors of information, be it from written, audio, video or computer sources, including where generative artificial intelligence is used. Plagiarism includes but is not limited to presenting other's work as one's own work without proper credit to the author, borrowing the sequence of ideas, the arrangement of materials or the pattern of thought of another with proper credit, having another person complete one's essay, paper, project or assignment, cutting and pasting text or ideas from a text written by another or generative artificial intelligence, among others.
2. Cheating. This is a form of academic misconduct/dishonesty in which a student tries to get a better grade by using dishonest or unscrupulous methods, including but not limited to, copying or permitting others to copy assignments, giving or receiving information during the completion of an assignment or test, taking test

material out of test room where not permitted, copying test questions, answers or other material for use at a later time for self or others, among others.

3. Stealing. Stealing encompasses, but is not limited to the following: Taking or appropriating without the right or permission to do so and with the intent to keep or make wrongful use of the schoolwork or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook, stealing another student's homework, notes, or handouts.
4. Lying. This encompasses but is not limited to the willful and knowledgeable telling of a falsehood or untruth as well as any form of deceit or fraud and an attempt to deceive or defraud in a written or oral statement. Examples include failing to give complete information to a teacher, staff or administrator, faking illness to gain extra preparation time for tests, quizzes or assignments or gain other advantage over peers, among others.
5. Altering or falsifying records.
6. Violating the High School/Middle School Integrity Code.
7. Assisting another student in any of the above actions.

The academic misconduct/dishonesty examples listed above is not intended to be an all-inclusive list; other conduct of a similar nature can also be the subject of discipline.

H. Engage in misconduct while using technology. Examples of such misconduct include, but are not limited to:

1. Violating any federal or state law.
2. Displaying, performing, sending, receiving, or storing any content that is obscene, inappropriate, offensive, or otherwise objectionable, even if the material or its dissemination is lawful.
3. Harassing any person or advocating or encouraging violence of any kind against any person, entity or government.
4. Infringing, violating or misappropriation of another's rights.
5. Obtaining unauthorized access to, or interfering by any means with, any user, system, network, service or account, including evasion of filters or violation of the security or integrity of any network or system.
6. Distributing computer viruses or malware of any kind.
7. Sending, receiving or supporting email messages that are unsolicited, deceptive, anonymous, excessively voluminous or that contain falsified identifying information, including spamming and phishing.
8. Violating the School District's Acceptable Use Policy.

I. Engage in off-campus misconduct that interferes with, or that creates or would foreseeably create a risk of substantial disruption of the educational process in the school or at a school function; or endangers the health and safety or morals of students or staff within the school. Examples of such misconduct include, but are not limited to:

1. Cyberbullying: harassment or bullying where such harassment and bullying occurs through any form of electronic communication.
2. Threatening, hazing or harassing students or school personnel over the phone or through other electronic media.
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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

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

VISITORS TO THE SCHOOLS/PUBLIC CONDUCT ON SCHOOL PROPERTY

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

Prohibited Conduct:

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, discriminatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, bully, harass or discriminate against any person on the basis of actual or perceived race, color, weight, creed, national origin, ethnic group, religion, religious practice, age, gender, marital status, sex, sexual orientation, disability or gender, military status, predisposing genetic characteristics or domestic violence victim status.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person and/or vehicles in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, store and/or operate e-bikes, e-scooters, other motorized micromobility personal transportation devices or other small, electric- or battery-powered transportation devices not registered as motor vehicles on school property, including parking lots and walkways.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption) or be under the influence of either on school property or at a school function.
11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers authorized in accordance with law.
12. Loiter on or about school property.
13. Gamble on school property without a proper license and/or for a purpose which is neither charitable nor educational.
14. Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this Code.
16. Enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized by others.
17. Without authority physically restrain, harass, detain or abuse any other person from any place where he/she is authorized to remain.
18. Bring animals on to school grounds without permission of the building Principal or Director of School Facilities and Operations, except as necessary for compliance with the ADA.

19. Violate any federal or state statute, local ordinance or Board of Education policy while on school property or while at a school function.
20. Smoke, or be in possession of a cigarette, cigar, pipe, electronic cigarette, vape device or use chewing or smokeless tobacco.

Ref: Education Law Section 2801
Education Law Section 3214
Commissioner's Regulations, Section 100.2(1)
Rules of the Board of Regents, Section 19.5

Adopted: 6/28/01
Amended: 7/12/06; 6/20/07; 7/9/08; 2/9/09; 6/20/12; 6/17/15, 7/11/16, 7/5/17, 7/12/18, 4/16/19, 6/17/20, 5/18/22, 6/14/23, 6/12/24, 6/11/25, May 20, 2026

Annual Review: 6/17/09; 7/14/10; 5/18/11; 6/20/12; 6/18/14, 7/1/21, 6/14/23, 6/12/24, 6/11/25, 5/20/26

SECTION 11: GRADING SYSTEMS

HEWLETT-WOODMERE UFSD POLICY 4710

The Board of Education recognizes that the classroom teacher is responsible for evaluating students and determining student grades. Grading is considered a positive tool to indicate effort, achievement, and development in each class or subject in which a student is enrolled. The District shall use a uniform grading system to ensure fair and equitable treatment of all students. Teachers shall evaluate students and assign grades according to this policy.

A. Calculation of Grades:

1. **Students in grades P-5:** Students/Parents in grades P-5 shall receive a standards-based report card at least three times a school year.
2. **Students in grades 6-12:** Students/Parents in grades 6-12 shall each receive (i) a five-week progress report and (ii) a numeric class grade in a report card, four times a school year.
    a. **Full-Year Courses:** All full-year courses are to be graded as follows: 22.5% for each quarter grade in all courses in which a final assessment is given, or 25% for each quarter grade if no final assessment is given.
    b. **Half-Year Courses:** All half-year courses are to be graded as follows: 45% for each quarter grade and 10% for the final assessment.
    c. Pass/Fail Option: The Board recognizes that some courses may have a pass/fail grading system as determined by the District.
    d. **Quarterly Grades:** The lowest quarterly grade allowed for students in grades 6-12 shall be 50 out of 100. If a student earns less than the aforementioned grade and a teacher would like to issue a grade below 50, the teacher must submit a request to the department chairperson and building principal and provide relevant evidence supporting such request. The department chairperson and building principal will then review the submitted request(s). If the department chairperson and building principal supports it, they should forward the grade change to the Guidance Department.
    e. **Midterm Assessments:** If administered, midterm assessments shall be given across all sections of the same course level.
    f. **Final Assessments:** Final assessments, if administered, shall be given across all sections of the same course level. If applicable, shall count for 10% of a student's final course grade.
    g. **Regents Exams:** Regents exam grades are determined by the New York State Education Department. Numeric Regents exam grades (on a scale of 0-100) shall count for 10% of a student's final course grade. If the Regents examination score lowers a student's final course average, the Regents exam will be weighted as 0% of the final grade calculation. If a student retakes a Regents exam within one year of completion/passing of the associated course, in June, the highest

Regents exam grade achieved will be factored into the student's final course grade.

