CODE OF CONDUCT

Washingtonville Central School District

To be adopted by the BOE on August 20, 2026

Board of Education Members 2026-2027

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The Washingtonville Central School District works collaboratively with all stakeholders to ensure that the Code of Conduct is annually reviewed and updated to meet all legal obligations set forth by NYSED regulations and law.

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Our Beliefs and Guiding Principles

The Washingtonville Central School District is dedicated to upholding a strong educational standard for all students within our educational institutions. We firmly believe that maintaining order and discipline is pivotal for effective learning. Equally, we are committed to establishing and upholding elevated behavioral norms and anticipations. An environment conducive to learning requires active involvement from every member of the school community to contribute towards its effectiveness. This entails creating and implementing a disciplinary framework that distinctly outlines individual responsibilities, defines unacceptable conduct, and offers appropriate choices for discipline.

The District and Board of Education also hold the view that maintaining order and discipline is a collective obligation shared among the school, families, and the community. This Code of Conduct was collectively developed with input from students, educators, administrators, parents, and other school-affiliated personnel. Ultimately, we believe that for this code to be efficacious, it must set forth clear expectations, differentiate between acceptable and unacceptable behavior, adhere to State, Federal, and NYS Education Regulations, and stipulate consequences for unacceptable actions. Additionally, it is our conviction that for the code to succeed, it must facilitate a strong partnership between home and school, endorse a deep respect for the rights of every individual, and provide a framework for impartial, resolute, rational, and consistent application of all policies.

The primary aim of establishing a Code of Conduct is to empower our youth to develop into conscientious, considerate, and compassionate members of both the educational institution and the community at large. The Board of Education holds the responsibility for establishing fundamental regulations and maintaining adequate discipline throughout the schools' operations. The welfare of our students and staff, as well as the social and emotional advancement of our students, are of paramount importance in executing this Code. With this in mind, we anticipate that our parents/guardians will assume the primary role in guiding their child's behavior. Parents/guardians may be required to actively collaborate with the school in providing the necessary framework to foster their child's social and educational growth. To achieve this desired outcome, the school will actively cultivate strong lines of communication between parents and the institution.

Glossary

This Code of Conduct represents the Safe Schools Against Violence in Education legislation requirements. Project SAVE is located in Chapter 181 of the New York State Laws of 2000. For the purpose of this Code of Conduct, and under the guidelines of the Project SAVE legislation and the Dignity for All Students Act, the following definitions apply:

Disruptive Student - an elementary or secondary student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Parent - the parent, guardian or person in parental relation to the student.

Removal - the act of a teacher in discontinuing the presence of the student in his or her classroom.

School Property - in or within any building, structure, athletic playing area, playground, parking lot or land contained within the real property boundary line on a public elementary or secondary school, on land owned by the District, or in/on a school bus as defined in Section 142 of the NYS Vehicle and Traffic Laws.

School Function - any school sponsored extra-curricular, co-curricular or other event or activity.

Suspension - the act of a building principal, Superintendent of Schools, District Superintendent or Board of Education in discontinuing the presence of a student from his/her regular class.

Violent Student - a student who:

- commits an act of violence upon a school employee, or attempts to do so.
- commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
- possesses, while on school property or at a school function, a weapon.
- displays, while on school property or at a school function, what appears to be a weapon. threatens, while on school property or at a school function, to use a weapon.

- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- knowingly and intentionally damages or destroys school property.

Weapon - a firearm as defined in the Gun-Free Schools Act (18 USC Section 921) as well as any other gun, BB gun, air gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, pocket knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, loaded or blank cartridges or other ammunition, pepper spray or other noxious spray, explosive or incendiary bomb, crowbar, or other device, instrument, material or substance that can cause physical injury or death when used for such purposes.

Harassment - the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's education performance, opportunities, or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived weight, color, creed, religion, religious practice, ethnic group, national origin, political affiliation, sex, sexual orientation, gender (including gender identity and expression), age, marital or veteran status, or disability.

Bullying - a hostile activity, often related to a power imbalance, which harms or induces fear through the threat of further aggression and /or creates terror. Bullying often takes one of three forms: physical (including, but not limited to hitting, spitting, taking physical belongings), verbal (including, but not limited to taunting, malicious teasing, name-calling, threatening or frightening electronic communications 'cyberbullying') and social or relational bullying (including but not limited to giving dirty looks, spreading rumors, engaging in social exclusion).

Cyberbullying - use of instant messaging, e-mail, web sites, chat rooms, text messaging, and other forms of electronic communication which result in harassment or bullying. May take many forms, including but not limited to cyberstalking (harassment that included threats or harm or intimidations).

- masquerading (pretending to be someone else when sending or posting material that makes the person look bad or places that person in potential danger).

- phishing (engaging in deceit or ticks to solicit embarrassing information to enable the information to become public).
- flaming (sending angry, mean or vulgar messages to a person on-line).
- sexting (sending, receiving, or forwarding sexually suggestive, nude or nearly nude photos through electronic means).
- harassment (sending a person offensive messages repeatedly).
- denigration (sending or posting untrue or mean statements about a person).

Disability - any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered normal for human beings.

Sex- the biological and physiological characteristics that define men and women.

Gender - actual or perceived sex and shall include a person's gender identity or expression.

Sexual Orientation - actual or perceived heterosexuality, homosexuality or bisexuality.

Race - the word is used to describe geographically local or global human population groups distinguished as a more or less distinct group by genetically transmitted physical characteristics.

Color - term refers to apparent pigmentation of the skin, especially as an indication or possible indication of their race.

Weight - the word is used in reference to a person's 'size' or sometimes interchangeably with a person's size.

National Origin - a person's country of birth or their ancestor's country of birth.

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

Religion - a body of persons adhering to a particular set of fundamental beliefs and practices.

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

The Dignity for All Students Act (DASA)

New York State's Dignity for All Students Act took effect on July 1, 2012. The law seeks to provide the state's public school scholars with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses and/or at school functions. Bullying, cyberbullying, harassment, intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct and the New York State Dignity for All Students Act (DASA). No scholar shall be subjected to harassment by employees or scholars on school property or at any school function; nor shall any scholar be subject to discrimination based on a person's actual or perceived:

- Race
- Color
- Weight
- National Origin
- Ethnic Group
- Religion
- Disability
- Sexual Orientation
- Gender (defined to include gender identity or expression)

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, & Bias Behavior

The Washingtonville Central School District is committed to ensuring our school community feels safe and valued. We condemn and strictly prohibit all forms of discrimination, such as bullying, cyberbullying, harassment, intimidation, hazing, and bias behaviors. These negative behaviors are prohibited on school grounds and school buses, at school-sponsored activities, programs, events, and as well as outside of school grounds in the case of cyberbullying (defined as harassment or bullying that occurs through any form of electronic communication). These behaviors can cause a disruption to the school community and may result in disciplinary consequences. If you or someone you know is a target of one of these behaviors, you should obtain and complete the Dignity For All Students Act Reporting Form (DASA) **DASA COMPLAINT FORM**

Material Incidents

A material incident is two or more related incidents or one severe incident where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe or pervasive nature that:

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional and/or physical well-being; or
- Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Reporters of material incidents shall use the Dignity Act Complaint Form, a copy of which can be found in the appendix. All material incidents of discrimination & harassment shall be reported to the Building Level Dignity Act Coordinator
- People who report discrimination or harassment are protected pursuant to Education Law section 16. Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds, or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the Commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. No school district or employee thereof, shall take, request, or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates or assists in such formal or informal proceedings.

The CROWN Act

In 2019, the DASA was amended to reflect New York State’s approval of Senate Bill S6209A, The CROWN (Creating a Respectful and Open World for Natural Hair) Act. The CROWN Act prohibits race discrimination based on natural hair or hairstyles.

DASA Coordinators

Each school has DASA Coordinators who are trained to address issues and are accessible to the school community. Please see the district website or list below for the contact information for the DASA Coordinators.

Building Level Dignity Act Coordinator — In compliance with the Dignity Act (amended State Education Law Article 2), each building shall have a Building Level Dignity Act Coordinator. This person shall be thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. The Building Level Dignity Act Coordinators shall be:

High School 845-497-4000 Daniel Wargo x24504, Robert Leonard X24509, Robert Shust X24507
Middle School - Ashira King-Wilson 845-497-4000 x21506, Steve Nyarady
Little Britain - Marissa Cavellero 845-497-4000 x22505
Round Hill - Farid Johnson 845-497-4000 x25509
Taft - Marissa Cavellero 845-497-4000 x22505

District Level Dignity Act Coordinator — In compliance with the Dignity Act, the District Level Coordinator will be the Civil Rights / Title IX / Title VI Officer. This person is Lynn Imperato 845-497-4000 x27012.

