

**Wellsville
Secondary School
Handbook and Code
of Conduct
2018/2019**



Wellsville Secondary School
126 West State Street
Wellsville, NY 14895
(585) 596-2182
(585) 596-2143

*Our mission is to prepare our students to be successful,
contributing members of their communities
through excellence in education.*

DIRECTORY

Superintendent: Mr. David Foster	596-2170
Director of Finance and Operations: Mrs. Emily Peavey	596-2173
Principal: Ms. Mary Ellen O'Connell	596-2143 or 596-2182
Assistant Principal: Mr. Jason Mank	596-2143 or 596-2182
Assistant Principal: Mr. Richard Bull.....	596-2143 or 596-2182
Director of Student Services: Mr. Dean Giopulos	596-2145
Director of Special Education: Mrs. Mary VanEtten.....	596-2185

School Counselors:

Ms. Michelle Alvord	596-2162
Mrs. Lindsey Marcus	596-2161
Ms. Veronica Scholes.....	596-2149
Mrs. Shannon Steiner	596-2163
School Psychologist: Mrs. Donna Ewing	596-2164
Guidance Secretary: Mrs. Lenore Braunscheidel.....	596-2160

Health Office:

Mrs. Hope Gilfert, RN.....	596-2167
Mrs. Kathy Holla, RN	596-2147
Transportation Supervisor: Mr. David Saunders	593-5450
Buildings & Grounds Supervisor: Mr. John Willard	596-2159

Whom do I contact?

Athletics: Mr. Dennis Miles	596-2106
Attendance: Kasey Riley (grades 6-8)	596-2143
Attendance: Marcy Egbert (grades 9-12).....	596-2183
Bus Schedules: Transportation Department	593-5450
Cafeteria/Meal Questions: Mr. Bob Meyers	596-2111
Courses/Curricula: Guidance Department	596-2160
Use of Building: Mrs. Lisa Sexton	596-2173
Working Papers: Guidance Dept.....	596-2160

BOARD OF EDUCATION

Board of Education Meetings are scheduled at 6:30 p.m. on the first Monday of each month. All meetings are held in Room 212.

Board Members include:

Mr. Bryan Gamache	Mrs. Heather Gill	Mr. George Kinnicutt	Mr.
	Ronald (Keith) Loines		
Mr. Alan Mosher	Mr. Steven Pettenati	Mrs. Constance Synakowski	

Class of 2019 Officers

Class of 2020 Officers

President: Quinn Burke
President: Sarah Carlton
Vice President: Quincy Buckley
Vice President: Eric Morehouse
Treasurer: Morgan Sibble
Treasurer: Molly Cole
Secretary: Jana Whitehouse
Secretary: Emma Kinnicutt

STUDENT ORGANIZATIONS & ADVISORS

Art Club - Mrs. McNulty
AV Club - Mr. Fountain
Sr./Jr. Class Advisors - Mrs. Aftuck, Mrs. Quick
Sophomore Class Advisor - Mrs. Sweet
Freshmen Class Advisor - Mr. Hackford
DECA - Ms. Robinson
International Club - Mrs. McCartney
Jump Club - Ms. Miller
Lego League - TBD
Leo Club - Mr. Foster
Marching Band - Mr. Joslyn
National Honor Society - Mr. Bidzercowny
Owl - Ms. Lester, Mr. Hackford
Pep Band - Mr. Joslyn
SADD - Mrs. Youmans, Mrs. Butler
Scholastic Challenge - Mrs. Willard
Science Club - Mrs. McLaughlin
Ski Club - Mr. O'Grady
Student Council Advisor (grades 6-8) - Mrs. Riley
Student Council Advisors (grades 9-12) - Mr. Neely, Mr. Warren
SWAT Club - Mr. Fountain
Swing Choir (WAVE) - TBD
Ushers' Club - Mrs. Gilfert, Mrs. Willard
Yearbook Advisors - Mrs. Farrand, Mr. Munson

INTERSCHOLASTIC ATHLETICS

Any student enrolled in Wellsville Secondary grades 7-12, is eligible to participate on Wellsville School Athletic Teams. Participation is subject to all NYSPHSAA and Section V Rules and regulations in addition to all local academic, attendance requirements and regulations for try-out and participation.

FALL SEASON:

BOYS

Varsity Football
J.V. Football
Varsity Soccer
J.V. Soccer
Cheerleading (co-ed)

GIRLS

Varsity Soccer
J.V. Soccer
Tennis
Cheerleading (co-ed)
Varsity Volleyball
J.V. Volleyball
Swimming

WINTER SEASON:

BOYS

Varsity Basketball
J.V. Basketball
Wrestling
Varsity Volleyball
J.V. Volleyball
Cheerleading (co-ed)

GIRLS

Varsity Basketball
J.V. Basketball
Cheerleading (co-ed)

SPRING SEASON:

BOYS

Track & Field
J.V. Baseball
Tennis
Varsity Baseball
Golf (co-ed)

GIRLS

Track & Field
J.V. Softball
Varsity Softball
Golf (co-ed)

ACADEMIC INFORMATION

Honor-Merit Rolls

Honor and merit students will be recognized after each ten (10) week report card period. Averages needed to receive these awards are as follows:

Merit Honor Roll	85 – 89.99
Honor Roll	90 – 94.99
High Honor Roll	95+

High School Cohort Status (Grades 9-12)

Promotion to the next grade is contingent upon the passing of all required subjects and the accumulation of the following credit totals:

Grade 9 to grade 10 --	5 ½ credits
Grade 10 to grade 11 --	11 credits
Grade 11 to grade 12 --	16 ½ credits

Graduation Requirement

Graduation requirements are established by the **NYS** Board of Regents and Wellsville Board of Education. Students must earn a minimum of 22 ½ credits (NYS) to be eligible

for a diploma. Specific diploma requirements and types are located in the guidance office.