3. **Weighting:** Honors classes are weighted by an additional 5% of the final average; college courses are weighted by an additional 7.5% of the final average (starting with the class of 2027); Advanced Placement ("AP") classes are weighted by an additional 10% of the final average, provided the student takes the Advanced Placement exam.
    - If a student does not take the AP exam, no weighting will be applied to their course grade, however, the course name listed on the student's transcript will be listed with the Advanced Placement designation.
    - Any high level non-college and non-AP course shall have its weight determined on an individual basis by the Board of Education.
    - When registering for AP courses with performance tasks associated (i.e. Seminar, Research, Art, Music, Computer Science), students are expected to complete the associated performance tasks and end-of- course assessments, or they will lose the AP designation on the transcript, and the 10% on the final average.
    - College level Multivariable Calculus will be weighted by 10% of the final average. B.

B. Guidelines for the grading and reporting:

1. Students are to be notified of course grading practices and standards no later than the end of the first week of each course's commencement. Parents will be provided with information regarding grading, classroom attendance/participation, and course credit policies for each course at the beginning of the school year. The course grading practices and standards should be in sufficient detail to permit ease of understanding per the course syllabus.
2. Five-week progress reports and report cards will be used to communicate student progress and growth to parents. An opportunity for parent/teacher conferences is available to discuss student progress.
3. In addition to five-week progress reports and report cards, every teacher is expected to contact a parent/guardian immediately when students perform unacceptably in class, academically or otherwise. No student should receive a failing grade without prior parent/guardian notification in writing unless extenuating circumstances exist.
4. Teachers will maintain accurate and precise records that support student performance in each course.
5. Weighting of the various categories in calculation of the course grade shall be uniform, District-wide, at comparable subject, grade, and level.
6. Participation will account for a portion of the student's overall grade in each class. Participation is not limited to simply raising one's hand in class. It may include, contributing to group and class discussions, classwork, engaging in activities, being prepared for class, reaching course milestones, volunteering when appropriate, active listening, staying on task, and collaborating effectively during group work.
7. Additionally, grading will reflect the opportunity for students to demonstrate mastery of grade level or course expectations outlined in the curriculum through a variety of methods such as homework, projects, quizzes, and tests.
8. Academic sanctions may be imposed if misconduct is related to academic performance (e.g., plagiarism, cheating on an exam, improper use of generative AI, etc.). Academic sanctions will be imposed in accordance with the Integrity Code and Code of Conduct, which includes a referral for discipline.
9. All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities.
10. Homework is a meaningful activity intended to reinforce learning, and enhance the understanding of classroom lessons. Homework also helps a student prepare for tests and teaches invaluable time management skills. The use of a homework assignment as a punitive or disciplinary measure, or homework not being checked for completion, reviewed, and/or returned to the student is educationally unsound, and such practices are prohibited.
11. **Review of Tests/Papers/Graded Assignments**

a. Tests/papers/graded assignments submitted by students will be reviewed by teachers and students will be provided with feedback.

12. Return of Tests/Papers/Graded Assignments

a. All assessments (including but not limited to quizzes, tests, papers, and all other graded assignments) will be returned within seven school days and before the next assessment is given to maximize learning. AP practice materials (practice exams, midterms and final exams) will not be returned, pursuant to College Board policy, but will be reviewed in class.

b. A maximum of two school weeks will be allowed for the return of essays, essay tests, and written research papers. In the rare instance when an assignment will not be returned in a timely manner, students shall be informed as soon as possible.

c. Teachers and/or students are advised to keep folders of such assessed work for reference and review. A maximum of one school week will be allowed for objective, short answer tests and graded assignments to be returned.

13. Students shall be provided the opportunity to make up missed work following an excused absence. A reasonable timeframe for completion shall be provided (2 days minimum allowed for every 1 day of excused absence).For extended excused absences of three days or more, the student will be provided five school days to make up missed work and assessments. 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 required health treatment or doctor/dental appointments, approved college visits 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 (pursuant to Policy #5100).
14. A student's excused absences, tardiness, and early departures (ATEDs), attitude, behavior, and other disciplinary issues, may be noted elsewhere on grade reports as appropriate, but shall not be reflected in grades.
15. A student's documented unexcused absences, tardiness, and early departures (ATEDs), shall not be reflected in grades.
16. If a student cuts a class, the student shall receive a detention and will not be able to make up missed work, participation, or assessments. If a student cuts an entire day the student shall receive two Saturday detentions and will not be able to make up missed work, participation or assessments.

C. Processing and Changing Student Grades By Teachers and Administrators for Grades 6-12

1. Report card grades are expected to be submitted in a timely fashion to be reported to students/parents. Submission of grades will be open until the Building Principal sets a date when the grade reporting system will be closed and locked. Any extension to the date the grade reporting system will be locked must be approved by the building principal.
2. After each of the first three marking periods, teachers can make marking period grade changes in consultation with the principal and P-12 chairperson for up to ten (10) school days after the issuance of each marking period report card.
3. After the fourth marking period, teachers can make final course grade changes in consultation with the principal and P-12 chairperson for up to ten (10) calendar days after the issuance of the marking period report card.
4. The building principal and/or the superintendent of schools and/or the superintendent's designee may make marking period and/or final course grade changes after notification to the teacher of the reason for such change, or upon request of the teacher.
5. Access and permission to the Student Management System (SMS) will serve as a historical and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.
6. Access and permission will be reviewed periodically to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of

people no longer employed by the District, or no longer in positions requiring access and permissions, will be removed, modified, or deactivated.