Process -

1. When a complaint is brought to a Building Level Coordinator, the Building Level Coordinator will take a report from the complainant.
2. The Building Level Coordinator will investigate the complaint and render a decision within 30 days absent extenuating circumstances of receiving the complaint.
3. The Building Level Coordinator will notify the complainant, the principal, and others who need to be advised of the decision.
4. If the complaint is substantiated, then within 10 days of the decision, any change or recommendation will be enacted.
5. Within 10 days of the decision, the complainant may appeal in writing to the District Level Dignity Act Coordinator.
6. Within 10 days of the receipt of the appeal the District Level Dignity Act Coordinator will meet with the complainant to hear the appeal.
7. The District Level Coordinator will have 10 days in which to conduct an investigation of the appeal.
8. Within 20 days of meeting with the complainant the District Level Coordinator will render a decision.

9. An appeal of the District Level Coordinator's decision may be made to the Board of Education. The Board will make its decision based solely upon the record before it. All appeals to the Board must be made in writing and submitted to the District Clerk within 10 business days of the District Level Coordinator's decision. The Board of Education will hear the appeal at their next regularly scheduled meeting or work session. When the Board of Education hears an appeal, they may only review the written documents submitted by the parents and the District. A decision shall be made by the School Board within 10 days of its meeting.
10. If a complainant is dissatisfied with the School Board-level decision, they must request a review by the Office for Civil Rights (OCR) within 60 days of the School Board's decision.

To download the Dignity For All Students Act Reporting Form (DASA) **DASA COMPLAINT FORM**

Students Bill of Rights and Responsibilities

The Washingtonville School District upholds the inherent entitlement of each child, ranging from 5 to 21 years of age or until the attainment of a high school diploma, whichever occurs first, to access an education that is both complementary and fitting. It is mandated by law that all learners within the age bracket of 6 years through the culmination of the school year in which they reach 16 years, engage in consistent school attendance. This can be fulfilled through enrollment in public schools, non-public schools that have been endorsed by the relevant educational authorities for instructional parity, or through homeschooling as stipulated by the Regulations of the Commissioner of Education.

The privilege of obtaining a free education in a public school is extended to all students, including those with disabilities. Nonetheless, this privilege is not without conditions. Provided that the prerequisites of lawful due process are satisfied, a student can be temporarily or permanently excluded from the classroom environment. The scope of this extends only to students within the bounds of compulsory education age (from 6 years until the conclusion of the school year in which they turn 16), who are then entitled to receive an equivalent substitute for instruction subsequent to a suspension.

Rights of Students

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right:

- to be provided with an education that is intellectually challenging and relevant to the demands of the 21st century.
- to learn in an environment free from interruption, harassment, discrimination, intimidation and fear by students, visitors, employees, or vendors based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability on school property or at a school sponsored event, function or activity.
- to participate in district activities on an equal basis regardless of a person's actual or perceived race, weight, color, creed, religion, religious practice, ethnic group, national origin, political affiliation, sex, sexual orientation, gender (including gender identity and expression), age, marital or veteran status, or disability. to be informed of all school rules.
- to be guided by a discipline policy which is fairly and consistently implemented.

In addition to the above, students in the Washingtonville School District are afforded the following rights:

Student Expression - Students shall be allowed the opportunity for the free expression of ideas consistent with the rights established by the Federal and State constitutions. This includes the right of students to wear political buttons, armbands or badges of symbolic expression. However, a student's freedom is subject to limitations in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent or obscene words or images, or to words or images which by their very use incite others to damage property or physically injure others. Furthermore, speech, which materially and substantially disrupts the work and discipline of the school, may be subject to limitation.

Student Activities - All students shall enjoy equal access to the extent of their capabilities for participation in the various extracurricular and co-curricular activities sponsored by the school district. The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the District Code of Conduct and any rules made specifically for participation.

Student Government - Students are encouraged to participate in the various student governmental bodies which have been or may be established in our schools. It shall be the duty of the student governmental body to establish reasonable standards for qualification of candidates to serve in offices of the government. Elections for this activity shall be conducted in accordance with the principles of our democracy and elected student representatives shall work with the faculty, administration and student body in identifying cooperatively those areas of appropriate student responsibility. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written charter which the students shall participate in formulating.

Student Clubs, Intramurals and Other Student Organizations - The District encourages students to participate in curriculum related extracurricular activity clubs and/or organizations. The District authorizes meetings of non-curriculum related clubs/organizations. They shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable Federal or State law, as well as Board of Education policy and regulations. In order to participate students must be academically eligible, in accordance with the District's Academic Eligibility policy.

Privacy Rights (Search and Seizure) - Students in attendance in our public schools are protected against illegal or unreasonable personal searches or seizures of their property by both the Federal and State constitution. In light of these protections, no student's person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable suspicion to do so. Lockers and desks assigned to students may be subject to inspection at any time by school officials since such places are not the property of the students but rather are owned by the District. In cases where the police enter the school, students have the same constitutional protections that they would have if they were not in a school building.

Pregnant Students - During pregnancy and the period of pregnancy related disability that follows childbirth, a student shall be entitled to home instruction upon the request and advice of a physician. Pregnant students who desire to attend their regularly scheduled classes prior to the time of childbirth may do so to the extent that their physician approves of such attendance.

Student Grievances and Complaints - If a student has a grievance or a complaint about a school-related matter, a school employee or other school official, they may submit it to the principal of the school who shall respond within ten (10) days with a written answer or proposed resolution. Grievances or complaints may be appealed in writing to the Superintendent of Schools if the student does not deem the principal's

answer or proposed resolution satisfactory. The Superintendent of Schools shall respond to all grievances and complaints within a reasonable period of time following receipt of the written appeal document.

Responsibilities of Students

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected to:

- accept responsibility for their actions.
- respect the rights of others, including their right to secure an education in an environment that is orderly and disciplined.
- attend school on a regular and punctual basis.
- complete class assignments and other school responsibilities by established deadlines.
- show evidence of appropriate progress toward meeting course and/or diploma requirements.
- respect school property such as lockers, desks, books, chromebooks, etc., and help to keep them free from damage.
- obey school regulations and rules made by school authorities.
- recognize that teachers assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during school sponsored activities.
- contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all.
- become familiar with this Code of Conduct and seek interpretation of parts not understood.
- discourage inappropriate behavior of other students, including incidents of intimidation, harassment, or discrimination, and report the incidents to the administration.
- give their full name or produce an identification card when requested by any staff members

Essential Partners

The Role of Parents/Guardians/Caregivers - A cooperative relationship between home and school is essential to each student's successful development and achievement. To achieve this wholesome relationship, parents are urged to:

- support and uphold the Code of Conduct in its entirety.
- show an enthusiastic and supportive attitude toward school and education.

- build a good working relationship between themselves and their child.
- teach their child self-respect, respect for the law, respect for others and for public property.
- insist on prompt and regular attendance.
- listen to the views and observations of all parties concerned.
- recognize that teachers merit the same consideration and respect that parents expect from their child.
- encourage their child to take pride in their appearance.
- encourage respect and tolerance for all regardless of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
- insist that their child promptly bring home all communications from school.
- cooperate with the school in jointly resolving any school related problem.
- set realistic standards of behavior for their child and resolve to remain firm and consistent.
- help their child learn to deal effectively with negative peer pressure.
- provide a place conducive for study and completion of homework assignments. demonstrate desirable standards of behavior through personal examples.
- foster a feeling of pride in their child for their school.
- provide support and positive reinforcement to their child.

Parents/Guardians/Caregivers should also be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, chromebooks, damage to school property and including personal property of others, etc.

The Role of School Personnel - School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- support and uphold the Code of Conduct in its entirety.
- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image.
- impart the basic manners through instruction and illustration.
- treat students ethically and help students to reach their maximum potential.
- demonstrate desirable standards of behavior through personal examples.
- report violations of the Code of Conduct to the building principal or acting building principal.
- report and refer violent students to the principal or Superintendent of Schools immediately.

The Role of Teachers/Staff - Teachers/staff members know that they work with this nation's most precious commodity — the future generation. In view of this responsibility, the teacher must:

- promote and model the Code of Conduct in its entirety.
- promote a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen each student's positive self-image and promote confidence to learn.
- plan and conduct instruction that will make learning challenging and stimulating.
- recognize that some disciplinary problems are caused by student's personal and academic frustrations.
- utilize classroom routines which contribute to the total instructional program and to the student's development of civic responsibility.
- seek to develop close cooperative relationships with parents for the educational benefit of the student.
- distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator.
- impart the basic manners through instruction and illustration.
- handle individual infractions privately and avoid punishing the group for the misbehavior of one or two.
- help students cope with negative peer pressure.
- confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- identify changing student behavior patterns and notify appropriate personnel, and enable students to discuss their problems with them.
- return phone calls and send communications home promptly.
- report to the principal any student who jeopardizes their own safety, the safety of others, the teacher, or who seriously interferes with the instructional program of the classroom.
- treat students in an ethical and responsible manner free from personal biases, harassment, discrimination and bullying.
- help students to reach their maximum potential.
- serve as a surrogate parent in matters of behavior and discipline in accordance with New York State School Law
- explain and interpret the Code of Conduct to students.
- enforce the Code in all areas of the school.
- demonstrate desirable standards of behavior through personal examples.

