

STUDENT POLICIES GOALS

Concept and Roles in Student Personnel

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and the administrator's regulations.

The Board will attempt to erase limitations of facilities and means that stand in the way of our schools' availability to all who are eligible to attend. This includes non-resident students (tuition students) who may be accepted in the regular and special schools and classes of the district.

The educational program and activities of the district shall be designated to meet the individual educational needs of qualified students with disabilities, and conducted in the regular school environment whenever possible.

Discrimination among students applying for admission to or attending our schools with respect to race, color, religion, creed, age, marital status, national origin, sex, disability or economic status is prohibited. This shall apply in the educational programs and activities, not limited to, but including, course offerings, athletic programs, guidance and counseling tests and procedures. An affirmative action program shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

Adoption date: July, 1994

EQUAL EDUCATIONAL OPPORTUNITIES

There shall be no discrimination among students applying for admission to or who attend our schools with respect to color, race, creed, religion, national origin, sex, disability, marital status or age.

Sex Discrimination

No discrimination among the sexes shall be permitted in opportunities for admission, participation in curricular and cocurricular activities including intramural and interscholastic sports, privileges and other advantages. In certain special cases, as provided by law and policies and regulations in this manual, separate provisions may be made for students according to sex with respect to such matters as protection of modesty in shower rooms and in sex instruction, grading standards in Physical Education and athletic competition, choral groups, drill teams, cheerleaders and the like.

The faculty will be especially sensitive in guarding against sex discrimination and stereotyping in all school operations.

Cross-ref: 5200, Cocurricular and Extracurricular Programs
 5270, Intramural Programs
 5280, Interscholastic Athletics

Ref: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII
 Executive Order 11246, 1965, amended by Executive Order 11375
 Educational Amendments of 1972, Title IX; 45 CFR, Parts 81, 86
 Education for all Handicapped Children Act (P.L. 94-142)
 Vocational Rehabilitation Act of 1973, §504
 Brown v. Board of Education, 347 U.S. 483 (1954)

Adoption date: July, 1994

EQUAL EDUCATIONAL OPPORTUNITIES REGULATION

Nondiscrimination

It is the duty of the school administration to prevent unjust discrimination in all aspects of school life.

No student shall suffer unjust discrimination or receive punishment for reasons of participation or membership in any lawful organization which carries on its activities outside the school unless these activities interfere with the objectives of the school.

No teacher may enforce a rule in class which is in conflict with a student's rights and responsibilities, or any other rules set by the school administration.

Copies of a statement of rights and responsibilities, as well as any other rules and regulations to which students are subject, are available to all students.

Any student who feels he/she has been unjustly discriminated against, believes his/her rights have been violated, or has any other grievance concerning school affairs or administrative decisions, may report said grievance to an administrator.

Sex Discrimination

That feature of the Board's policy on sex discrimination is based in part upon Federal Title IX regulations and recent court decisions and requires that henceforth:

1. in intramural and interscholastic athletics no sex discrimination shall be permitted with respect to sport or levels of competition, provisions of equipment and supplies, scheduling of games and practice times, opportunity to receive coaching and instruction, assignment of coaches and instructors, provisions of locker rooms, practice or competitive facilities, provision of medical facilities and services, and publicity. The school district is not required to duplicate the athletic program for males and females. The intent shall be to make each category of activity contribute to the goal of equal opportunity in athletics rather than to the details related to each of the categories. Equal aggregate expenditures for male and female teams are not required as disparate effect on opportunity.

Separate teams for each sex are permitted provided that the opportunities to participate are the same. There must be no concentration on a one-sex sport in any one season. If a group of one sex wants to participate in a sport which is only open to the other, either a team shall be set up for them, or both sexes permitted to play on the only available team.

From H.E.W. Memorandum on "Elimination of Sex Discrimination in Athletic Programs," dated September 1975:

"Contact sports and sports for which teams are chosen by competition may be offered either separately or on a unitary basis."

"Contact sports are defined as football, basketball, boxing, wrestling, rugby, ice hockey and any other sport the purpose of major activity of which involves bodily contact. Such sports may be offered separately."