7. Transfer students: Students who transfer to the District from other school districts or private/parochial schools shall have grades and course credits earned at their previous school identified as such on their transcripts.

D. Appeals Process for Grading Decisions by Parent/Guardians

If a student and/or parent disagrees with a grade or academic decision awarded to a student, the following appeals process will be followed in writing:

1. Initial Appeal to Classroom Teacher: The student or parent/guardian should first address the issue by discussing the grade or decision directly with the classroom teacher. The teacher will review the concerns and provide clarification or further explanation regarding the grading decision. This step must be completed within ten (10) school days of the student receiving the grade or decision.
2. Appeal to the Department Chairperson: If the issue is not resolved after the discussion with the classroom teacher, the student and/or parent may appeal to the department chairperson. The department chairperson will review the appeal, confer with the teacher, and make a determination. This appeal should be submitted within five (5) school days after the classroom teacher's decision.
3. Appeal to the Principal: If the student and/or parent is still dissatisfied after the department chairperson's review, the final step is to appeal to the building principal. The principal will conduct a thorough review of the appeal, including all relevant materials, and make a final determination. This appeal should be submitted within five (5) school days after the department chairperson's decision.
4. The building principal's decision regarding the grade or academic issue will be considered final, and no further appeals will be considered.
5. An expedited appeal process will take place at the end of the school year only if a student needs to attend summer school or if a student needs a final transcript sent to a college/university.

Ref: Education Law § 1709; 8 NYCRR §§ 200.2(b),200.4(d)
Cross-ref: Code of Conduct, Policy No. 5300; Attendance, Policy No. 5100; Policy No. 4321.4
Adoption Date: July 1, 2024
Amended: April 23, 2025

SECTION 12: SEXUAL HARASSMENT

HEWLETT-WOODMERE PUBLIC SCHOOLS Policy 0110 (Summary)

The Board of Education recognizes that harassment of the following covered individuals including students, staff and certain “non-employees” (which includes contractors, subcontractors, vendors, consultants and other persons providing services pursuant to a contract, or their employees) on the basis of sex, gender, gender identity, gender expression and/or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board of Education further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees and “nonemployees” can work productively.

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board of Education condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the School District. Since sexual violence is a form of sexual harassment, the term “sexual harassment” in this policy will implicitly include sexual violence, even if not explicitly stated, or outside the school setting, if the harassment impacts the individual’s education or employment in a way that violates their legal rights.

Sexual Harassment Defined

"Sexual harassment" is a form of sex discrimination and is unlawful under federal,state, and (where applicable) local law. Sexual harassment includes harassment on the basis of perceived or selfidentified sex, sexual orientation, gender identity, gender expression, and transgender status. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Sexual harassment includes other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes.

“Sexual violence” means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A person may be incapable of giving consent due to age, drug or alcohol use, or an intellectual or other disability. Sexual violence includes, but is not limited to, acts such as rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence that are of a sexual nature, or that are directed at an individual because of his/her sex, sexual orientation, gender identity, gender expression or transgender status. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone that are offensive or objectionable to the recipient, which caused the recipient discomfort or humiliation or that interfere with his/her job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. Job benefits may include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called quid pro quo harassment

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student, employee, or “non-employee.”

Under various state and federal laws, students, employees and “non-employees” have legal protections against sexual harassment in the school environment as described above. The School District’s Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders. Any student, employee or “nonemployee” who feels harassed should submit a complaint so that any potential violation of this policy be promptly addressed. Where alleged sexual harassment involves discrimination, harassment, and/or bullying as defined by the Dignity of All Students Act (DASA) and the District’s DASA policy (0115), the appropriate guidelines set forth therein shall also apply

Determining if Prohibited Conduct is Sexual Harassment

Complaints of sexual harassment will be thoroughly investigated in accordance with the procedures set forth below to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should therefore be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. Such conduct must rise above what a reasonable victim of discrimination with the same protected characteristics would consider petty slights or trivial inconveniences to be considered sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment. If the behavior doesn't rise to the level of sexual harassment, but is found to be objectionable behavior, the individual will be educated and counseled in order to prevent the behavior from continuing.

Reporting Complaints

In order for the Board of Education to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. Any student, employee, or “non-employee” who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior. Reports can be made to a teacher, Building Principal, an immediate supervisor, and/or a Title IX Compliance Officer. The School District will promptly investigate all complaints of sexual harassment, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner.

Reports of sexual harassment may be made in person, by mail, by telephone or electronic mail, using the contact information listed for the Title IX Coordinator and/or Compliance Officer(s), or by any other means that would result in the Title IX Coordinator and/or Compliance Officer(s) receiving the person’s verbal or written report. A form for submission of a written complain can be found attached to this Policy, and all covered individuals are encouraged to use this complaint form.
If a covered individual reports sexual harassment on behalf of someone else, he/she should use the written complaint form and note that he/she is submitting the complaint on someone else’s behalf. Such report may be made at any time (including outside of school hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator and/or Compliance Officer(s).

Employees receiving complaints of sexual harassment must either direct the complainant to the Building Principal or Title IX Coordinator, or may report the incident themselves. Supervisory and managerial personnel are required to report complaints of sexual harassment to the Building Principal or Title IX Coordinator and may be subject to discipline for failing to report suspected or reported sexual harassment, knowingly allowing sexual harassment to continue, or engaging in any retaliation.

Any supervisory or managerial personnel who receives a complaint or information about suspected sexual harassment, observes what may be sexually harassing behavior or for any reason becomes aware of or suspects that sexual harassment is occurring or has occurred, is required to report that suspected sexual harassment to the Building Principal and/or Title IX Compliance Officer(s), irrespective of whether the affected individual files a complaint. If the complaint or information involves the Building Principal or Title IX Compliance Officer(s), the supervisory/managerial employee must report the suspected sexual harassment to the Superintendent of Schools. If the complaint or information involves the Superintendent of Schools, the supervisory/managerial employee must report the suspected sexual harassment to the President of the Board of Education. Contact information for these individuals can be found on the District's website.