- know the support services available to students and refer students who are in need of such services.
- comply with State Educational Law regarding corporal punishment and mandated reporting of suspected child abuse.
- inform the student and the principal the reason why a student is removed from class as soon as possible.
- report and refer violent students immediately to the principal or Superintendent of Schools.
- follow building level procedures in reporting incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the Building Level Dignity Act Coordinator or principal.
- use only those materials in the classroom that reinforce the values of respect, moral decency, appropriate dress and language.

The Role of Building Administrators - As the educational leaders of the school, the principal and his/her assistant(s) set the disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:

- model and uphold the Code of Conduct in its entirety.
- seek to develop a sound and healthy atmosphere of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- evaluate the program of instruction in their school to achieve a meaningful educational program
- help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classroom.
- develop procedures which reduce the likelihood of student misconduct.
- provide the opportunity for students and staff to approach the principal directly for redress of grievances.
- treat students in an ethical and responsible manner free from personal biases, harassment, discrimination and bullying.
- work with students and staff to formulate school regulations.
- assist staff members to resolve problems which may occur.
- return phone calls to parents and send communications home promptly.
- foster a positive connection between the household and educational institution.
- utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions.

- implement essential measures for building security
- assume responsibility for the dissemination and enforcement of the Code of Conduct
- ensure that students are provided with fair, reasonable and consistent discipline.
- comply with pertinent State laws governing hearings, suspensions and student rights.
- develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this Code of Conduct.
- demonstrate desirable standards of behavior through personal examples.
- follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the administration's attention in collaboration with the Building Level Dignity Act Coordinator.

The Role of District Administrators - As the educational leaders of the school system, the Superintendent of Schools and central administrators must:

- model and uphold the Code of Conduct in its entirety.
- reinforce and extend the indicated responsibilities of the principals and make them applicable to the school system for grades Pre-K through 12.
- recommend to the Board of Education appropriate policy, regulations, and actions to achieve optimum conditions for positive learning.
- treat students in an ethical and responsible manner free from personal biases, harassment, discrimination and bullying.
- develop and implement an effective Code of Conduct supportable by students, parents, staff and community.
- demonstrate desirable standards of behavior through personal examples.
- provide each teacher with a copy of the Code of Conduct.
- promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination, and harassment, supporting active teaching and learning.

The Role of the Board of Education - As the elected officials in charge of our schools, the Board of Education must:

- recognize, support and uphold the Code of Conduct in its entirety.
- adopt the policies governing the District, including this Code of Conduct.
- ensure that the Code of Conduct contains clear behavioral expectations and disciplinary consequences for students, staff and visitors.
- ensure that the Code of Conduct is clearly communicated to students, parents, staff and the school community.
- treat students in an ethical and responsible manner free from personal biases,

harassment, discrimination and bullying.
- ensure that the Code of Conduct is implemented and enforced in a consistent, reasonable, fair and equitable manner.
- review the Code of Conduct and updates as necessary but at least annually.

Public Conduct on School Property

The Board of Education recognizes that the primary purpose of the District is to provide a superior atmosphere for learning and education. Any action by an individual or group(s) aimed at disrupting, interfering with or delaying the education process, or having such effect, is prohibited. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

These rules govern the conduct of students, parents, faculty and other staff, other visitors, licensees, invitees, and all other persons, whether or not their presence is authorized, upon District property, and also upon or with respect to any other premises or property (including school buses) under the control of the District and used in its programs.

Conduct of Visitors - In an effort to maintain a safe and healthy educational environment, all visitors to the District must sign in and show identification at the main entrance of the building visited. Visitors are expected to conduct themselves in a manner that does not disrupt the academic process and in accordance with the law and this Code of Conduct.

Prohibited Conduct Related to School Property - No person, either singly or in concert with others, shall:

- cause physical injury to any other person, or threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which they have a lawful right to do, or to do any act which they have a lawful right not to do.
- intimidate, harass or discriminate against any person on the basis of a person's actual or perceived race, weight, color, creed, religion, religious practice, ethnic group, national origin, political affiliation, sex, sexual orientation, gender (including gender identity and expression), age, marital or veteran status, or disability.
- restrain or detain any other person physically, or remove such person from any place where s/he is authorized to remain.

- damage or destroy property of the District or under its jurisdiction, or remove or use such property without authorization.
- enter into any private office of an administrative officer, member of the faculty or staff member without permission, expressed or implied.
- enter into and remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- remain in any building or facility after it is normally closed without authorization.
- refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff, or member of the Board of Education.
- obstruct the free movement of persons and disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express their views, including invited speakers.
- have in their possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without authorization of the chief administrative officer, whether or not licensed to possess the same.
- incite others to commit any of the acts herein prohibited with specific intent to procure them to do so.

Penalties and Procedures for Prohibited Conduct on School Property - A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

- if a licensee or invitee, their authorization to remain upon the grounds or other property shall be withdrawn and they shall be directed to leave the premises. In the event of failure to do so, they shall be subject to removal.
- if trespasser or visitor without specific license or invitation, they shall be subject to removal and/or arrest.
- if they are a student, they shall be subject to disciplinary action as the facts of the case may warrant, as prescribed by Section 3214 of the Education Law and the Code of Conduct.
- if a faculty member, they shall be subject to disciplinary action as prescribed by and in accordance with procedures of the Education Law and the collectively negotiated agreement and any relevant Board policies.
- if a staff member in the classified service of the civil service, described in Section 75 of the Civil Service Law, s/he shall be subject to disciplinary actions as described in Section 75 of the N.Y. Civil Service Law, as well as any relevant Board policies and any collectively negotiated agreements.
- if a staff member other than one described above, they shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement and any relevant Board policies.

ENFORCEMENT PROGRAM FOR PROHIBITED CONDUCT ON SCHOOL PROPERTY

1. The Superintendent of Schools shall be responsible for the enforcement of these rules, and they shall designate other personnel to take action in accordance with such rules when required or appropriate to carry them into effect.

2. In the case of any apparent violation of these rules by such persons which, in the judgment of the Superintendent or their designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences of the persistence in the prohibited conduct, including their removal from any District properties where their continued presence and conduct is in violation of these rules.

3. In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Superintendent or their designee shall cause the removal of the violator from any premises which s/he occupies and shall initiate appropriate disciplinary action herein before provided in accordance with law, policy and collectively negotiated agreement provisions.

4. The Superintendent or their designee may apply to the public authorities for any aid that they deems necessary in causing the removal of any violator of these rules and they may request the Board's legal counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.

This Code and the penalties set forth herein are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any Federal or State law, or local ordinance, and the imposition of a fine or penalty provided for therein.

PROHIBITED STUDENT CONDUCT

The rules of conduct listed on the following pages are intended to focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules, will be required to accept the penalties for their conduct. Disciplinary action, when necessary, will be firm, fair and consistent. This is most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

Disorderly Conduct: Examples include, but are not limited to:

- running in hallways/classrooms/cafeteria.
- making unreasonable noise.
- using language or gestures that are profane, lewd or vulgar.
- obstructing vehicular or pedestrian traffic.
- engaging in any willful act that disrupts the normal operation of the school community.
- 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.
- misusing computer/electronic communication devices or software —including any unauthorized use of computers, software or Intranet/internet account, accessing inappropriate websites, or any other violation of the District's acceptable use policy.
- intentionally causing harm or damaging the District's computer system, including unauthorized modification of electronic information or conducting a Distributed Denial of Service (DDOS) of others or the District by circumventing security and breaking into another's server, website, or the like. This includes hacking and other activities that may knowingly harm or disrupt the District's computer system or electronic information of others or the District.
- possessing, using, distributing material from unauthorized video/audio devices, including cameras, phones, recorders, digital cameras and other electronic devices.
- possession, selling, or distribution of stolen items.
- possessing, selling, or distributing pornographic material in any form

Insubordinate Conduct - Examples include, but are not limited to:

- failing to comply with reasonable directions or otherwise demonstrating disrespect for teachers, school administrators, or other school employees in charge of students.
- skipping or disregarding an assigned detention or other disciplinary consequence.
- forging parent's signature on any document.
- misusing passes, including forgery of passes.
- failure to give their full name or produce an identification card when requested by any staff members

Disruptive Conduct — Examples include, but are not limited to:

- deliberately disrupting or preventing the peaceful and orderly conduct of classroom instruction inside or outside the building.
- deliberately disrupting or preventing the peaceful and orderly conduct in the hallways, cafeteria, auditorium, gymnasium or similar areas including school grounds and school vehicles.
- deliberately disrupting or preventing the peaceful and orderly conduct of the flow of traffic to and from any and all bus arrivals and dismissals.
- inciting or encouraging violence.