If by opening a team to both sexes in a contact sport an educational institution does not effectively accommodate the abilities of members of both sexes, separate teams in that sport will be required if both men and women express interest in the sport and the interests of both sexes are not otherwise accommodated. For example, an institution would not be effectively accommodating the interests and abilities of women if it abolished all its women's teams and opened up its men's teams to women, but only a few women were able to qualify on the men's team."

2. In all classes, including Physical Education, Industrial Arts, Home Economics, and Typing, boys and girls must be treated and expected to perform on an equal and integrated basis. There may be no special adaptation made in classes because of the sex distinction, except that separation during participation in contact sports, according to ability, and in sex education is permitted.
3. All activities programs including clubs, forensics, music, drama and the like shall be equally available to both sexes. Separate vocal chorus groups based upon voice ranges, pom-pom groups, drill teams, cheerleaders, and the like, may be separated as to sex.
4. Honors, awards, letters and other means of recognizing meritorious student achievement shall be equally available to and in practice equally conferred upon both males and females.
5. Any separation of males and females into separate lines, rows, or other categories is prohibited except where requirements of modesty and rights of privacy of either sex might be jeopardized.
6. Benefits and services, including medical and insurance policies, services for students, counseling, assistance in obtaining employment and any kind of financial aid shall be equally available to males and females.
7. Title IX preempts all state and local laws, policies, regulations or other requirements in conflict therewith.
8. Testing and other materials used in counseling may not be different for males and females if they lead to different treatment of students on the basis of sex.

Cross-ref: 5311.3, Student Complaints and Grievances

Adoption date: July, 1994

SEXUAL HARASSMENT OF STUDENTS

The Board of Education is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome. It is irrelevant that the harasser had no intention to sexually harass the person. The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as employees, board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities. When an alleged sexual harassment occurs and the district knows about it, they shall take immediate and appropriate corrective action.

The Board, consistent with State and Federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile, or offensive learning environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to 5020.1-R, so that appropriate corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged sexual harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the district's policy manual, collective bargaining agreements, the tenure laws as well as other Federal and State laws on sexual harassment. Training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment.

A copy of this policy and its accompanying regulation are to be distributed to all personnel and students and posted in appropriate places.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681
Franklin v. Gwinnett County Public Schools, 112 S. Ct. 1028 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
34 CFR §§106.8; 106.9

Adoption date: July, 1994

SEXUAL HARASSMENT OF STUDENTS REGULATION

In addition to any relevant procedures contained in policy 5311.3, Student Complaints and Grievances, the following regulation will implement the Board of Education's policy concerning sexual harassment of students.

A student can be subject to sexual harassment by a student, employee, board member or any individual who foreseeably might come in contact with the student on school grounds or at school activities. Sexual harassment experienced by students is not always easily recognized. The following are examples of sexual harassment one should be aware of when dealing with a complaint of alleged sexual harassment:

1. unwanted sexual behavior, which may include touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking student's movement, pulling at clothes, attempted rape and rape;
2. a female student in a predominantly male class subjected to sexual remarks by students or teachers who regard the comments as joking and part of the usual classroom environment;
3. impeding a girl's progress in classes, such as industrial arts, by hiding her tools, questioning her ability to handle the work or suggesting she is somehow "abnormal" for enrolling in such a class;
4. purposefully limiting or denying female students access to educational tools, such as computers; and
5. teasing a male student about his enrollment in a home economics class.

Procedures

The Board of Education shall designate a Compliance Officer to carry out the district's responsibilities associated with compliance with Title IX pursuant to policy 5311.3, Student Complaints and Grievances. In addition, the Board will designate a second individual for ensuring compliance with Title IX in regard to sexual harassment so that students who believe that they have been subjected to sexual harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The Board shall notify all students and employees of the name, office address and telephone number of both designees. In addition, the Board through this regulation has established grievance procedures that provide for prompt investigation and equitable resolution of student sexual harassment complaints.

The Superintendent of Schools shall implement specific and continuing steps to notify students, parents, employees, and prospective students or employees that the school district does not discriminate on the basis of sex in the educational programs or activities which it operates as required by Title IX. Such notification shall include publication in: local newspapers; newspapers and magazines operated by the district or by student, alumnae, or alumni groups for or in connection with the district; and memoranda or other written communications distributed to every student and employee.