Subject to any statutory or contractual limitations, if supervisory/managerial employees engage in sexually harassing conduct or retaliation themselves, fail to report suspected sexual harassment and/or otherwise knowingly allow sexual harassment to continue, such employees shall be subject to appropriate corrective action, including, but not limited to, disciplinary action or termination of employment.

Victims of sexual harassment are urged to come forward and to make reports of such sexual harassment to the Compliance Officer and/or Title IX coordinator without fear of retaliation or intimidation. Due to the sensitive and serious nature of these complaints, investigations or allegations of sexual harassment will be conducted with due regard for confidentiality. It is the School District's policy to respect the privacy of all parties and witnesses to complaints of sexual harassment.

In order to assist investigators, victims should document the harassment as soon as it occurs and with as much detail as possible including: the nature of the harassment; dates, times, places it has occurred; name of harasser(s); witnesses to the harassment; and the victim's response to the harassment.

Investigation and Resolution Procedure

Level One – Informal Resolution Procedure
The Title IX Coordinator/Compliance Officer/Investigator shall facilitate a resolution through an informal procedure, if possible, upon receipt of a report of sexual discrimination that does not allege sexual harassment. This informal procedure is not required as a prerequisite to filing a formal complaint. The informal procedure is available only in those circumstances that parties agree to participate in it. An individual may proceed immediately to filing a formal complaint and the complaint procedure if they believe they have been unlawfully sexually discriminated and/or retaliated against. Individuals who seek resolution through the informal procedure may request at any time that the informal procedure be terminated to move to the complaint procedure. The Title IX Coordinator and/or designee will attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

The School District's informal procedure may consist of mediation as a potential means of resolving the complaint. In addition to mediation, the School District may use appropriate informal methods to resolve the complaint, including but not limited to:

a. discussion with the respondent, informing him or her of the School District's policies and indicating that the reported behavior must stop;
b. suggesting counseling and/or sensitivity training;
c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
d. requesting a letter of apology to the complainant;
e. writing letters of caution or reprimand; and/or
f. separating the parties.

Level Two – Formal Complaint Procedure

Upon receipt of a formal complaint (or later as additional allegations become known), the School District will provide the following written notice to the parties who are known:

A. Notice to each of the parties of the School District's grievance procedure, including any informal resolution process.
B. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice will also inform the parties of the School District's prohibition from knowingly making false statements or knowingly submitting false information during this grievance process.

B. Title IX Appellate Decision Maker Procedure

The Decision-Maker shall issue a written determination regarding responsibility after receiving the investigative report. The written determination shall include:

A. A. Identification of the allegations potentially constituting sexual harassment;
B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
C. Findings of fact supporting the determination;
D. Conclusions regarding the application of this Policy to the facts;
E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School District will be imposing on the respondent, and whether remedies designed to restore or preserve equal access to the School District's education program or activity will be provided by the School District to the complainant; and
F. The School District's procedures and permissible bases for the complainant and respondent to appeal.

Confidentiality

It is the School District's policy to respect the privacy of all parties and witnesses to complaints of sexual harassment. To the extent possible, the School District will not release the details of a complaint or the identity of the complainant or the respondent to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the School District's legal obligation to provide due process to the respondent, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the School District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

Corrective Action

If, after appropriate investigation, the School District finds that a student, an employee, "nonemployee" or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, contract, School District policy and State law or Federal law. The School District may include nondisclosure agreements (to not disclose

the underlying facts and circumstances of a sexual harassment complaint) in any sexual harassment settlement agreement or resolution only if it is the complainant's preference. Any such nondisclosure agreement shall be provided to all parties. Complainants shall have twenty-one (21) days to consider any such nondisclosure provision before it is signed by all parties, and shall have seven (7) days to revoke the agreement after signing. Nondisclosure agreements shall only become effective after the seven-day revocable period has passed. Mandatory arbitration clauses concerning sexual harassment claims are prohibited in all School District contracts and agreements.

Retaliation Prohibited

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind. Any act of retaliation against any person who complains of sexual harassment, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation or proceeding concerning a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, discipline, discrimination, demotion, denial of privileges, any action that would keep a person from coming forward to make or support a sexual harassment claim, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Retaliation is unlawful pursuant to federal, state and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in a "protected activity." Protected activity occurs when a person has, in good faith:

- made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment pursuant to the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment; or
- encouraged a fellow employee to report sexual harassment.

Even if the alleged sexual harassment does not rise to the level of a violation of law, the individual is protected from retaliation if he/she had a good faith belief that the practices were unlawful. The retaliation provision is not intended, however, to protect persons making intentionally false charges of sexual harassment.

Any individual who believes he/she has been a target of any acts of retaliation in violation of this Policy should immediately report that conduct to an immediate supervisor, the Building Principal, and/or the Title IX Coordinator/Compliance Officer. In the event the Title IX Coordinator/Compliance Officer is the alleged offender, the report will be directed to another Title IX Compliance Officer, if the School District has designated another individual to serve in such a capacity, or to the Superintendent of Schools.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that none of the individuals involved in the investigation of sexual harassment have suffered any retaliation.

Dignity for All Students Act

The Dignity for All Students Act (DASA), codified as N.Y. Education Law, Art. 2, § 10 et seq., protects all students from harassment, bullying and discrimination while on school grounds and during school activities based on numerous protected classes, including, but not limited to sexual HEWLETT-WOODMERE PUBLIC SCHOOLS Policy 0110 16 orientation, gender (including gender identity and expression), and sex. A complaint alleging a violation of DASA may be made to one of the School District's Dignity Act Coordinators and/or any staff member in accordance with the School District's policy.

This policy shall be posted on the School District's website and in prominent places in each School District facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Cross Ref: Policy 0100 Sexual Harassment Policy
0115 Dignity for All Students Policy 5300 Code of Conduct
Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 et seq.
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 et seq.
Adoption date: March 20, 2019 Annual
Review:
June 17, 2020
April 27, 2022
April 18, 2023
Amended: July 1, 2021,
April 18, 2023, June 11, 2025

SECTION 13: STUDENT BULLYING, HARASSMENT PREVENTION AND INTERVENTION

HEWLETT-WOODMERE UFSD Policy 0115 (Summary)

The Board of Education is committed to providing a positive, safe and supportive educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying are detrimental to student learning and achievement. These behaviors interfere with the mission of the District to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets/victims but also those individuals who participate and witness such acts.