Listed below are the NYS and Local course Graduation credit Requirements:

4 credits English	1 credit The Arts
4 credits Social Studies	2 credits Physical Education
3 credits Mathematics	1 credit Foreign Language
3 credits Science	4 credits from Elective Courses
½ credit Health	

1st Quarter Grading Policy

All students enrolled in full year courses will receive no grade lower than a 55% for the first quarter only. This rule does not apply to one-half credit courses, including physical education. The approximate grade will appear in the comment section of the report card. The 55- policy will not apply to semester courses.

National Honor Society

Induction to the National Honor Society is held in October. Junior and Senior potential candidates must have a minimum cumulative average of a 93.0 overall. This average includes all courses taken for high school credit. All eligible juniors and seniors will be contacted by the NHS advisor and the application process will be explained. A committee is formed and the acceptance process is commenced. The evaluated categories will include: Scholarship, Service, Leadership, and Character. Once admitted into NHS, the student must continue to maintain a cumulative average of no less than 93.0.

Honors and Advanced Placement Policy

Any students wishing to challenge themselves academically will have the opportunity to request placement in Honor and Advanced Placement courses.

- It is understood that students in these courses are prepared to take on coursework and academic challenges beyond the scope of a standard course. Satisfactory completion of a summer assignment is required for all honors and advanced placement courses. Failure to complete this requirement will disqualify students from participating in the course. Summer course work must be completed and turned in on or before September 4, 2018. It is also an expectation that students maintain an average of (85) or above. Should a student's average fall below this mark their status in the course will be reviewed by an informal conference involving the student, teacher, counselor and administration to determine if it is in the student's best interest to continue in the course. The parent/guardian will be consulted with throughout this process.

Extracurricular Activity Eligibility Policy

Policy Rationale:

- a. to maintain high academic standards for all students involved in extracurricular activities
- b. to provide a system of academic support for students involved in extracurricular activities

- c. to increase communication between the classroom teacher, coach/advisor, administration, and parents of students who are not maintaining the set academic standard.

Students who meet the following criteria will be on a three (3) week/15 school day probationary period.

The eligibility for fall activities (1st Quarter) will be determined using the following criteria:

A student, based on the previous 4th Quarter or school year, has:

1. failed 2 or more classes;
2. had an overall failing 4th Quarter average (<65%);
3. failed a course for that entire school year.
 - The student can remove the failing course if he/she attends Summer School and attains a passing grade based on the 60%-40% rule.
 - A student may not drop a course in order to become eligible.

The eligibility for activities that take place during the 2nd, 3rd or 4th Quarters:

1. A student is failing two (2) or more subjects for a 10-week marking period.
 - A student may not drop a course in order to become eligible.

Description of the Probationary Period: (3 weeks from *Date to Date*)

The Assistant Principal will meet with each student who meets the criteria for academic probation to discuss the issue. Parents and Guardians will receive an official letter stating that their child is on Academic-Extracurricular Probation. The letter will include a copy of the Policy and the start and end dates of probation.

The Assistant Principal will directly notify by email Advisors, Coaches and Teachers of all students on probation. Advisors or Coaches may require the student to provide them with a weekly academic report. Grades and progress should be reviewed over the probationary period by the student, their parents, and Advisor or Coach. Students should provide weekly progress information to their parents and Advisors or Coaches to keep them aware of their classroom status and enable them to lend assistance and encouragement when necessary. It is the student's responsibility to make sure they are aware of their class performance and what is needed to be successful and become eligible at the end of the Probationary Period.

Requirements to become eligible at the end of the Probationary Period:

At the end of the 3-week probationary period, the student's current grades based on a Pass/Fail, will be directly reported to the Assistant Principal by the Teacher. If the student is in a science class, he/she must be current in, and have submitted all assigned labs and reports for the school year. Grades and results will be reported on: *Date and Time*. In turn, the Assistant Principal will directly report by email and official letter the student's final status of probation; a phone call will also be made to the Advisor or Coach if he/she is ineligible. A copy of the letter will be mailed to the parent/guardian.

- If the student is failing two (2) or more subjects at the end of the probation period, he/she will be ineligible and excluded from extracurricular participation for the remainder of the 10 week marking period. This pertains to ALL extracurricular activities; a student cannot participate in a new extracurricular activity during the ineligible period.
- A student may not drop a course in order to become eligible.

- If the student is failing no more than one (1) subject at the end of the probation period, he/she will be allowed to participate fully in the extracurricular activity until the end of the marking period.

At the beginning of the next marking period, the student is eligible to participate in an extracurricular activity. If he/she is failing two or more classes at that time, he/she will repeat the process as outlined above.

Summer School

BOCES summer school students who attend summer school to gain credit for a course(s) failed during the school year will receive a weighted average (a minimum average of 42% is required to attend summer school.) Forty percent (40%) of the final average is based on the summer school grade while the remaining sixty percent (60%) is based on the grade received during the school year.

Examples: If a student receives a 60 during the school year, he/she would need a 73 in summer school to achieve a 65 average and course credit. School year grades of 55 would need a summer school grade of 80, 50 would need an 88 and 45 would require a 95 summer school grade to earn credit.

Health Education may be taken for a ½ credit during the 90-hour summer session.

Driver Education is only offered in the summer. A student must be 16 years old by July 1st and must hold a valid Learner’s Permit or Driver’s License to be eligible to take the course. Applications are taken on a “first come, first served” basis with priority given to upperclassmen until the established deadline. Thereafter, students will be added in the order their completed applications were received. Satisfactory completion of Driver Education earns ½ credit, which will be included in the cumulative GPA.