Violent Conduct - Examples include, but are not limited to:

- committing, or attempting to commit, an act of violence (such as hitting, kicking, punching or scratching) another student, teacher, administrator, school employee, or any other person lawfully on school property.
- engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- displaying what appears to be a weapon or other incendiary device.
- threatening to use any weapon or other incendiary device.
- possessing any weapon or other incendiary device.
- damaging or destroying the personal property of a student, teacher, administrator, other District employee, or any person lawfully on school property (includes graffiti).
- damaging or destroying school property (includes graffiti).

- communicating by any means on or off school property any content that can reasonably be interpreted as a threat to commit an act of violence on school property or results in material or substantial disruption to the educational environment.
- committing arson or use of fireworks or other incendiary devices.

Endangering the Safety, Morals. Health or Welfare of Self or Others - Examples include, but are not limited to:

- lying to or deliberately misleading school personnel and thus endangering the safety of the school building.
- stealing the property of other students, school personnel, or any other person lawfully on school property or attending a school function.
- making defamatory remarks, which includes making false statements or representations about an individual or identifiable group of individuals that harm the reputation of their persons or group by demeaning them.
- discriminating against individuals, which includes the use of a person's actual or perceived race, weight, color, creed, religion, religious practice, ethnic group, national origin, political affiliation, sex, sexual orientation, gender (including gender identity and expression), age, marital or veteran status, or disability as a basis for treating another in a negative manner.
- harassing individuals, which includes but is not limited to: bullying (verbal, physical or social/relational), cyberbullying, sexting, verbal threats, taunting, extortion or any statement or action which a reasonable person would perceive as ridiculing or demeaning.
- sexually harassing a person, or any action or comment/conduct that any individual may deem as offensive such as inappropriate touching, verbal comments, sexual name-calling, spreading sexual rumors about, gestures, jokes, pictures, blocking the movement of, sexting, rape or attempted rape.
- intimidating a person, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team. selling, distributing, using or possessing obscene content (electronic or print). using vulgar or abusive language, cursing or swearing.
- possessing, using, selling, distributing, soliciting or exchanging any tobacco product.

- possessing, using, selling, distributing, soliciting or exchanging e-cigarettes, vaporizers and/or any other products that may contain nicotine but can be utilized for illegal drugs.
- possessing, using, selling, distributing, soliciting or exchanging drug paraphernalia.
- possessing, consuming, selling, distributing, soliciting or exchanging alcoholic beverages.
- possessing, consuming, selling, distributing, soliciting or exchanging illegal substances.
- possessing, consuming, selling, distributing, soliciting or exchanging synthetic cannabinoids and/or other synthetic drugs including forms of infused edibles.
- being under the influence of alcoholic beverages.
- being under the influence of drugs, synthetic cannabinoids, and/or other synthetic drugs.
- using without prior permission or sharing prescription and over-the-counter drugs.
- unauthorized possession of prescription or over-the-counter medication.
- inappropriate use or selling of prescription or over-the-counter medication.
- possessing loaded or blank cartridges or other ammunition.
- gambling, card playing or possession of such paraphernalia.
- exposing oneself indecently, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- subjecting another person to danger by recklessly engaging in conduct that creates substantial risk of injury.
- reckless driving which may include but is not limited to driving at excessive speed or at a velocity that can be considered dangerous, intentionally failing to yield the right-of-way to other vehicles or pedestrians, driving recklessly in a reckless manner with reckless disregard, driving that is willful or shows wanton disregard for the safety of person or property, driving at an immoderate rate of speed or in a careless, reckless, or negligent manner, driving without due caution, driving with disregard for the safety of others.

Misconduct on a School Transportation - Students are required to conduct themselves on the bus in a manner consistent with established standards in the Code of Conduct to ensure their safety and that of the other passengers. Excessive noise, pushing, shoving and fighting will not be tolerated.

Academic Misconduct- Examples include, but are not limited to:

- plagiarism
- cheating
- altering records
- assisting another in any of the above areas

Off-Campus Misconduct

A student may be subjected to discipline for conduct constituting a crime which is committed off of school premises or at non-school sponsored activities to the extent that the Superintendent of Schools and/or Board of Education believes that the student's continued attendance in school would adversely affect the educational process (e.g. disrupt the normal operations of the school community) or constitute an endangerment to the health, safety, welfare and/or morals of the student and/or others in the school.

A student may also be subjected to discipline for conduct committed off-campus when the Superintendent of Schools and/or the Board of Education believe that the student's conduct creates or would foreseeably create a risk of substantial disruption within the school environment or an endangerment to the health and safety of students, where it is foreseeable that the conduct or threat of conduct might reach the school property, including, but not limited to, cyberbullying.

Student Dress Code

The purpose of the dress code for students is to provide guidelines for appropriate attire to be worn to school. The Washingtonville Central School District Student Dress Code prioritizes the comfort and safety of each student and will not reinforce stereotypes, increase marginalization, or create a hostile learning environment for any student.

Students should be able to express themselves through dress with as much freedom as possible to express their individuality within our dress guidelines, while maintaining safety and respect for our community.

Since fashion trends may emerge that are not specifically “covered” in the policy, the administration reserves the right to amend the policy when the need arises. The following is a set of guidelines that describes appropriate school attire. The guidelines are illustrative and do not enumerate every item that may be deemed inappropriate. We ask you to use it as a basis to form good judgments about the appropriateness of student attire.

A student's dress, grooming, and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, religious practice, weight, creed, national origin, ethnic group, gender, sexual orientation or disability.
- Not promote and/or endorse the use of alcohol, marijuana, or other illegal drugs or related paraphernalia and/or encourage illegal or violent activities.
- Not wear garments THAT EXPOSE a student's chest, midriff, undergarments, or buttocks.

Students who do not adhere to this policy, will be addressed privately and will be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. If the student does not accept any of the measures offered to correct the code violation, parents or guardians will be contacted. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Students who repeatedly fail to comply with the dress code will be further disciplined, up to and including out-of-school suspension. 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. The school administration appreciates your support and understanding.

Personal Electronic Devices

The Washingtonville Central School District adopted Policy #5695: Students and Personal Electronic Devices, which has been established to ensure compliance with Section 2803 of the New York State Education Law and to promote a safe and distraction-free learning environment for all students. Personal electronic devices include but are not limited to: phones (both smartphones and call/text only phones), laptops, tablets, smart watches, wireless headphones and earbuds, internet-connected accessories, e-readers, calculators, voice recorders, cameras and music devices. These devices can create significant distraction to the school environment and reduce student engagement. At the elementary level, devices are prohibited and should be left at home. For middle and high school students, devices must be turned off and put away in the student's locker from the time students enter the school building until the end of the school day. Cell phones will not be used or displayed during any part of the instructional day. Students may not wear headphones/airpods/earbuds during school hours unless for educational reasons and under teacher's supervision.

During classes or exams, electronic communication devices (e.g. cell phones, airpods, smartwatches etc.) are prohibited by everyone, including faculty and staff.

Students are prohibited from using such devices in any manner which invades the privacy of students, employees, volunteers or visitors. There are no exceptions. Undisclosed or surreptitious recordings of any kind, including photos, audio, and video recordings without permission are not permitted. In a situation in which it is not acceptable to take a picture or recording, it is also not acceptable to transmit it in print form and/or electronically. [1] Such conduct may be subject to disciplinary action. Unauthorized use of these and/or audio and video recording devices may result in a Student Code of Conduct sanction being issued to the student.

DISCIPLINARY PROCEDURES AND PENALTIES RELATED TO PROHIBITED STUDENT CONDUCT

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The student's prior disciplinary record.
- The nature of the offense and the circumstances which led to the offense.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.

[1] **Electronic Communication**: a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, iPads, Smartwatches, video gaming systems or other hand-held device, communication transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, chat rooms, blogs, Instagram, and Twitter.

- Other circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability, or suspected disability, the student shall be referred to the Committee on Special Education or Section 504 Committee prior to issuing a penalty. A student identified as having a disability shall not be disciplined for behavior which is a manifestation of his/her disability except as explained in Section VII herein (p 26).

Penalties

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

- Verbal warning - any member of the District staff.
- Written warning - any member of the District staff.
- Written notification to parents/guardians - any member of the District staff.
- Teacher detention - teachers, administration, Superintendent.
- Central detention - administration, Superintendent.
- Referral to OC Board of Health - principal or designee.
- Suspension from transportation - administration, Superintendent.
- Suspension from athletic participation - administration, Superintendent, athletic director.
- Suspension from social or extracurricular activities - administration, Superintendent.
- Suspension of other privileges - administration, Superintendent.
- Suspension from or loss of privileges to attend graduation, prom, etc.- administration, Superintendent.
- In-school suspension - administration, Superintendent.
- Removal from classroom - administration, Superintendent.
- Short-term (5 days or less) suspension from school - administration, Superintendent, Board of Education.
- Long-term (more than 5 days) suspension from school - Superintendent, Board of Education.
- Permanent suspension from school - Superintendent, Board of Education.
- Confiscation of banned devices - administration.
- Restitution/payment - administration, Superintendent.
- Law enforcement notification - administration, Superintendent.