All reports of sexual harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in the district's policy manual and collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the district's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment:

Students who believe they have been subjected to sexual harassment are to report the incident to the Compliance Officer or the second designee as described above. The Compliance Officer or designee shall notify the Building Principal and the Superintendent of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

Investigation of a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the victim shall speak with an individual of the same sex. Complainants are to be notified of the outcome of the investigation.

Informal Complaints

In addition to notification to the Compliance Officer or the Board's designee as described above, students who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the Building Principal or Superintendent. The student may also request a meeting with a counselor or administrator of the same sex. Parents or guardians of the student shall be notified of their right to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

The Building Principal or Superintendent will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her right to representation by counsel. Should the alleged harasser deny the allegations, the Building Principal or Superintendent is to inform the complainant of the denial and request a formal written complaint to file with his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of the complaint shall accompany the Building Principal's or Superintendent's report with a recommendation for further action.

Should the harasser admit the allegations, the Building Principal or Superintendent is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Building Principal or Superintendent may impose further disciplinary action. Thereafter, the Building Principal or Superintendent is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The Building Principal or Superintendent is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the Building Principal or Superintendent's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Building Principal or Superintendent is to file a report with the next appropriate level in the complaint procedure. The report is to indicate the nature of the complaint, a description of what occurred when the Building Principal or Superintendent informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Building Principal or Superintendent originally consulted, who will then forward it to the next appropriate level of management, e.g., the Superintendent or the Board of Education, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable Building Principal or Superintendent reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent or the Board shall take immediate, appropriate and corrective action upon a determination of sexual harassment. The Superintendent or the Board shall notify the complainant of any findings and action taken.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, district policies and regulations and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal of an employee or suspension or permanent suspension of a student.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual or collective bargaining agreements. If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate Building Principal or Superintendent to ensure that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the district, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

Complaint Records

Upon written request, complainants should receive a copy of any resolution reports filed by the Building Principal or Superintendent concerning his/her complaint. Upon substantiation, copies should also be filed with the student or employment records of both the complainant and the alleged harasser.

Investigation in the Absence of a Complaint

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual harassment.

Adoption date: July, 1994

SEXUAL HARASSMENT FORMAL COMPLAINT FORM

Name and position of complainant _____

Date of complaint _____

Name of alleged sexual harasser _____

Date and place of incident _____

Description of misconduct _____

Name of witnesses (if any) _____

Has the incident been reported before? _____

If yes, when? to whom? _____

What was the resolution? _____

Reasons for dissatisfaction _____

**SEXUAL HARASSMENT COMPLAINT
APPEAL FORM**

Name and position of complainant _____

Date of appeal _____

Date of original complaint _____

Have there been any prior appeals? _____

If yes, when? to whom? _____

Description of decision being appealed _____

Why is the decision being appealed? _____

Adoption date: July, 1994

☐ Required
☒ **Local**
☐ Notice

THERAPY DOGS

The school district supports the use of therapy dogs by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

A "Therapy Dog" is a dog that has been individually trained and certified to work with its owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy Dogs, for the purposes of this policy are not "service animals" as that term is used in the American with Disabilities Act.

Therapy Dogs are personal property of the teacher or employee and are not owned by the school district.

Therapy Dog Standards and Procedures

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

Requests

All individuals who wish to bring a therapy dog to school must submit a written application to the superintendent of schools or his/her designee. That application will be reviewed by the superintendent of schools or his/her designee, or, in the case of an individual wishing to apply for a district sponsored therapy dog in training, the application will be reviewed by a committee established by the superintendent for that purpose. A copy of the application is attached (the application needs two pathways, one for individuals who already own dogs that they wish to bring to school and one for staff members who wish to acquire a therapy dog through the district's program). For those individuals who wish to bring a therapy dog to school outside of the district's program, the request must be renewed each school year or whenever a different therapy dog will be used.

Training and Certification

The owner must submit the American Kennel Club's Canine Good Citizen or Therapy Dog Title. The certification must remain current at all times that the Therapy Dog is present in any district school buildings.