Academic Assistance

For students requiring academic assistance, the following resources are available:

1. School Counselors
2. All teachers are available during their free blocks, by appointment.
3. Teachers are available daily from 2:30 pm to 3:00 p.m.
4. Regents Review Sessions
5. Academic Intervention Blocks
6. On-line Resources

Drop/Add Procedure

Course Drops –

Students must attend all courses for a full week of classes (5 school days) before requesting a Schedule Change Form. The drop/add window for course changes must be within the first 15 days of the course. A Drop/Add Form must be completed and submitted to the student’s school counselor. Signatures of approval must be obtained from the following people: Parent, Administrator, Teacher(s), and School Counselor. Students must remain in the course until this has been processed and the new schedule is provided to the student. Students must maintain the minimum course load of 6-1/2 credits. A drop taking place during first 15 days of the course will not be reflected on a student’s report card or permanent transcript.

A drop request that occurs after the 15th day of the course will require a formal conference between student, parent, administrator, teacher, and counselor. Drops will only be granted to students with extenuating circumstances. If the drop is granted, the

student will receive a DP (drop passing) or a DF (drop failing) on the report card and their permanent transcript.

** All semester and full-year courses will adhere to this drop/add policy.

Testing Programs
College Entrance & Career Testing & Exploration

<u>Late</u> <u>Test/School Code</u> <u>Registration</u>	<u>Grade</u>	<u>Test Date</u>	<u>Price</u>	Registration
				<u>Deadline</u>
PSAT/NMSQT ---	10/11	10/10/18	\$ 16.00	10/09/18
ACT (335-870) 10/05/18	12	10/27/18	\$ 46.00	09/21/18
SAT (335-870) 10/19/18	12	11/03/18	\$ 47.50	10/05/18
ACT (335-870) 11/16/18	12	12/08/18	\$ 62.50 (w/writing)	11/02/18
SAT (335-870) 04/19/19	11	05/04/19	\$ 64.50 (w/essay)	04/05/19
ACT (335-870) 05/17/19	11	06/08/19		05/03/19

Advanced Placement Exam Dates (grades 11/12) are 05/06/19 – 05/17/19

VISITORS

1. Parents or visitors with appointments or official school business are to sign in at the main security entrance to obtain a visitor’s pass and then report directly to the main office. Admission into the building is subject to the screening procedures.
2. Only prospective students with parental and administrative approval may visit school during the day.

STUDENT HEALTH SERVICES

The nurse’s office is intended for medical needs only. Students are only permitted to visit the nurse with a pass. Students who are ill or injured while in school should report to the nurse’s office immediately. If the 9-12th grade school nurse is unavailable, the student should report to the 6-8th grade school nurse for assistance. Injuries occurring during a school activity after school hours (i.e. athletic contests, dances, concerts) must be reported to the nurse the following school morning.

Students who are ill will only be released to go home after the nurse has contacted the parents and has received parental consent. Parents must make arrangements to provide transportation home for the child. Students must sign out in the nurse’s office before leaving school.

Under New York State Law, the school nurse is permitted to give first aid treatment only to injuries received in school activities and to give medication on the written order of the family physician.

Medication in School

The New York State Education Department regulations for all medications are:

1. Medication must be delivered to the Health Office by a parent.
2. Written instructions from a physician must accompany the medication.
3. Written instructions from the parent must accompany the medication.
4. Medication must be in its original container with student's name and instructions on the label.

Students are not permitted to carry medication in school, including over-the-counter medications. Parents are responsible for dropping off and picking up medication directly with the school nurse. Students are NOT allowed to carry ANY medication on school property, unless specifically ordered and authorized by the school physician and school nurse.

COUNSELING SERVICES

Counseling services are provided by the school counselors, school psychologist, and school social workers. Services are available for all students in grades 6-12 to encourage effective participation in their current and future educational programs. In grades 6-12, the Counseling Office provides the following services:

1. individual or group counseling assistance to help students who need support with attendance, academic, behavioral, or emotional concerns
2. referrals to community resources and agencies to provide additional support to students
3. annual reviews of each student's educational progress, course selection, and career plans
4. individual and/or group counseling to help students develop and implement post-secondary education and career plans
5. classroom instruction to help students learn about various topics including careers and future planning

CAMPUS AND BUS SECURITY

Cameras are used on campus for security purposes. Buses may also be equipped with recording devices.

EMERGENCY CLOSING INFORMATION

When roads are potentially hazardous due to inclement weather, the Wellsville Central School District will either close or operate on a delayed schedule. All school closing and delay day information will be broadcast over local radio stations WLSV and WJQZ. The School Messenger phone system will be used to communicate the delay or closure.

EMERGENCY DRILLS

School Safety drills will be held throughout the school year to ensure all staff and students know and understand how to respond in the event of an emergency. School safety drills will include, but are not limited to, fire drills, lock down drills, shelter-in-place drills, etc.

FIELD TRIPS

Each student must have written parental permission submitted a minimum of 24 hours in advance in order to participate in a field trip. All field trips must be approved in advance by the building principal and be educational in nature.

Students must use school-approved transportation during the entire trip. All members in the group activity will remain with the supervisor and observe all rules and regulations of the home school while at the visitation site. All school events, trips and activities are subject to the District Code of Conduct.

BREAKFAST AND LUNCH

1. The district is able to provide a free breakfast and lunch to all students daily.
2. Breakfast is available from 7:15am to 7:40am
3. Students eating breakfast must be on time for first period (7:42am).
4. An extended breakfast session will be available for students in grade 9-12 until 9:15am. This is a privilege and prior permission from the student's teacher/supervisor is required.
5. **Students will remain in the cafeteria area during their assigned lunch block unless other permission by a teacher has been attained.**
6. **Monitors are present for supervision and assistance. Students are responsible for cleaning up after themselves.**
7. Students may only be in the cafeteria during their scheduled lunch block.
8. There are to be no outside food deliveries for individual students in the cafeteria during breakfast and lunch blocks.
9. Senior Lunch: Any senior leaving the building for lunch must abide by the 'Senior Release' contract stipulations. See detailed information below.