Due-Process Rights

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than a verbal warning, warning, written notification to their parents, or detention are entitled to additional rights before the penalty is imposed.

These additional rights are explained below:

Detention - Teachers, principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate, unless there is parental objection.

Suspension from transportation - If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or Superintendent. The student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal and all parties involved to contest and/or discuss the misconduct and the penalty involved if applicable.

Suspension from athletic participation. extra-curricular activities and other privileges - A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension and his/her parents to discuss the conduct and the penalty involved.

In-school suspension - The Board recognizes that the school must balance the need of students to attend school and the need for order in the classroom. As such, the Board authorized the building principals and the superintendent to place a student who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." "In-school suspension" is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension. A student subjected

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

Removal of a student from the classroom - The Washingtonville Central School District has determined that certain acts of misconduct interfere with instruction and/or safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, efforts will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with the District's goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

In accordance with the provisions of the SAVE Legislation, teachers shall have the authority to remove a student from their classroom whenever the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. "Substantially disruptive "shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson. To address the disruptive conduct of the student who "substantially interferes " with the teacher's authority over the classroom shall mean that: the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist with at least two directives. A teacher may remove a student for the remainder of the class upon the first event and for a maximum of two days of class upon the second or third event. Upon the reoccurrence of repeated events, a principal's suspension may occur. Notwithstanding the above, in light of circumstances that warrant suspension, a principal's suspension for substantially disruptive behavior may be implemented, in addition to, or in lieu of, removal of the student from the classroom by the teacher. Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher's authority over the classroom, the following procedures will be put into motion.

Step 1: The teacher must address the student in class (or within 24 hours of removal where the student presents an ongoing threat of disruption or a continuing danger at the time of removal) to inform the student of the reason(s) for the removal.

Step 2: Prior to removal from the classroom (or within 24 hours of removal where the student presents an ongoing threat of disruption or a continuing danger at the time of removal), the teacher shall inform the student of the basis for the removal and allow the student to informally present their version of the relevant events.

Step 3: The teacher must complete a District-established disciplinary removal form. They must meet with the administration as soon as possible, but no later than the end of the day, to explain the circumstances of the removal and to present the removal form. If the administration is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Step 4: The building administration must inform the student's parent of the removal and the reasons therefore within 24 hours of the student's removal.

Step 5: Upon request, the student and their parent/guardian must be given the opportunity for an informal conference with the principal or designee to discuss the reasons for removal. If the student denies the charge(s), the principal or designee must provide an explanation of the basis for the removal. The student and/or their parent/guardian will be given the opportunity to present the student's version of the relevant events within 48 hours of the student's removal.

Step 6: The principal's/designee's determination on whether or not to support the teacher's removal of the student shall be made by the close of business on the day succeeding the 48-hour period for the informal principal's removal conference. The teacher who initiates the removal may be required to attend the principal's conference at the principal's discretion.

The District shall provide continued educational programming and activities for students who are removed from their classrooms. An appeal brought by the parent, or student over the age of 18, of a principal's removal decision must be presented to the Superintendent of Schools prior to any further appeal.

Suspension from School - Suspension from school is a severe penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board of Education retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building

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

There are 3 categories of suspensions from school and each are described below.

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

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. Students will not be able to return to regularly scheduled classes, attend any school activities, or be on school property. The notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension, at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of any complaining witness under such procedures as the principal may establish. The principal shall promptly advise the parents in writing of their decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five days of the decision, unless they can show extraordinary circumstances precluding them from doing so. In the appeal, the parents are to set forth why they are appealing and present any other documentation pertinent to the case. The Superintendent will review the documents submitted by the parents and the principal and render a written

decision within 5 days. The Superintendent will advise the parents that if they are still not satisfied with the decision and wish to pursue the matter further, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the decision unless they can show extraordinary circumstances precluding them from doing so.

The Board of Education will hear the appeal at their next regularly scheduled meeting or work session. When the Board of Education hears an appeal, they may only review the written documents submitted by the parents and the District. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

Long-term (more than five days) suspension from school:

When the Superintendent determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing. During this time students will not be able to return to regularly scheduled classes, attend any school activities or be on school property. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf. The Superintendent shall personally hear and determine the proceeding or may, at his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendation as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. An appeal of the Superintendent's decision may be made to the Board of Education. The Board will make its decision based solely upon the record before it. All appeals to the Board must be made in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The Board of Education will hear the appeal at their next regularly scheduled meeting or work session. When the Board of Education hears an appeal, they may only review the written documents submitted by the parents and the District, as well as the electronic record of the hearing. The Board may adopt in whole or in part, the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

Permanent suspension:

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

Minimum Periods of Suspension

Students who bring a weapon to school - Any student found guilty of bringing a weapon onto school property will be subject to suspension from school and a potential Superintendent's Hearing. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law 3214. The Superintendent may consider the following:

- the student's age
- the student's grade in school
- the student's prior discipline record
- input from parents/teachers or others
- Superintendent's belief that other forms of discipline may be more effective
- other extenuating circumstances

The Superintendent is required to refer the following students to the County Attorney (or the County presentment agency if not the County Attorney) for a juvenile delinquency proceeding before the Family Court:

- any student under the age of 16 who is found to have brought a weapon to school.
- any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law.
- the Superintendent is required to refer students over the age of 16, or any student 14 or 15 years old who qualifies for juvenile offender status, to the appropriate law enforcement authorities.
- a student 14 or 15 years old who possesses a firearm, machine-gun, or loaded firearm (as defined in S26S.00 of Penal Law) on school grounds (as defined in 5220.000(14) of the Penal Law) qualifies for juvenile offender status under 1.20 of the Criminal Procedure Law.

Students who commit violent acts other than bringing a weapon to school - Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least

five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis.

Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom - Any student who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, or three or more occasions during a trimester, will be suspended from school for at least 5 days (note cumulative effect). If the proposed penalty is the minimum suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Referrals

Counseling - The guidance office, school attendance officer, psychologist or social worker shall handle all referrals of students for counseling services upon the recommendation of school staff.

PINS Petitions - The District may file a PINS (Person In Need of Supervision) petition with probation in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- being habitually truant and not attending school as required by part 1 of Article 6S of the Education Law.
- engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- knowingly and unlawfully possesses a controlled substance in violation of Penal Law 221.0S. (A single violation of 221.0S will be sufficient basis for filing a petition.)

County Attorney (Juvenile Delinquent and Juvenile Offenders) - The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- any student under 16 who is found to bring a weapon to school.
- any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law 1.20(42)

Alternative Instruction

Pursuant to the Education Law, no student shall be suspended from school in their regularly scheduled classes without being provided alternative equivalent instruction, either in the form of home instruction or instruction in an alternative setting. Such instruction shall be of an equivalent nature to that provided in the student's regularly scheduled classes. A good faith effort shall be made to provide such alternative instruction immediately. In the event that a student within the compulsory education ages of six and the school year in which they become 16 is suspended from school in excess of five school days, alternative equivalent instruction shall be provided for the duration of the suspension period.

Appeals Process

The decision of the Superintendent with respect to the findings of fact sustaining charges in a long-term suspension hearing and/or penalty determination shall be subject to appeal (or may be appealed) to the Board of Education. All appeals to the Board must be made and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The Board of Education will hear the appeal at their next regularly scheduled meeting or work session. When the Board of Education hears an appeal, they may only review the written documents submitted by the parents and the District. The Board shall review the record of the proceedings before the Superintendent or his/her designated hearing officer, including a review of the recording of the proceedings, documentary evidence and written arguments of the representatives of the respective parties, if any. The Board does not provide the representatives of the respective parties with the opportunity either to present evidence not previously in the record or to make arguments in person before the Board.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Suspension of Students with Disabilities

In the event that a student has a known disability or when school officials can be deemed to know, in accordance with law, that a student has a disability, the District will first proceed to conduct a 3214 disciplinary proceeding for any suspension of more than five days. The 3214 disciplinary proceeding will be held in two parts: first to determine the student's guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined on a violation of a provision of the District's Code of Conduct, before a penalty may be imposed, the following rules shall apply:

504/ADA Disability - For a student solely with a disability under 504 of the Rehabilitation Act of 1973 (hereinafter referred to as (504)/Title II of the Americans with Disabilities Act (hereinafter referred to as the "ADA"), the 504 multidisciplinary committee must make a determination regarding whether the conduct underlying the charges was a manifestation of the student's disability.