The Board of Education acknowledges that bullying and other forms of harassment or discrimination are disruptive and harmful to the students in the District. Because bullying and other forms of harassment or discrimination are detrimental to our learning environment, our sense of community, and an individual's well-being, the Board of Education does not and will not condone bullying, harassment or discrimination of any kind. The School District strictly prohibits all forms of bullying, harassment and discrimination of students by District employees or students on school property, while traveling on school buses or while at school functions, regardless of whether they are conducted on the premises of the School District. The School District also prohibits all forms of off-campus bullying, harassment or discrimination including, but not limited to, "cyber-bullying," which may include the use of instant messaging, e-mail, websites, chat rooms and text messaging or other form of electronic communication, or other acts in violation of this policy when such acts occur off school property and create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

In order to implement this program the Board will designate at its annual organizational meeting a *Dignity Act Coordinator* (DAC) for every school building and who will be instructed in the provisions of the Dignity for All Students Act; thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), military status, predisposing genetic characteristics, marital status, and sex; and provided training: (1) which addresses the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), military status, predisposing genetic characteristics, marital status, and sex; (2) in the identification and mitigation of harassment, bullying and discrimination; and (3) in strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. Each Coordinator shall be employed by the School District and be licensed and/or certified by the Commissioner as required by law. The name and contact information of the Dignity

Act Coordinator shall be disseminated in accordance with state law and the Commissioner's Regulations.

The Dignity Act Coordinator is the school employee charged with receiving reports of harassment, bullying and discrimination.

Any student who believes that he or she is being bullied, harassed or discriminated against, or who has knowledge of bullying, harassing or discriminating behavior is strongly encouraged to report it. Students may make oral or written reports of bullying, harassment or discrimination to any staff member. All School District personnel are responsible for taking action if they become aware of any bullying, harassment or discrimination against a student. Staff members must make an oral report promptly of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the Dignity Act Coordinator not later than one (1) school day after receipt of a report or witnessing an incident and must file a written report with the Dignity Act Coordinator not later than two (2) school days after making the oral report.

The Dignity Act Coordinator will lead the investigation of all reports of harassment, bullying and discrimination and will complete each investigation promptly after receipt of any written report. All reports of bullying, harassment or discrimination will be thoroughly investigated and prompt action will be taken by the school where the incident occurred to address the verified allegations, including the imposition of appropriate disciplinary measures in accordance with applicable law and the School District's Code of Conduct. Actions will be reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of behavior, and provide for the safety of the student(s) against whom the bullying, harassment or discrimination was directed. Actions shall be consistent with the guidelines created by the School District, in accordance with law and this policy, for measured, balanced and ageappropriate responses to instances of harassment, bullying and discrimination. All Principals and Dignity Act Coordinators shall make regular reports to the Superintendent of Schools on data and trends related to harassment, bullying and discrimination in their schools.

Dignity Act Coordinators for Hewlett High School are as follows:
Samantha-Lynn Mazzeo 792-4121
Mr. Tom Naglieri 792-4122

The District will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties unless permitted/required by law. In addition, because an individual's need for confidentiality must be balanced with the District's legal obligation to provide due process to the accused, to conduct a prompt and thorough investigation, and/or to take necessary action to resolve the complaint, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

Reporting and Investigation

Students who have been bullied, harassed and/or discriminated against, parents whose children have been bullied, harassed and/or discriminated against or other students or staff who observe bullying, harassing and/or discriminatory behavior are encouraged to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided as well as any applicable District policies. At all times, complaints will be documented, tracked and handled in accordance with the regulations

and procedures accompanying this policy, or, if applicable, District Policy 0100 Equal Opportunity and Nondiscrimination, or District Policy 0110 Sexual Harassment of Students, and Policy 5300 the District's Code of Conduct. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. Incidents will be included in the Annual School Safety and the Educational Climate (SSEC) report, when applicable.

School personnel who observe any incidents of student-to-student and/or staff-to-student bullying, harassment and/or discrimination, or receive a verbal or written report of such harassment, bullying and/or discrimination, are required to promptly verbally notify their building principal or other administrator who supervises their employment within one school day after they witness or receive a report of harassment, bullying and/or discrimination. Such school personnel are also required to file a written report with their building principal or other administrator who supervises their employment within two school days after making such verbal report. Supervisors will refer the information to appropriate District staff for investigation as designated in the regulation. A District employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed or reported incident, whether or not the target complains. The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation.

Consequences for a student who commits an act of bullying, harassing and discrimination shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the District's Code of Conduct.

Non-Retaliation

All complainants, victims, witnesses and/or any individuals who initiate, testify, participate or assist in the investigation of a complaint of discrimination such as harassment, hazing and bullying in conformity with state law and District policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Administrators will monitor participants in investigations to ensure that the behavior has ceased, no retaliation has occurred and support or counseling has been afforded to the involved individuals, as needed.

Cross-ref: 0100, Equal Opportunity and Nondiscrimination
0110 Sexual Harassment
4321.12, Physical Restraint of Students, Staff Members
4526 Networks and Internet Acceptable Use Policy
5300, Code of Conduct
5710. Violent and Disruptive Incident Reporting
9700, Staff Development
8140, Unsafe School Transfer Choice
Ref: Dignity for All Students Act, Education Law, §§10–18
Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; 34 CFR §100 et seq.
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 et seq.
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 et seq.
Adoption date:
February 16, 2011
Amended: June 20, 2012; June 18, 2013, June 14, 2017,
June 13, 2018, May 22, 2019, June 17, 2020, May 20, 2026
Reviewed: June 18, 2014, June 17, 2015, June 17, 2020, July 1, 2021,
May 17, 2023, May 20, 2026

SECTION 14: Network and Technology Acceptable Policy (Summary)

HEWLETT-WOODMERE UFSD Policy 4526

The Board of Education recognizes the importance of the development of Digital Age skills, including Digital Literacy which encompasses the use of digital devices for communication, expression, access to information and collaboration by students and staff. The District subscribes to the belief that technology should not drive curriculum; curriculum should drive the effective use of technology in education. Similarly, technology should support administrative practice to improve effectiveness and efficiency in data management through access, reporting, controls, and communication and to make continuous learning accessible.