SENIOR LUNCH RELEASE

Seniors, you have the opportunity to leave the school campus during your scheduled 5/6, 7/8, or 9/10 lunch/study hall blocks. Seniors must sign-out with the attendance office prior to exiting the building each day and use the MAIN LOBBY doors. Students must sign back in upon returning to the school. If you exit the building for lunch, you are to eat your lunch before re-entering the building. Students may not order food/beverages/items for delivery to the school. Students are to arrive back on campus on time and at the end of your 42-minute lunch/study hall block. If you enter the building before the end of your lunch block, you must go to the senior study hall or assigned study hall. You are not permitted to wander the building. Students and Parents must sign the Lunch Release Contract and have it approved by Administration before a student may leave for Senior Lunch Release. Senior Lunch Release is a privilege and subject to removal by administration for any senior not in good standing.

SCHOOL PARKING LOTS

All parking lots will be governed by the Village of Wellsville parking laws and regulations. **Students are not permitted to park in the employee parking areas on district property during the school day.** Public use of the lots for attendance at extracurricular events and school activities is permitted after 4:00pm on weekdays.

SENIOR PARKING LOT

Student parking is permitted for students in the senior class only. The lot used for this senior privilege is owned by the Village of Wellsville. Seniors applying for approval to park in the senior parking lot must be licensed drivers and must follow the expectations

set forth by Wellsville Central School and the Village of Wellsville. Parking in this lot is limited to 30 spots and will be approved on a first come, first serve basis. This lot is in a highly congested area and is used extensively by walkers and vehicular traffic. Safety of people and property is a priority. Please understand that parking in this lot is a privilege and subject to removal by administration for any senior not in good standing.

STUDENT EMPLOYMENT AND WORK RELEASE

Students under 18 may pick up working papers in the guidance office. All student employment and employers are subject to rules and regulations put forth by NYS.

Senior Work Release:

Seniors who meet the qualifications may apply for a work release for employment off campus during the school day with the following stipulations:

1. Seniors must be passing all courses. Academic status will be reviewed by administration quarterly.
2. Seniors must be in good standing.
3. All students must carry a minimum of 5½ credits.
4. Work release time must be consolidated at the beginning or end of the school day.
5. Students who are absent from school should not be at work that same day. Violations will result in loss of work release.

Procedures for obtaining a Senior work release:

1. Work release contracts are handled through the Main Office with approval from the Principal.
2. No student will begin a work release until all required signatures have been obtained, the paperwork is on file, and the administration grants permission.
3. Work releases are valid for one semester only. They may be renewed by submitting updated paperwork for the second semester.

FINES AND CHARGES

Any monies owed the district, for replacement of locks, books, athletic equipment, iPads, restitution for vandalism, etc., are expected to be paid in a reasonable time and no later than the last day of student attendance.

STUDY HALL

Students are expected to:

1. Arrive on time.
2. Students must have a pre-signed pass to go to the library, computer lab, guidance office, or a teacher's room. Students must sign out before leaving.
3. Use study hall time in a productive manner (i.e., do homework, read, study, do not sleep).
4. Be respectful of all persons and property.
5. No food or beverage, other than water, is allowed in any room, unless with approval from staff/supervisor.
6. Students are not allowed to play games, use electronic devices for games, or play cards.

DANCES & ACTIVITY NIGHTS

Dances and activity nights are organized to provide students with a fun, safe, and entertaining option. All events are subject to the Code of Conduct.

Dances:

- See advisors for ticket purchase when applicable
- Once a person leaves the dance, he/she may not return. There is only one entrance/exit that all students must use.

High School Dance Guest Policy: Guests are not allowed at Middle Level Dances/Activity Nights. All guests must be requested as per the Guest Request Form available from the sponsoring advisor. Appropriate signatures must be collected by the student and submitted to the Main Office one week prior to the event. Any guest considered for entrance must be under 21 years of age and in good standing with their home school and/or employer.

CONDUCT AT SCHOOL FUNCTIONS

Proper conduct at all events is essential to ensure good relations with other schools, communities, visiting teams and their supporters. Demonstrating good sportsmanship is an essential part of showing school spirit. It is expected that all attending school functions behave in a manner that is civil and appropriate. Unsportsmanlike conduct and disruptive behavior will not be tolerated. Site Supervisors, and Administrators reserve the right to remove any person in violation of these guidelines and to notify law enforcement.

ATTENDANCE INFORMATION

Attendance-related matters, including written excuses for absences, tardiness and medical permits for students in grades 9-12 are handled in the Attendance Office (Security Office) prior to 7:42AM. All attendance issues for students in grades 6-8 are handled in the Main Office. Students must sign in and sign out at their respective Attendance Office whenever entering or leaving the building anytime between 7:42AM and 2:25PM. Written parental permission to leave school during the day must be submitted to the Attendance Office prior to 7:42AM. Under extenuating circumstances, if a student did not submit written permission to leave the building, the attendance officer or an administrator may contact the parent directly. The parent must then provide written permission the following day.

Students are expected to be on time and in school for the entire day in order to be eligible to participate in any school function (including practices/games/performances/rehearsals). Students are to be in attendance on Friday to participate in any weekend activities. Students who are excused or absent must have legal or medical excuse submitted to the attendance office in order to participate in extracurricular activities. Extracurricular advisors and coaches are responsible for checking the attendance of their student participants. Medical, educational and legal absences are exceptions to this rule. Students who participate in and/or attend any extracurricular activities and abuse the attendance policy may face disciplinary action as per the Code of Conduct and Extracurricular Policies.