1. If a nexus is found between the disability and the conduct, no additional discipline shall be imposed and the record of discipline imposed to date shall be expunged.
2. If no nexus is found, yet nonetheless a disability is indicated or has been identified, discipline may be imposed upon remand to the 3214 hearing officer. A change in placement; i.e. a suspension, removal or transfer, in excess of 10 school days must be preceded by notice and an evaluation conducted by the 504 team.
3. Students with a recognized 504/ADA disability who are currently using or in possession of alcohol or drugs may be disciplined, regardless of their disability status in the same manner and to the same extent as non-disabled students, provided that same students are currently engaged in the illegal use of drugs or use of alcohol.

IDEA Disability - For students classified or presumed to have disabilities under the Individuals with Disabilities Education Act (hereinafter referred to as "IDEA"), a Manifestation Team must make a manifestation determination prior to a student's suspension for 10 or more consecutive school days or prior to a suspension of 10 days or less, if it has been determined that a suspension for less than 10 consecutive school days would constitute a disciplinary change in placement.

A series of suspensions that are each 10 days or less in duration may create a pattern of exclusions that constitutes a disciplinary change in placement. That determination will be made on a case-by-case basis in accordance with applicable law and regulation. Among the factors considered in making this determination are: the length of each suspension, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

A student shall be presumed to have a disability if prior to the time the behavior occurred:

- The student's parent/guardian has expressed, in writing to supervisory or administrative personnel of the school or to a teacher of the student that the student is in need of special education, provided that such notification may be oral if the parent does not know how to or has a disability that prevents a written statement; or
- The student's parent has requested an evaluation of the student; or
- A teacher of the student or other personnel of the District has expressed specific concern about a pattern of behavior demonstrated by the student to supervisory personnel in the District in accordance with the District's child-find procedures.

A student shall not be presumed to have a disability for discipline purposes, despite satisfaction of one or more of the above criteria, if:

- The student's parents have not allowed a relevant evaluation of the student by the Committee on Special Education (CSE);
- The student's parent has refused special education services; or
- It was determined by the CSE or Committee on Preschool Special Education (CPSE) that the student is not a student with a disability; or
- It was determined that an evaluation was not necessary and the District provided appropriate notice to the parents of such determination.

Manifestation Determinations

A Manifestation Team, which shall include a representative of the school district knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members or the Committee on Special Education as determined by the parent and the school district. The parent must receive written notification prior to any Manifestation Team meeting to ensure that the parent has an opportunity to attend and to inform the parent(s) of their right to have relevant members of the CSE participate at the parent's request.

When making a manifestation determination, the Manifestation Team shall review all relevant information in the student's file including the student's IEP, any teacher observations and any relevant information provided by the parents to determine if:

a. The conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
b; The conduct in question was a direct result of the school district's failure to implement the IEP

If either of the aforementioned criteria listed as "a" and "b" above are answered affirmatively, the conduct in question shall be deemed to be a manifestation of the student's disability.

When the Manifestation Team determines that the conduct in question was a manifestation of a student's disability, the CSE shall meet to recommend and conduct a functional behavioral assessment and implement a behavior intervention plan in accordance with 201.3 and 201.4(d)(2)(a) of the Commissioner's Regulations.

A meeting for the sole purpose of making a manifestation determination does not require five calendar days ' notice to the student's parent/guardian. However, if the CSE meets to consider a change in placement in conjunction with the manifestation determination, the five-day notice requirement of the Commissioner's Regulations is applicable and parental participation in all CSE meetings is expected and strongly encouraged.

Discipline of Students with Disabilities

When the Manifestation Team has made an
Affirmative Manifestation Finding

When an educationally disabled student's conduct is a manifestation of the child's disabling condition, a student classified under IDEA may only be suspended from school for more than 10 consecutive school days, if one of the following applies:

- The CSE recommends a change in placement on the student's Individualized Education Plan (IEP) and/or Behavior Intervention Plan (BIP) and the parent/ guardian or eighteen-year or older student consents to such change in writing following receipt of their Procedural Safeguards Notice.
- A court order or order from an impartial hearing officer of suspension/removal of a dangerous student pursuant to 201.8 of the Commissioner's Regulations is obtained.
- The violation involves weapons, drugs or serious bodily injury.

Suspensions for Misconduct Involving Weapons and/or Drugs and/or Serious Bodily Injury - A student classified or deemed to be known as having an educational disability under IDEA may be suspended and placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days (less if the discipline is for a non-disabled student would be less), if the student is found guilty of:

1. carrying or possessing a weapon while at school, on school property or at a school function;

2. knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance while at school, on school premises or at a school function; or

3. inflicting a serious bodily injury to another person while at school or a school function.

- The term "weapon" means "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length."
- The term "illegal drugs" means controlled substances but not those legally possessed or used under the supervision of a licensed healthcare professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law. Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.
- The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty. "

Before a student is suspended and placed in an IAES for up to 45 school days for behavior involving weapons and/or drugs and/or serious bodily injury, the Manifestation Team must conduct a manifestation determination. Placement in an IAES as a result of conduct involving weapons and/or drugs and/or serious bodily injury is not contingent upon a Manifestation Team determination that the misconduct is not related to the student's disability.

If the student is or may be placed in an IAES, the CSE shall, as appropriate, recommend functional behavioral assessment and behavior intervention, or review any such pre-existing, plan for modification; and

A CSE shall determine and recommend an IAES reasonably calculated to enable the child to continue to receive educational services, participate in the general curriculum and progress toward meeting IEP goals and objectives during the period of suspension from instruction.

Dangerous Students - To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than 10 consecutive school days, the School District may commence an expedited hearing before a special education impartial hearing officer to demonstrate that a student is dangerous and is substantially likely to cause injury to him/herself or others if returned to his/her last agreed upon placement. An impartial hearing officer may order the placement of the student in an IAES for up to 45 school days in accordance with 201.8 and 201.11 of the Commissioner's Regulations.

- The Manifestation Team must still conduct a manifestation determination within 10 consecutive school days of the initial disciplinary action.
- If the student is or may be placed in an IAES, the CSE shall, as appropriate, recommend a functional behavioral assessment and behavior intervention plan, or review any such pre-existing, plan for modification; and
- An impartial hearing officer's determination allowing a student's placement in an IAES as a result of dangerous behavior, is not contingent upon a Manifestation Team determination that the misconduct is not related to the student's disability.

Discipline of Students with Disabilities

When the Manifestation Team has made a No Manifestation Finding

Where a student with a disability's conduct is found not to be a manifestation of his/her disability he/she may be disciplined in the same manner and to the same extent as non-disabled students. In such instances, the CSE shall meet upon proper notice to determine any appropriate evaluations which must be performed, changes to a student's IEP and to recommend an appropriate IAES where the child can continue to receive educational services although in another setting, that enable the child to participate in the general curriculum and progress toward meeting IEP goals and objectives during the period of suspension from instruction.

Pendency Placement - An IAES shall be deemed the student's "stay put placement" for up to 45 school days, during the pendency of any expedited due process proceedings commenced by parents to contest:

- a finding that a student is not presumed to have a disability, and/or
- a finding that the student's misconduct was not a manifestation of the student's disability, and/or
- a decision to place a student in a CSE recommended IAES for misconduct involving weapons and/or drugs and/or serious bodily injury, and/or
- the decision of an impartial hearing officer in a dangerousness hearing and/or
- the appropriateness of an IAES program recommended by the CSE in the context of one of the four categories of action listed above.

REPORTING CODE VIOLATIONS

To School District Personnel - Students, teachers and other District personnel are encouraged to report any violation of the Code of Conduct to the building principal or, in their absence, the acting designee. Teachers and other District personnel shall immediately report violent students to the building principal or Superintendent of Schools.

To Local Law Enforcement Agencies - The District will report any acts of violence against persons that constitute a felony or misdemeanor and other violations of the Code of Conduct which constitute a misdemeanor or felony to the appropriate local law enforcement agency. When necessary, the District will file a complaint in criminal court against the perpetrator.

To Human Services Agencies - The District will report any violations of the Code of Conduct which constitute a crime when the actor is under the age of 16 to the appropriate human services agencies. When necessary, the District will file a juvenile delinquency petition or a person in need of supervision (PINS) petition in Family Court.

Any member of the school community who learns of a potential threat to the school or observes any individual in possession of a weapon, alcohol, or illegal substance on or off school property or at a school function shall report this information immediately to any school personnel, such as an educator, building security, a School Resource Officer (SRO), a building administrator or the Superintendent. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent, guardian or caregiver of the individual involved and the appropriate disciplinary action taken, up to and including a Superintendent's Hearing and referral for prosecution. Members of the school community are encouraged to notify the appropriate local law enforcement agency if they observe any individual in possession of a weapon or learn of a potential threat to the school when it occurs outside of the school day or when school is not in session. The building administrator or designee must notify the appropriate local law enforcement agency of those Code of Conduct violations which are known to constitute a crime or reasonably believed to constitute a crime and which substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the building administrator or designee learns of the violation. The notification may be made by telephone, followed by written documentation. The notification must identify the individual(s) and explain the conduct that violated this Code of Conduct and that is known or believed to have constituted a crime.