There is an inherent responsibility on the part of users to conduct themselves in an appropriate manner when using digital resources, including the Internet. Although electronic materials are selected for their educational and/or administrative value, and Internet resources may be filtered for inappropriate content, the security, accuracy, and quality of information that is available through our network cannot be guaranteed (See Internet Safety Policy #4526.1).

It is the responsibility of users to adhere to the District Code of Conduct (Policy #5300) and Code of Ethics (School Board Officer and Employee Ethics Policy # 2160). Since it is ultimately the responsibility of each student's family to set standards and for students to be responsible for their own behavior, we respect each family's right to request restricted access to District network and Internet use by their children where feasible.

Purpose

The goal is to provide all users with the tools necessary to meet the educational and administrative objectives of the District, to promote academic excellence, and to develop and hone Digital Age skills.

1. Digital Resources and the Internet are widely available to students and staff in Hewlett-Woodmere Public Schools.
2. The District's technology services offer vast, diverse, and unique resources to users providing access to:
    - Information and Communication Networks: providing shared network resources and applications
    - Internet: providing global information and social networking
    - Email: providing opportunities for electronic interpersonal communication
    - Emerging applications to be adopted as appropriate.
3. The School District's digital resources are provided to support the educational and administrative activities of the School District and should be used for those purposes. Use is a privilege, not a right. Incidental personal use of the School District's digital resources must not interfere with the School District community member's performance, the School District community's ability to use the resources for professional and academic purposes nor violate other School District policies or standards of professional behavior.
4. Use should always be legal, ethical and consistent with the School District's policies on honesty and integrity and its general standards for community behavior.
5. The District policies, regulations, and handbooks establish rules for behavior and communication applicable to the use of ICT networks and the Internet. The District has established specific rules for the use of the Internet. Students and staff will be trained on the proper use of the

Internet. The staff will continue to follow guidelines for appropriate use of instructional material related to the curriculum, but the District cannot guarantee that the users will not have access to improper or unacceptable material. Parents/guardians are advised that communication on the Internet is not censored by the District. By participating in the use of the Internet, students may gain access to information and communication, which they or their parents/guardians may find offensive or inappropriate. Parents/guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Students may use the Internet only if they have been granted parental permission and have submitted all the required forms.

6. Individuals are responsible for their actions while using the Digital Resources and the Internet. The use of such technology is a privilege, not a right. Inappropriate use may result in restrictions or cancellation of access rights and/or further disciplinary action.

Privacy Expectations

1. The School District's digital resources, including all telephone and data lines, are the property of the School District. The School District reserves the right to access, view or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the School District's network and it may be required by law to allow third parties to do so. Electronic data, e.g., may become evidence in legal proceedings. In addition, others may inadvertently view messages or data as a result of routine systems maintenance and monitoring or misdelivery.

2. Users must recognize that there is no guarantee of privacy associated with their use of School District digital resources. Users should not expect that email, voice mail or other information created with or maintained in the School District's digital resources (including the use of Google Drive or a similar application and even those marked "personal" or "confidential") are private, confidential or secure.

Responsible Use

1. All users must not act in ways that invade the privacy of others, are unethical or fail to comply with all legal restrictions regarding the use of electronic data. All users must also recognize and not violate the intellectual property rights of others.
2. All users must maintain the confidentiality of student information in compliance with federal and state law including, but not limited to, FERPA, HIPAA and Education Law, section 2-d.
3. Users are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, abusive, discriminatory or threatening remarks, bullying, or other antisocial behavior are expressly prohibited. Disclosing and/or discussing (including but not limited to via email, voice mail, Internet instant messaging, social media, chat rooms or on other types of Web pages) about confidential or proprietary information related to the School District is prohibited.
4. All users must refrain from acts that waste School District digital resources or prevent others from using them. Users will not access, modify, or delete others' files or system settings without express permission. Tampering of any kind is strictly forbidden. Deliberate attempts to tamper with, circumvent filtering or access, or degrade the performance of the School District's digital resources or to deprive authorized users of access to or use of such resources are prohibited.

5. The system is a School District facility and may not be used to support or oppose political candidates or ballot measures. Students may not send broadcast email or broadcast voicemail.
6. Users are responsible for both the content and possible effects of their messages on the network. Prohibited activity includes, but is not limited to, creating or propagating viruses, malware, ransomware, spyware material in any form (text, sound, pictures or video) that reflects adversely on the School District, "chain letters" (which proffer incentives to relay them to others), inappropriate messages (including discriminatory, bullying or harassing material), and billable services.
7. Official email communications must be professional, ethical and meet the standards of other School District publications bearing in mind that the writer is acting as a representative of the School District and in furtherance of the School District's educational mission.
8. Use of the system to access, store, or distribute obscene, pornographic, or inappropriate material is prohibited.
9. Users are prohibited from using personal links and addresses such as blogs, YouTube videos, etc. in School District email unless used in the furtherance of business of the School District as part of the curriculum of the School District.
10. Students are not permitted to record classroom instruction without the express permission of the teacher.
11. Food and beverages may not be brought into computer rooms or consumed while working with District-owned equipment.
12. The Superintendent or designee must approve subscriptions to mailing lists, bulletin boards, chat groups, social networks, commercial on-line services, or other information services. This requirement is waived where access or membership is provided by the District or through District-approved affiliations or professional educational affiliations.
13. The District cannot be held responsible for damages including loss of data resulting from delays or service interruptions. The District is not responsible for the accuracy or quality of information found on the Internet.

Inappropriate Materials

1. The School District prohibits faculty, staff and students from developing, maintaining, and transmitting pornography in any form at school, including, but not limited to, magazines, posters, videos, electronic files or other electronic materials.
2. Accessing the School District's network or equipment to create, access, download, edit, view, store, send or print materials that are illegal, offensive, harassing, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene, or which constitute sexting or cyberbullying or are otherwise inconsistent with the values and general standards for community behavior of the School District is prohibited. The School District will respond to complaints of harassing or discriminatory use of the School District's digital resources in accordance with Policy 0100 (Equal Opportunity), Policy 0110 (Sexual Harassment) and/or Policy 0115 (Dignity for All Students Act). These provisions are not intended to prohibit an authorized user from carrying out his or her assigned educational, employment or administrative function.