Medical permission slips are obtained from the Attendance Office. Upon returning to school, the student is to turn in his/her permit, signed by medical office personnel, to the attendance personnel.

Early Dismissal

Students are expected to remain in school the entire school day and to take advantage of as many academic opportunities as possible. Students will only be released for school-sanctioned programs (sports/performances).

School Tardiness

A student not in his/her scheduled classroom at 7:42AM is tardy. Whenever a student is tardy to school, he/she must report to the Attendance Office immediately upon entering the building. Students must sign in and sign out at the Attendance Office whenever entering or leaving the building anytime between 7:42AM and 2:25PM. Failure to sign in or out will result in disciplinary action. As per the progressive discipline plan in the Code of Conduct, a detention will be assigned for three tardies and every instance thereafter per quarter, for unexcused occasions.

Classroom Tardiness

Students are expected to be in class on time. If a student is less than 20 minutes late to a class or study hall, he/she is considered tardy (late). If a student is late for class in excess of 20 minutes, or leaves more than 20 minutes before the end of class, it will count as an **absence** from class.

Truancy

Truancy is a violation of the education law that requires minors to attend full-time instruction. Leaving the school building without teacher supervision, prior written parental approval, and/or administrative permission during the school day is an act of truancy and a violation of the student Code of Conduct.

Academic Responsibilities for Absentees

Students with an excused absence will be given reasonable time to make up assignments missed during their absence. Students should use study hall blocks or after school time to see teachers and complete assignments missed. Parents/guardians may contact the office to arrange for work to be collected and picked up. Students may also contact teachers directly via email to seek out missed classwork and assignments. In most cases, parents/guardians calling to collect missed assignments should allow the teachers 24 hours to organize the work. This work may be picked up between 2:30-3:30pm in the main office.

Academic Integrity

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

- copying another student's homework;
- working with others on projects that are meant to be done individually;
- looking at or copying another student's test or quiz answers;
- allowing another student to look at or copy answers from a test, quiz, or homework;
- using any other method to get/give test or quiz answers;
- taking a test or quiz in part or in whole to share with other students;

- copying information from a source without proper attribution; (digital and copy)
- taking papers from other students, publications or the Internet.

WELLSVILLE SECONDARY SCHOOL CODE OF CONDUCT

DEFINITIONS

In accordance with the Dignity for All Students Act, Wellsville Central School District will ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function. The Wellsville Central School District Dignity Act Coordinator is Dean Giopulos: (585) 596-2100.

School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in, or on a school bus (Education Law Section 11[1]).

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

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

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing, in a reasonable manner, the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such

services performed by such person involve direct student contact (Education Law Sections 11[4] and 1125[3]).

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

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

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

Race means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

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

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

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

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

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

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

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not

limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority in the classroom.

Parent means parent, guardian, or person in a parental relation to a student.

Violent student means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

Weapon means a firearm as defined in 18 USC §921 for purposes of the Gun Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

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

B. Student Responsibilities

All Wellsville Central School District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
2. Be familiar with, and abide by, all district policies, rules, and regulations dealing with student conduct.

3. Attend school every day unless there is a legitimate excused absence.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to inappropriate behavior.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

ROLE OF ESSENTIAL PARTNERS

Expectations for member groups of the Wellsville Central School community include, but are not limited to:

Parents

All parents are expected to:

1. Recognize that the education of their child is a joint responsibility of parents and the school community.
2. Send their child to school ready to participate, contribute, and learn.
3. Ensure their child attends school regularly and arrives on time.
4. Ensure absences are minimal and for reasons that are legally excusable.
5. Ensure their child is dressed and groomed in a manner consistent with the student dress code and conducive to learning.
6. Work collaboratively with teachers and administrators to teach their child that in a democratic society, appropriate rules are required to maintain a safe and orderly environment.
7. Know school rules and help their child understand them.
8. Convey to their child a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents, and their child's friends.
10. Assist their child in dealing with peer pressure. Work collaboratively with teachers and administrators to teach their child about the ramifications of destructive peer pressure and teasing.
11. Inform school officials of changes in the home environment that may affect student conduct or performance.
12. Ensure they inform school officials of changes in the home environment that may affect student conduct or performance.
13. Provide a place for study. Ensure that homework assignments are completed, and assist their child in learning the skills necessary to be organized, prepared learners.
14. Encourage their child to participate in extracurricular activities and offer support in that endeavor.
15. Teach their child respect and dignity for him/herself, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

All Wellsville Central School District teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents, information about:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline
6. Communicate regularly with students, parents, and other teachers concerning academic growth, achievement, and student progress.
7. Confront and report issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
10. Continue with professional growth and learning; gain expertise with new techniques and content materials.
11. Model and conform to guidelines stipulated in the Student Dress Code.

School Counselors/Social Workers/School Psychologists

Wellsville Central School District guidance counselors, social workers, and school psychologists are expected to:

1. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, in order to resolve problems.
3. Regularly review with students their educational progress and provide information about career planning.
4. Provide information to assist students in need of academic support services.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Arrange meetings with groups of students who may be involved with conflict, in order to solve and mediate problems.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Student Support Service Personnel

Wellsville Central School District Student Support Service Personnel are expected to:

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extracurricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

Other School Staff of Wellsville Central School District are expected to:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language,

and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Principals/District Administrators

1. Wellsville Central School District principals and administrators are expected to:
2. Promote a safe, orderly, and stimulating school environment that supports teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and/or approach the principal for redress of grievances.
4. Evaluate instructional programs and personnel on a regular basis.
5. Support the development of, and student participation in, appropriate extracurricular activities.
6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Address all areas of school-related safety concerns.