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot be reasonably used, reasonable physical force using non-violent crisis interventions may be used as a last resort to:

- Protect oneself, another student, teacher or any person from physical injury
- Protect the property of the school or others
- Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties, if that student has refused to refrain from further disruptive act

The District will file written reports with the Commissioner of Education about the use of corporal punishment, in accordance with the Commissioner's Regulations.

INTERSCHOLASTIC ATHLETICS
CODE OF CONDUCT

At all times, student-athletes are expected to display conduct and citizenship that reflects pride in the program and in the Washingtonville CSD. Expected standards of behavior are high, and a willingness to live up to them is part of being a member of an athletic program. In return for the privilege of participating in an athletic program, it is expected that the student-athletes will accept the necessary responsibilities and do their best to live up to them. In addition, all members and managers of an athletic program are expected to present a clean, neat appearance in personal grooming and dress and are expected to behave as high quality role models that extol the values of Washingtonville CSD. Unbecoming conduct will result in disciplinary action and possible suspension or removal from the athletic program.

Any student-athlete who joins an interscholastic athletic program is expected to remain with the program until the season is completed and the coach releases the student-athletes. If a student-athlete wishes to leave a team during the season, the student-athlete must discuss the change with the current coach, parent/guardian and Athletic Director before being released and before requesting membership on the new athletic program. A student-athlete who leaves a program without permission is automatically suspended from further interscholastic athletic program participation. This consequence is justified by the fact that the offender has deprived other student-athletes of practice, participation time, and/or instruction.

Sportsmanship
As members of the Washingtonville High School athletic program, student-athletes, coaches and parents/guardians are expected to demonstrate proper respect for each other, opponents, opposing coaches, teachers, officials, spectators and the community. Student-athletes and coaches are expected to exhibit the highest level of conduct, both on and off the playing fields, as they are at all times representatives of their athletic program, school and community.

Academic and Extracurricular Activity Eligibility
The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

It is the policy of the Washingtonville Central School District to provide each student-athlete 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-athlete maintains an acceptable level of attendance, academic performance and positive behavior.

Academic and Extracurricular Activity Eligibility

Philosophy

The purpose of the Academic Eligibility Requirement Policy of the Washingtonville Central School District Grades 7-12 is to confirm the priority of academics and appropriate behavioral standards to clarify the privilege of participating in the athletic and/or co-curricular activities. Co-curricular activities include but are not limited to school clubs, dances, class trips and/or any school sponsored event.

Attendance Rule

A student must be in attendance and on time for all classes for the entire school day in order to participate in any athletic/co-curricular activity on a particular day. Students must be in attendance on a Friday to attend a Saturday and/or Sunday event. An exception may only be made if the student has a verified excuse. A verified excuse is one that is acceptable for school attendance reporting such as a court appearance, a doctor's appointment or a funeral.

An unexcused absence, lateness or class cutting on the day of an event (i.e. dances, prom, ski trip, Senior Banquet, club activities, practices, contests and or all school sponsored events) will result in a student's suspension that day from any after school activities. If an unexcused absence or lateness occurs on the last day of the week, the student will be suspended from both that day's and the weekend's activities and is not permitted to be on site during the event. A daily attendance list will be issued via the Attendance Office.

In the event the unexcused absence, lateness or cutting occurs on the day of an event and cannot be validated until a later date, the student will be suspended from the next event after the unexcused absence has been confirmed. After the second unexcused absence/cut the student will be ineligible to participate in all extracurricular activities for a period of five days. After the suspension period, the student attendance record will be reviewed and further recommendations will be made by the eligibility committee.

Academic Eligibility

In an effort to assist students to move steadily toward graduation, the following is utilized only to indicate students who are eligible for a try out. At the beginning of the school year:

Middle School Student Athletes:
Any 7th or 8th grade student who ends the previous school year ineligible will begin the next school year on Academic probation.

High School Student Athletes:
Students who end the previous school year ineligible will begin the next school year on Academic probation.

Freshman	All students are eligible for a full year
Sophomore	Must have accumulated 4 credits
Junior	Must have accumulated 8 credits
Senior	Must have accumulated 12 credits

A school year is defined as September to June. Summer school classes will be counted toward the credit accumulation total. Students who begin the school year deficient in credit accumulation will be able to regain eligibility in February if the June credit count and February credit count add up to the required number.

The Athletic Director will conduct the review of records over the summer. A list of students who are not eligible for fall and winter tryouts will be composed and distributed to all fall and winter coaches. Summer school credits are added at the conclusion of the summer program. After the entry of the fall semester grades, the ineligibility list will be reviewed and revised so that students who then have the appropriate credit accumulation will be allowed to try out for spring activities.

If a student has been notified by the middle school office by a progress report that they are failing two or more courses at the end of five weeks of a grading period, they will be placed on academic probation. Failure of two or more courses at the end of the next five week marking period will result in the student being declared ineligible to participate. At this point, an appeal must be filed through the student's guidance counselor to remove ineligibility to participate in sports and activities.

If a student has been notified by the high school office by a progress report that they are failing one or more courses at the end of five weeks of a grading period, they will be placed on academic probation. Failure of one or more courses at the end of the next five week marking period will result in the student being declared ineligible to participate. At this point, an appeal must be filed through the student's guidance counselor to remove ineligibility to participate in sports and activities.

All subjects will be weighed equally in determining eligibility status. The final grade at the end of the year will determine academic eligibility for all fall activities although some consideration may be given by the Principal for successful completion of summer school courses. An Assistant Principal will coordinate this procedure.

Behavior Eligibility

Students are expected to be positive role models and ambassadors for the school. This would include not only at or during athletic contests or extra-curricular events, but also throughout the school day and in transit. Students must maintain a positive decorum that is beneficial to their activity, school and community. Such misbehavior as insubordination, disrespect, disruptive, classroom behavior, or unsportsmanlike conduct may result in suspension from athletic/co-curricular activities. A decision for any student to be able to participate in any activity on a given day will reside with the Principal or their designee. Any student serving an in-school suspension or out-of-school suspension will be ineligible to participate in any activity during the suspension period. (i.e. if a student is serving an ISS or OSS/OST on a Friday they are ineligible for weekend practices/games). After a total of two out-of-school suspensions a student will be suspended indefinitely from all athletic/co-curricular activities. The District Code of Conduct will be utilized.

Class attendance, participating in classroom activities and exercises, completing assignments and making progress in academic courses are part of the responsibilities of students who participate in athletic/co-curricular activities. Students must remain academically eligible to participate in athletic/co-curricular activities.

All student athletes/co-curricular participants will refrain from using tobacco products, drugs and/or alcohol. The team members should treat other athletes, coaches, opponents and officials with respect. This means listening and following directions, being receptive to instruction and playing within the spirit and rules of the contest. In addition, hazing and bullying are unacceptable behaviors. In order to meet the expectations of serving as a representative of this school, this responsibility extends to social internet sites, chat rooms and online bulletin boards. It is unacceptable for any athlete to post or communicate anything that disrupts the educational or athletic environment. Failure to meet these standards or responsibilities could result in a student being removed from a team or co-curricular activity.

Academic Probation

Academic probation will last for a period of five (5) weeks. While on probation, the student can continue to participate in athletics/co-curricular activities provided that he/she has agreed to the conditions outlined in the Improvement Contract.

Appeals Process
Students who wish to appeal being declared ineligible for athletics or a co-curricular activity must notify their guidance counselor on the official appeal form. Their counselor will forward the appeal to the Eligibility Committee for review. The Eligibility Committee will make a recommendation on the action to be taken.

Physicals, Games, Tryouts, Practice Sessions and Transportation
A physical must be completed prior to tryouts for any sport. School physicals are good for one calendar year. Physicals done by the school nurse practitioner cover school sports only. Physicals are available in the spring, free of charge; sign up is in the Nurse's Office. Prior to participation in each athletics season, all student-athletes must complete an interval athletic health history form to be signed by the parent/guardian unless a physical exam has been completed within the last 30 days. A student-athlete is expected to attend all tryouts, practices, games and team activities, including those scheduled for vacation periods and weekends. This includes summer vacation. Starting dates and times for all sports will be posted on the Athletic Department website as soon as they become available.

It is the responsibility of the individual student- athlete to communicate with their coach if they are unable to attend a practice or game. Failure to do so may result in disciplinary action, including possible exclusion from one or more activities. If a student-athlete is detained for a disciplinary or academic reason, the student-athlete must bring a note signed by the person whom the student-athlete was detained stating the time of release. On non-school days, it is the obligation of the student-athlete to notify one of the coaches directly if the student-athlete will be absent from a game or practice.