Use of Personal Electronic Devices/School District Issued Devices

The Board of Education authorizes use of School District issued devices to access the internet using the School District's digital resources for educational purposes. Individuals connecting to the internet using the School District's Internet Safety Policy, as well as the provision of this policy and regulation. Failure to abide by this policy and regulation will result in disciplinary

action including, but not limited to, revocation of access to the School District's digital resources.

Students are discouraged from bringing other personal electronic devices to school. If students do bring such devices to school, they must be stored for the entire school day in backpacks or lockers, and they must be silenced and not used during the school day unless permission is granted by an authorized District staff or is part of a students IEP or 504 as required by law (Policy #5695). Any such exception must be formally documented and approved by the District prior to use.

The School District reserves the right to monitor, inspect, and/or confiscate personal electronic devices when administration has reasonable suspicion that a violation of school policy has occurred.

The School District maintains a "public/guest" wireless network, a "private" wireless network(s), an "instructional" wireless network and a "hard-wired" network. The "hard- wired" and "private" wireless network(s) are limited only to District-owned and managed devices. Any attempt to connect a personal electronic device to either of these networks will be considered a violation of this policy.
Students may not connect any personal electronic devices to any District network without appropriate permission during school hours. The School District reserves the right to alter or disable access to the "public" wireless network as it deems necessary without prior notification.

The person to whom the School District has issued an electronic device will be liable for the loss, damage, theft, or misuse of said electronic device(s) issued by the School District. In addition, a student or staff member will be responsible for the full replacement cost of the device if the loaned device is lost, damaged, stolen or misused.

Confidentiality and Privacy Rights

Individuals must take all reasonable precautions to prevent unauthorized access to accounts or data by others, both inside and outside the School District. Individuals will not leave any devices unattended with confidential information visible. All devices are required to be locked down when an individual steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Data files and electronic storage areas shall remain School District property, subject to School District control and inspection. The Assistant Superintendent for Curriculum, Instruction, and Innovation or his/her designee may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy.

Security

1. Each user is responsible for the security and integrity of information stored on his or her computer or voice mail system. Computer accounts, passwords, security codes and other types of authorization are assigned to individual users and must not be shared with or used by others. The School District, at its sole discretion, reserves the right to bypass such passwords and to access, view or monitor its systems and all of their contents. By accessing the District's system, the individual consents to the School District's right to do so.
2. Removing School District digital resources from the School District's facilities and/or relocating School District digital resources (not including portable technology devices) requires prior authorization from the Assistant Superintendent for Curriculum, Instruction, and Innovation or his/her designee.
3. Unless approved by the Assistant Superintendent for Curriculum, Instruction, and Innovation or his/her designee, modem use is prohibited on computers

that are directly connected to the School District network. Personal network appliances may not be connected to the School District network and may be confiscated. The use of Virtual Private Networks (VPN's) are not permitted when using District devices or accounts.

4. Storage of copyrighted materials such as music, video and games is prohibited.
5. Users may not attempt to circumvent or subvert the security provisions of any other system. Without authorization from the Assistant Superintendent for Curriculum, Instruction, and Innovation or his/her designee, no one may attach a server to or provide server services on the School District network.

User Security

Each user will be assigned a *user ID* and *password* for the system.

- System accounts are to be used only by the authorized user of the account and for authorized purposes. Users may not share their passwords with another person or leave an open file or session unattended or unsupervised. Users are ultimately responsible for all activity under their account if they fail to protect access to their passwords.
- Users shall not seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
- Individual communications may not be encrypted to avoid security review except as expressly required to meet state or federal requirements, District financial transactions or as expressly authorized by the Superintendent or designee.
- Security guidelines will be developed and posted to address the frequency of password changes.
- Communication and files on the District servers are not private. Network or system administrators may review files and communication to maintain system integrity and ensure that users are using the system responsibly.
- Users with mobile devices (e.g., smartphones, tablets, laptops, Chromebooks, and other internet-connected devices) providing remote system access, who elect to store their access codes within the unit, must enable the security lock feature on the device to prevent unauthorized access if the unit is lost or stolen.
- Passwords are not to be stored or written down in an area where an unauthorized user may gain access. If a user has reason to believe that a password may be compromised, it should be reset immediately.
- User accounts and passwords for administrative and instructional applications will be administered by the system administrator or designee.

Personal Security

- Personal information such as names, addresses, and telephone numbers should remain confidential when communicating on the system. Students should never reveal personal information.
- Students should never make appointments to meet people in person whom they have contacted on the Internet without District and parent permission.
- Students should notify their teacher or other adult(s) whenever they encounter information or messages that are dangerous, inappropriate, or make them feel uncomfortable.
- Social networks have the potential for misuse. Permitted use must be in compliance with all established policies, regulations, and procedures.

Additional Policies and Guidelines for Use of School District Digital Resources

Use of the School District's Digital Resources must comply with the following:

1. Cyber-bullying, sexting, or using sexually explicit, graphic, threatening or obscene language or images, or otherwise using language or images inconsistent with the values and general standards for community behavior of the School District are prohibited.
2. Anyone leaving such inappropriate messages on voice mail may be subjected to disciplinary action as necessary and appropriate.
3. Anyone receiving a threatening message should record/save the message and report the incident to the Principal. The Assistant Superintendent for Curriculum, Instruction, and Innovation or his/her designee will attempt to trace the message and report the results to the Principal and Superintendent of Schools.
4. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on District computers is prohibited.
5. Users are prohibited from plagiarizing work found on the Internet. Plagiarism involves taking the ideas or writings of others and presenting them as if they were your own. This includes but is not limited to generative AI tools (e.g., ChatGPT, Gemini, Copilot).”

The Superintendent of Schools or his/her designee will review this policy on a regular basis.