Board of Education

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, parent organizations, school safety personnel, and other school personnel to develop a code of conduct that clearly defines expectations for the behavior of students, district personnel, and visitors on school property and at school functions.
2. Approve and review, at least annually, the district's code of conduct in order to evaluate its effectiveness, fairness, and consistency of implementation.

3. Conduct Board of Education meetings in a professional, respectful, courteous manner, thus leading by example.

STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Students shall not wear attire which interferes with the operation of the school, disrupts the educational process, or which negatively affects the general health, safety and welfare of the district's students or employees. Teachers and all other Board approved personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief or revealing garments are not appropriate.
3. Clothing must cover all undergarments and body parts deemed private.
4. Footwear must be worn at all times.
5. Not include the wearing of hats or headwear or bandanas in the school building during academic hours 7:42am-2:25pm. This includes other items that obstruct the view of a student's face, such as a mask or sunglasses. Basic hair bands are allowed, when worn appropriately (i.e. to keep hair out of one's face).
6. Not include sleepwear (pajamas).
7. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
8. Not display, promote and/or endorse the use of alcohol, tobacco, illegal drugs, weapons, and/or encourage other illegal or violent activities.

Students who violate the student dress code will be asked to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline. Teachers and all other Board approved personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance.

WHAT DOES THIS MEAN at WELLSVILLE SECONDARY SCHOOL?

Dressing appropriately for school creates a culture for learning. We want students to be comfortable, but dressed appropriately for school.

DRESS FOR SUCCESS!!

HALL LOCKERS

In the interest of protecting students' property and lockers, the following rules will be strictly enforced.

1. Any intentional damage to the lock or locker will result in disciplinary action and replacement fees.
2. Students are never to share combinations or lockers with others.
3. Students are never to pre-set combinations or "rig" lockers.

4. If your locker is tampered with, broken into, or has mechanical issues, report it to the office immediately.
5. Lockers are expected to be kept locked at all times.

Lockers must be locked before students leave for the day. All lockers must be secure by 3:00pm. If a student loses their school-issued lock, he/she will be required to purchase a replacement from the Main Office.

PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner and to show proper regard and respect for the rights and welfare of others, including students, district personnel, and members of the school community. The Board of Education also expects proper care of school facilities and equipment. The best discipline is self-imposed. Students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Wellsville Central School District recognizes the need to make its expectations for student conduct specific and clear. These rules of conduct focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and violate these school rules will be required to accept the penalties for their conduct.

WHAT DOES THIS MEAN at WELLSVILLE SECONDARY SCHOOL?

When the word "school" is used, it means all district property and all Wellsville Schools, the school bus, the cafeteria, and school district-sponsored events. If everyone is respectful and responsible, it makes for a safer and happier school, and more productive students.

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

A. Engage in Conduct that is Disorderly.

Examples of disorderly conduct include, but are not limited to:

1. Horseplay, inappropriate noises and/or noise level, and running in the hallway.
2. Using language or gestures that are profane, lewd, vulgar, or abusive.
3. Obstructing vehicular or pedestrian traffic.
4. Engaging in any willful act that disrupts the normal operation of the school community.
5. 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.
6. Misusing computer/electronic communications, including any unauthorized use of computers, software, or Internet/intranet account; accessing inappropriate web sites; evading the District's content filter; using an outside wireless network; or any other violation of the district's Acceptable Use Policy.
7. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).

8. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in Conduct that is Insubordinate.

Examples of insubordinate conduct include, but are not limited to:

1. Failure to comply with the reasonable directions of teachers, school administrators, and other school employees in charge of students, or otherwise demonstrating disrespect.
2. Excessive tardiness or absenteeism.
3. Leaving school without permission.
4. Skipping detention.

C. Engage in Conduct that is Disruptive.

Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with reasonable directions of teachers, school administrators, or other school personnel in charge of students.
2. Being late for class
3. Verbally or physically disrupting
4. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior.

D. Engage in Conduct that is Violent.

Examples of violent conduct include, but are not limited to:

1. Committing or attempting to commit an act of violence, such as hitting, kicking, punching, or scratching any person who is lawfully on school property.
2. 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 wellbeing.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Possession of an incendiary device.
6. Threatening to use any weapon.
7. Intentionally damaging or destroying the personal property of other students, teachers, administrators, other district employees, or any person who is lawfully on school property.
8. Intentionally damaging or destroying school district property.
9. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) on or off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.
10. Self-defense is defined as walking away from the conflict and avoiding any and all physical contact. Any violent or physical retaliation acts are a violation of this code of conduct.

E. Engage in any conduct that endangers the safety, morals, health, or welfare of others.

Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel, or any other person lawfully on school property or attending a school function.
3. Defaming others. This includes making a false or privileged statement or representation about an individual or identifiable group of individuals that harms the reputation of the person or the identifiable group. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment. This includes a sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that a reasonable person would perceive as ridiculing or demeaning.
6. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
7. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
8. "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
9. Intimidation. This includes engaging in actions or expressing statements that put an individual in fear of bodily harm.
10. Hazing. This 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.
11. Selling, using or possessing obscene material.
12. Using vulgar or abusive language, cursing, or swearing.
13. Smoking or using any tobacco product. This also includes tobacco free chew. Possession or use of an incendiary device (lighter/matches). Possession/use of paraphernalia related to smoking (e-cigarette, vape, juice, etc.).
14. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, tobacco free chew or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

15. Inappropriately using or sharing prescription and over-the-counter drugs or medications.
16. Gambling.
17. Exposing parts of the body that are considered private in a manner that could be interpreted to be lewd or indecent.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
19. Having knowledge of, but failing to come forward or to report, threatening, violent, or disruptive acts.

WHAT DOES THIS MEAN at WELLSVILLE SECONDARY SCHOOL?