Individual coaches may establish additional rules and regulations with the approval of the athletic director for their respective sports. These rules pertaining to a particular sport must be given by the coach in writing to all team members and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach.

As a general rule, all team members are to travel to and from the contest on the provided transportation. Student-athletes are required to sit with their own team and not leave the activity without permission of the coach. Team members who do not go to the game with the team will not be allowed to participate in the contest. Special requests must be made in writing and approved by the Athletic Office. A signed release letter must be on file in the Athletic Office if parent/guardian will be driving their athlete from away contests. Parents/Guardians driving student-athletes home from a contest must introduce themselves to the coach prior to leaving the game site.

Suspension from an Athletic Program
Suspension from a team is very serious as it results from major rule infractions (either state or local) or from offenses against other team members or property. Team suspensions may last for any specified period of time as determined by the coach, principal and/or athletic director. A suspended player may not join another interscholastic squad during the period of the suspension.

Conflict Resolution
When conflicts or issues arise it is important that they be addressed immediately, and as directly as possible, so that they can be promptly resolved. It is important for student-athletes and parents/guardians to recognize that coaching strategy and playing time are not appropriate subjects for complaint. In addition, parents/guardians should follow any instructions from the coach about the best way/time to approach the coach with questions or concerns.

- First Step: Student-athlete contacts coach – The student-athlete should present the conflict/issue to the coach as soon as possible. It is always best for students to become their own advocates. It is expected that the majority of concerns will be resolved at this first meeting.
- Second Step: Parent/guardian contacts coach – If needed, a parent/guardian may contact the coach directly – but not just before, during or just after a practice or game. A parent/guardian should call the coach to set up an appropriate time to discuss the issue.
- Third Step: Contacting the Athletic Director – If a satisfactory solution is not reached through direct contact with the coach, the student-athletes and/or parent/guardian should contact the Athletic Director. The coach should be informed that this contact is going to be made. If needed, a meeting may be scheduled involving all concerned parties in an attempt to reach a satisfactory resolution. The AD will respond to student-athletes and parents/guardians in a timely manner as to the disposition of their concerns.
- Fourth Step: Contacting the Principal – If there is still not a satisfactory resolution, the student-athlete or parent/guardian may contact the high school Principal. The Athletic Director should be informed that this contact is going to be made. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

Equipment and Uniforms
Student-athletes are responsible for maintaining uniforms and equipment during the sports season. If an item becomes damaged or lost, the student-athlete must notify the coach immediately. All equipment and/or uniform obligations must be fulfilled before a student can participate in another activity. Missing or misused school equipment will be charged to the individual responsible for it, and restitution will be required. Equipment issued to a student-athlete is to be used only for the purpose for which it is intended in practice or in contests. No part of any uniform or equipment is to be used in physical education classes or in any other way unless specific permission has been granted in

advance for a school-sponsored program other than a regular class. All student-athletes are expected to refrain from willfully or carelessly damaging equipment, facilities or property whether at home or on trips. Any student-athlete found to be in possession of unauthorized school equipment (from any school) will be suspended from the program. The student-athlete will not be permitted to retain the articles and, in the case of other school's property, the student-athlete will return the property. Student-athletes are responsible for all personal equipment, including but not limited to racket, bat, glove, etc.; if it is lost or stolen, the school will not be responsible. Graduation caps and gowns will not be issued to any senior student-athlete until all uniform and/or equipment accounts are cleared.

Training Standards

Educators and coaches strongly believe that student-athletes perform best when they follow intelligent training rules that prohibit the use of alcohol, vaping devices, tobacco, drugs and infused edibles. Use of these materials will not be tolerated in the Washingtonville athletic program. Any student-athlete found guilty of the use, possession or possession for sale/distribution of drugs, alcohol or tobacco will be held accountable and disciplined as follows:

I. Use or possession of tobacco, including smokeless tobacco cigarettes/e-cigarettes/vaporizer/and or any vaporizing product.

1st offense - minimum 2 week suspension from athletic program
2nd offense - removed from athletic program

II a. Use or possession of alcohol:

1st offense - minimum 2 week suspension from the athletic program and the student-athlete must meet with Student Assistance Counselor prior to reinstatement
2nd offense - removal from the athletic program and the student-athlete must meet with Student Assistance Counselor prior to participation in another athletic program.

II b. Selling, distributing or providing alcohol:

1st offense - removal from the athletic program and the student-athlete must meet with the Intervention Team prior to participation in another athletic program.

III a. Use or possession of illegal drugs:

1st offense—minimum 2 week suspension from athletic program and student-athlete must meet with Student Assistance Counselor prior to reinstatement.
2nd offense—removal from the athletic program and the student-athlete must meet with the Intervention Team prior to participation in another sport.

III b. Selling, distributing or providing illegal drugs:

1st offense—removal from the athletic program and the student-athlete must meet with the Intervention Team prior to participation in another athletic program.

Policies

Policy #7315 Student Acceptable Use Policy (AUP)

The Board will provide access to various computerized information resources through the District's computer system ("DCS") consisting of software, hardware, computer networks, and electronic communications systems. This may include access to email, online services, and the Internet. It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, will be subject to this policy. Further, all DCS use must be in support of education or research and consistent with the goals and purposes of the District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents or guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the District. The District cannot screen or review all of the available content or materials on these external computer networks, thus, some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents or guardians.

It is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access this content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians should establish boundaries and standards to their children. The acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct that apply to any school activity apply to the use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage.

District students must also adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use of the DCS may lose access in accordance with applicable due process procedures and may be subject to further discipline in accordance with the District *Code of Conduct*.

Student data files and other electronic storage areas are considered District property subject to control and inspection without there being any expectation of privacy with respect to the contents of such information and data as regards the District the right to review the contents of the same. The Computer Coordinator may access all files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy. Students should not expect that information stored on the DCS will be privacy protected from District review.

Notification

The District's AUP will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Policy #7315R Student AUP Guidelines

The District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the District will provide access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, "on-line services," "WiFi" and the "Internet." The District will provide personnel support for usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. Students are held to the same standards of good behavior whether they are using school computer networks or any other electronic media or communications, including a student's own personal technology or electronic device while on school grounds or at school events. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his or her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students will be provided with guidelines and lists of resources particularly suited to the learning objectives.

Standards of Conduct Governing Student Access to the DCS
Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others.

Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Likewise, students are expected to observe the same standards of behavior when using their own personal technology or electronic devices on school grounds or at school events. Individual users are responsible for their behavior and communications over the District computer network.

During school, teachers will guide students toward appropriate materials. Outside of school, parents or guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive or controversial media.

Use of the DCS which violates any aspect of District policy; the *Code of Conduct*; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, specific activities are also prohibited by student users of the DCS including, but not limited to, the following:

1. Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
2. Use of obscene or vulgar language.
3. Harassing, insulting, bullying, threatening or attacking others.
4. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
5. Using unauthorized software on the DCS.
6. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
7. Violating copyright law, including the illegal file-sharing of music, videos and software.
8. Employing the DCS for non-educational, commercial purposes, product advertisement or political lobbying.
9. Disclosing an individual password to others or using others' passwords.
10. Transmitting material, information or software in violation of any District policy or regulation, the District *Code of Conduct*, and/or federal, state and local law or regulation.
11. Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address or telephone number.
12. Accessing personal, interactive sites unless under the direct supervision of a staff member. This includes the use of a student's personal cell phone or digital device to access these social networking sites.
13. Creating or using a website or blog which may cause a substantial disruption in the school environment or interfere with the rights of others.
14. Using digital devices (such as cell or camera phones), electronic technology, or media to facilitate cheating, plagiarism, etc.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses another network or computer resources will be subject to that network's acceptable use policy.

If a student or a student's parent or guardian has a District network account, a non-District network account, or any other account or program which will enable direct or indirect access to a District computer, any access to the DCS in violation of District policy or regulation may result in student discipline. Indirect access to a District computer means using a non-District computer

in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

Sanctions

1. Violations may result in suspension or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.
2. Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state, and local law.
3. When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is prohibited from demonstrating the problem to other users. Attempts to log on to the DCS as a computer coordinator may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS. Further, any violations regarding the use and application of the DCS must be reported by the student to the teacher in charge.

Notification

This regulation and its corresponding policy will be disseminated to parents and students in the *District Code of Conduct* in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Policy #8271 Children's Internet Protection Act-Internet Content Filtering Safety

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking the access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures as deemed appropriate by the applicable administrator will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

a. Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email and chat rooms may be blocked as deemed necessary to ensure the safety of such students;

b. Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c. In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy (Policy 7314), unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; student violations of such policies may result in disciplinary action; and

d. Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator authorized by the Washingtonville Central School District.

The District shall provide certification as per Federal requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Acceptable Use Guidelines will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as other District policies relating to the use of technology.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814