Cross Ref: 0100 Equal Opportunity
0110 Sexual Harassment
0115 Dignity for All Students Act
4526.1 Internet Safety
5300 Code of Conduct
8630 Digital Resources and Data Management
8635 Information Security Breach
Adoption Date: August 14, 2017
Amended: February 14, 2018, May 17, 2023, January 21, 2026

WHERE TO FIND IT

	Location:	Tele X 792 –
Athletic Program	Athletic Office	4022
Attendance/Absences	Attendance Office	4132
Auto Registration	Assistant Principal	4122
Bulletins & Announcements	Assistant Principal	4122
Buses	Transportation Office	4814
Career Center	Pupil Personnel Center	4038
Change of Schedule	Pupil Personnel Center	4031
Copying Machine	Library	4047
Counselors	Pupil Personnel Center	4123
Early Dismissals	Attendance Office	4132
Health Services	Health Office	4110
Home Instruction	Pupil Personnel Center	4123
Late Arrival	Attendance Office	4132
Locker Assignments	Registrar	4009
Locker Trouble	Registrar	4009
Lost & Found	Main Office & Student Commons	4132
Nurse	Nurse's Office	4110
Payments for lost & damaged school property	Principal's Office	4015
Principal	Principal's Office	4100/4006
Psychological Services	Pupil Personnel Services	4040/4046
Psychologists	Pupil Personnel Services	4141/4041
Pupil Personnel Services	Chairperson	4031
School Supplies	Book Store	4028
Social Worker	Pupil Personnel Services	4130/4134
Superintendent's Office	Woodmere Education Center	4883
Test Dates	Pupil Personnel Center	4123
Textbooks	Principal's Office	4006
Transcripts	Pupil Personnel Center	4009
Working Papers	Nurses' Office	4110

HEWLETT-WOODMERE PUBLIC SCHOOLS
2026-2027 School Calendar

CALENDAR SUBJECT TO CHANGE IN CASE OF UNFORESEEN EMERGENCIES

All Teachers Report to School Superintendent's Conference Day	Wednesday - Thursday	Aug. 26 - 27, 2026
Students report for classes	Tuesday	Sep. 1, 2026
Labor Day **(No School)**	Monday	Sep. 7, 2026
H.S. Back To School Night	Thursday	Sept. 17, 2026
Yom Kippur	Monday	Sep. 21, 2026
Columbus Day (**Closed)**	Monday	Oct. 12, 2026
H.S. Parent/Teacher Conferences (PM)	Thursday	Oct. 15, 2026
H.S. Parent/Teacher Conferences **(HS Closed)**	Friday	Oct. 16, 2026
Election Day **(Closed)** Superintendent Conference Day	Tuesday	Nov. 3, 2026
Veteran's Day **(Closed)**	Wednesday	Nov. 11, 2026
Thanksgiving Recess **(Closed)**	Thursday - Friday	Nov. 26 - 27, 2026
Holiday Recess **(Closed)**	Wednesday - Friday	Dec. 23 2026 - Jan. 3, 2027
Dr. Martin Luther King, Jr. Birthday **(Closed)**	Monday	Jan. 18, 2027
January Regents Exams	Tuesday- Friday	Jan. 26- Jan 29, 2027
Classes Resume/Start of 2nd semester	Monday	Jan. 25, 2027
Winter Recess **(Closed)***	Monday - Friday	Feb. 15 - Feb. 19, 2027
H.S. Parent/Teacher Conferences **(HS Closed)**	Friday	March 5, 2026
Easter Break **(Closed)**	Thursday - Monday	March 25 - 29, 2027
Spring Recess **(Closed)**	Thursday - Friday	April 22 - 30, 2027
Memorial Day Recess **Closed)**	Monday	May 31, 2027
Regents Exams	Tuesday - Friday	June 15 - June 25, 2027
Juneteenth	Friday	June 18, 2027
Last Day of School	Friday	June 25, 2027

*Sequence of make-up days if there are more than three (3) unexpected school closings: 2/19, 2/18, 2/17.

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See school district's website for policy updates
Click Here for DistrIct Policies

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BELL SCHEDULES

Regular Bell Schedule

PERIOD	TIME
1	7:25 – 8:06
2	8:10 – 8:51
H.R.	8:51 – 8:56
3	9:00 – 9:41
4	9:45 – 10:26
*5	10:30 – 11:11
*6	11:15 – 11:56
*7	12:00 – 12:41
*8	12:45 – 1:26
9	1:30 – 2:11
10	2:15 – 2:56

***Lunch periods**

X-Period

PERIOD	TIME	MINUTES
1	7:25 - 8:06	41 min.
2	8:10 - 8:51	41 min.
HR	8:51 - 8:55	4 min.
3	8:59 - 9:35	36 min.
4	9:39 - 10:15	36 min.
*5	10:19 - 10:55	36 min.
*6	10:59 - 11:35	36 min.
*7	11:39 - 12:15	36 min.
*8	12:19 - 12:55	36 min.
9	12:59 - 1:36	36 min.
10	1:39 - 2:15	36 min.
PERIOD	**2:19 - 2:56**	**37 min.**

***Lunch Periods**

Z-Day Schedule

PERIOD	TIME	MINUTES
1	7:25 - 8:06	41 min.
2	8:10 - 8:51	41 min.
HR	8:51 - 8:56	5 min.
3	9:00 - 9:29	29 min.
4	9:33 - 10:02	29 min.
*5	10:06 - 10:38	32 min.
*6	10:42 - 11:14	32 min.
*7	11:18 - 11:50	32 min.
*8	11:54 - 12:26	32 min.
9	12:30 - 12:59	29 min.
10	1:03 - 1:32	29 min.
Z-BLOCK	**1:32 - 2:56**	**84 min.**

***Lunch Periods**

George W. Hewlett High School

DELAYED OPENING BELL SCHEDULE

PERIOD	TIME	MINUTES
1	9:25 – 9:54	29 min.
2	9:58 – 10:27	29 min.
HR	10:27 – 10:32	5 min.
3	10:36 – 11:05	29 min.
4	11:09 – 11:38	29 min.
5	11:42 – 12:11	29 min.
6	12:15 – 12:44	29 min.
7	12:48 – 1:17	29 min.
8	1:21 – 1:50	29 min.
9	1:54 – 2:23	29 min.
10	2:27 – 2:56	29 min.

****2 Hour Delayed Opening**