Bullying or harassment, even if it occurs outside of school, may have consequences at school if the actions interfere with the school environment. Therefore, if a student is verbally abusive to someone on social media, he/she can be given a consequence at school.

Please report cyber bullying/harassment to the office, or any school employee, immediately.

We cannot help with a problem if we don't know about it.

F. Engage in misconduct while on a school bus.

Students are required to conduct themselves on a school bus in a manner consistent with established standards. Excessive noise or actions like pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

G. Engage in any form of academic misconduct.

Examples of academic misconduct include:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.
6. Use of an electronic device to promote or aid any of the aforementioned forms of academic misconduct.

H. Misuse Electronic/Telecommunication Devices.

Any use of personal electronic devices (cell phones, personal tablets, etc.) by 6th-8th grade students anywhere in the school building during normal school hours without administrative/teacher approval is prohibited. Cellular phones are to be turned off and stored in your locker (not carried in your pocket) during the school day.

I. Misuse of Technology.

Students are required to follow all regulations stipulated in the District's Acceptable Use Policy for Technology.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher, school counselor, the building principal or designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a

school function shall report this information immediately to a staff member, teacher, building principal, principal's designee, or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The building principal or designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school.

WHAT DOES THIS MEAN at WELLSVILLE SECONDARY SCHOOL?

If you have knowledge that someone might threaten to harm themselves or others and/or is in possession of something dangerous, you must report this information to the office immediately.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. That is, a student's first offense will usually merit a lesser penalty than subsequent violations. The Code of Conduct contains levels of discipline ranging from oral warning to permanent suspension from school. Regardless of the penalty imposed, school personnel authorized to impose a disciplinary procedure must inform the student of the alleged misconduct. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

A. Penalties

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

1. Oral warning: any member of the district staff
2. Written warning: bus drivers, hall and lunch monitors, coaches, school counselors, teachers, administrators, superintendent
3. Written notification to parent: bus driver, hall and lunch monitors, coaches, school counselors, teachers, administrators, superintendent
4. Detention: teachers, administrators, superintendent (one or two hours)
5. Saturday Detention: administrators
6. Suspension from transportation: director of transportation, administrators, superintendent
7. Suspension from athletic participation: coaches, administrators, superintendent
8. Suspension from social or extracurricular activities: activity advisor, administrators, superintendent
9. Suspension of other privileges: administrators, superintendent
10. Removal from classroom by teacher: teachers, administrators
11. Short-term (five days or less) suspension from school: principal, superintendent
12. Long-term (more than five days) suspension from school: principal, superintendent
13. Referral to law enforcement: principal, superintendent
14. Permanent suspension from school: superintendent

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed, depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the

alleged misconduct. Students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Detention

Detention is utilized by the Wellsville School District as a method of dealing with students who violate school rules and regulations. After-school detention is held from 2:30PM to 4:30PM on Mondays, Tuesdays, Wednesdays and Thursdays. An hour detention assignment is expected to be served in a one (1) hour block and not divided into two (2) half hour blocks.

It is the student's responsibility to inform his/her parents that detention has been assigned. Notification will be sent home on a disciplinary referral.

A student's failure to report to an assigned detention will result in doubling of the assigned time. Any further "skipped" detentions will result in more severe disciplinary action.

The following rules apply to students in detention:

1. A student must have work to do or appropriate materials to read.
2. No talking is permitted.
3. No disruptive behavior is allowed. A student will be given one (1) warning, if necessary. If the disruptive behavior continues, the student will be removed from detention. The time may be doubled and scheduled by a building administrator.
4. Teachers may request detention be served with them for academic reasons.
5. No headphones, electronic devices, or phones are allowed in detention.
6. Backpacks are to be kept at the front of the room.

Detention takes priority over participation in after school activities, clubs, athletic practices, contests, music rehearsals, etc.

2. Saturday Detention

Saturday detention shall be instituted only upon advance notification to parents and the student involved, and only after receiving parental consent. If no consent for Saturday detention is obtained, then other disciplinary measures will be considered, which may include restitution, out-of-school suspension and/or a hearing before the Superintendent of Schools or his/her designee.

The conditions for Saturday detention are as follows:

- a. Students are to be at the Main Security Entrance by 9:00AM.
- b. Students who are late will not be admitted.
- c. Students will exit the same door at 3:00PM.
- d. Students are expected to do school assignments, read a book or engage in similar activities during the program.
- e. Backpacks are to be kept at the front of the room.
- f. The use of cell phones is strictly prohibited.
- g. Students are expected to provide their own lunch. A basic lunch will be provided by the district with 48 hours' notice to administration by the parent/guardian.
- h. Other than lunch break, there will be no eating, talking, drinking or sleeping allowed.
- i. Students will follow all existing school rules, as well as reasonable directions of the monitor.
- j. Any infraction of Rules A-I above will result in the student being sent home immediately and a referral to Administration.
- k. Failure to report to Saturday detention will result in 2 days of external suspension.

3. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the attention of the building principal. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, the superintendent, or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

4. Suspension from athletic participation, extracurricular activities, and other privileges

A student subjected to a suspension from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to temporarily leave the classroom in order to give the student an opportunity to regain his or her composure and self-control in an alternative setting.

6. Suspension from school

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

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referrals warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter, and record them for subsequent presentation, if necessary.

a. Short-term (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 verbally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be sent within 24 hours of the decision to propose suspension to the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

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

b. Long-term (more than 5 days) suspension from school

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

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

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school.

Any student, found guilty of bringing a weapon on to school property will be subject to suspension from school for at least one calendar year. Before being suspended, the

student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers, and/or others.
- f. Other extenuating circumstances.

2. Students who commit a violent act other than bringing a weapon to school.

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

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

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

WHAT DOES THIS MEAN at WELLSVILLE SECONDARY SCHOOL?
If you are suspended out of school, you may not attend after-school events during the time of the suspension. Other than attending alternative instruction, suspended students are not permitted on school grounds. This includes all school district buildings and grounds, as well as events endorsed by the school district. Alternative instruction will be held from 3:00pm-5:00pm.

D. Referrals

1. Counseling

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

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

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

- a. Any student who is found to have brought a weapon to school; or
- b. Any student who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board of Education also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board of Education is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state laws and regulations.

While there are no formal disciplinary procedures in place, it is critical that parents and educators realize the importance of communication and information relationships in resolving discipline issues. The formal discipline process is often unnecessary when parents, educators, and students have the opportunity to develop cooperative partnerships. Collaborative discussions of this type often lead to creative and student-specific solutions that support appropriate behavior and educational achievement. If parents or school officials believe that a student's placement is not appropriate, they should work together through the Committee on Special Education (CSE) to recommend an appropriate change.

Collaborative and cooperative partnerships among parents, educators, and students are more likely to result in support of appropriate changes to the placement of a student with a disability where such change will meet the needs of the student, will result in improved learning for the student, and will ensure a safe environment.

A. Authorized Suspensions or Removals of Students with Disability

1. For purposes of this section of the Code of Conduct, the following definitions apply:
 - a. Suspension means a suspension pursuant to Education Law §3214.
 - b. Removal means the removal for disciplinary reasons from the student's current educational placement, other than a suspension and change in placement, to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - c. IAES means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP) that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior that precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board of Education, superintendent of schools, or a building principal may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE) for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function.

1) **Weapon** means the same as “dangerous weapon” under 18 USC §930(g)(w), which includes “a weapon, devise, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.

2) **Controlled substance** means a drug or other substance identified in certain provisions of the federal provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3) **Illegal drugs** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:

a. For a period more than 10 consecutive school days; or

b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern or suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:

a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his or her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

c. Track suspensions of all students with disabilities and meet to discuss behavioral interventions when a student reaches the seventh day of suspension.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that the child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. The superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

- 1) Conducted an individual evaluation and determined that the student is not a student with a disability; or
- 2) Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where the school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to, any decision to place the student in an IAES.

1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding the determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. Administration shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

F. Overview Steps in the Disciplinary Process

Any administrator who needs to discipline a student with a disability is required to adhere to the overview steps in the disciplinary process as specified in §3214 and §4403 of the Education Law and Parts 100, 200, and 201 of the Regulations of the Commissioner of Education. District administrators shall seek guidance from the Special Education Office regarding discipline procedures.

STUDENT SEARCHES AND INTERROGATIONS

The Wellsville Central School District is committed to ensuring a safe and orderly atmosphere on school property and at school functions. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

An authorized school official may conduct a search of a student's belongings with reasonable suspicion. For health and safety reasons, all backpacks, book bags, large handbags, and jackets/coats must be left in lockers from 7:40 a.m. until dismissal. Bags to carry Physical Education clothes are allowed to and from PE class and the student's locker only.

A. Student Lockers, Desks, and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

In the interest of protecting students' property and lockers, the following rules should be strictly observed:

1. Lockers **MUST** be secured at all times.
2. Never share combinations with others.
3. Students will be held accountable for the contents of their assigned locker. Use your own locker; never trade with another student.
4. If your locker is damaged when it is assigned, report the damage to the office immediately. You will be held responsible for the damage that occurs to the interior of your locker during the school year. If your locker is tampered with or broken into, or if there any mechanical problems, report it to the office immediately.
5. Abuse of school lockers will result in disciplinary action. Students will pay a restitution fee for lost and/or damaged locks and/or lockers.
6. Lockers may be decorated on the inside only. All decorations must be in good taste and temporary only. Lockers are to be kept clean and neat.
7. Leave valuable items at home. The school is not responsible for items missing or stolen from students' lockers.
8. Personal locks may not be used and will be cut off from the locker.

B. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

C. Child Protection Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean **all persons** on school property or attending a school function.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function, including athletic events, shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose that they are on school property.

Schools are challenged to instill pride in sportsmanlike behavior among spectators. The greatest peril to interscholastic athletics is overzealous fans. School leaders must establish procedures for regularly communicating messages on sportsmanship to spectators. Spectators should be put on notice that administrators will not tolerate improper behavior from any fans, students, graduates, parents, or residents of the community. Spectators should be considered as members of the team to promote sportsmanship.

It is recommended that spectators:

1. Know and demonstrate the fundamentals of sportsmanship. Spectators are to keep in mind that they are at a contest to support and cheer for the team and to enjoy the competition. They are not there to intimidate or ridicule the other team and its fans.
2. Learn the rules of the game to understand and appreciate why certain situations take place.
3. Show proper respect for officials, coaches, cheerleaders, and contestants as guests in the community, and extend all courtesies toward them.
4. Understand that attending a sporting event is a privilege. It is not a license to verbally attack others or to become obnoxious. The display of good sportsmanship promotes a positive image of a school and community.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.

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

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors/Spectators. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection by designated security or law enforcement officials.
2. Students. They shall be subject to disciplinary action as the facts may warrant in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights they may have.
5. Faculty/staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or designee shall be responsible for enforcing the conduct required by this Code of Conduct.

When the building principal or designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat or injury to persons or property, the principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

DISSEMINATION AND REVIEW

The Wellsville Central School District will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a copy of the Code of Conduct to all parents of district students before the beginning of the school year, making copies available upon request and posting the Code of Conduct on the school website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by students, parents, and other community members.

The Wellsville Central School District will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. The Wellsville Central School District will review this Code of Conduct every year and update it as necessary. In conducting the review, the Wellsville Central School District will consider how effective the code's provisions have been and whether the code has been fairly and consistently applied.