Health and Vaccination

The therapy dog must be clean, well groomed, in good health, housebroken, and immunized against diseases common to dogs. The owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

Control

A therapy dog must be under the control of the teacher or school employee through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's safe, effective performance of its work or tasks.

Identification

The therapy dog must have appropriate identification clearly indicating that it is a therapy dog.

No Disruption

The therapy dog must not disrupt the educational process by barking, seeking attention, or engaging in any other disruptive behavior.

Health and Safety

The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Dogs

The owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog. Therapy dogs that are part of the school district's therapy dog program will be required to have designated "co-handlers" whose role it will be to assist with the care of the dogs and its integration into the entire school community.

Authorized Area(s)

The owner shall only allow the therapy dog to be in those areas in school buildings or on school property that are authorized by school district administrators.

Insurance

The owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

Exclusion or Removal from School

A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- A handler does not have control of the therapy dog;
- The therapy dog is not housebroken;
- The therapy dog presents a direct and immediate threat to others in the school; or
- The animal's presence otherwise interferes with the educational process.

The owner shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions

If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries

The owner of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog.

This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

Adoption date: October 2019

STUDENT ATTENDANCE

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

Notice

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

- The attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- Parents and/or legal guardians will receive a summary of this policy at the start of the school year.
 - When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student’s parent(s) and/or legal guardians of the specific unexcused absences, remind them of the attendance policy, and review unexcused absence intervention procedures with them.
 - A back-to-school event will be held at the beginning of each school year to explain this policy and stress the parent’s and/or legal guardian’s responsibility for their ensuring their children’s attendance.
 - School newsletters and publications will include periodic reminders of the components of this policy.
- The district will provide a copy of the attendance policy to faculty and staff. New staff will receive a copy upon their employment.
- All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation.
- Copies of this policy will also be made available to any community member, upon request.

Excused and Unexcused Absences

Excused absences are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, field trips, guidance and counseling appointments, or such other reasons as may be approved by the school principal.

All other unexcused absences are considered unexcused absences.

All unexcused absences must be accounted for. It is the parent's and/or legal guardian's responsibility to notify the school office within at least 24 hours of the unexcused absence and to provide a written excuse on the first day of the student's return to school.

General Procedures/Data Collection

- At the elementary level, attendance will be taken at the beginning of each day.
- At the secondary level, attendance will be taken during each class period.
- At the conclusion of each class period or school day at the secondary level, all attendance information shall be compiled and provided to the designated staff member(s) responsible for attendance.
- The nature of an unexcused absence shall be coded on a student's record.
- Student unexcused absence data shall be available to and should be reviewed by the designated school personnel in an expeditious manner.
- Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- Attendance data will be analyzed periodically to identify patterns or trends in student absences.
- Where consistent with other school practices, teachers and staff shall detain students in the hallways who are absent from a class period without excuse and refer the students to the Building Principal.
- Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.

Attendance Incentives

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

- Periodically, programs are run to recognize perfect attendance. Prizes can be raffled off, and a celebration of student success can be held.
- An attendance honor roll may be maintained to identify those students with perfect attendance subject to parental and/or legal guardian consent and applicable confidentiality rules.
- Letters of commendation may be sent from the Building Principals to acknowledge and recognize perfect attendance.

Disciplinary Consequences

Unexcused absences will result in disciplinary action consistent with the district's code of conduct. Those penalties may include, for example, detention or in-school suspension. Students may also be denied the privilege of participating in or attending extracurricular events.

In addition, designated staff member(s) will contact the student's parents and/or legal guardians and/or student's guidance counselor. Such staff member(s) shall remind parents and/or legal guardians of the attendance policy, explain the ramifications of unexcused absences, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

Attendance/Grade Policy

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

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

At the high school level, any student with more than 10 unexcused absences for one-half year or 20 unexcused absences for a full year will not receive credit for that course. However, students with properly excused absences may make up the work for each absence, and those absences will not count toward the minimum attendance standard.

To ensure that parents and/or legal guardians and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s) and/or legal guardian(s) by telephone and/or mail at appropriate intervals prior to the student reaching 10 or 20 unexcused absences.

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

At all levels, all students with an excused absence are expected upon their return to consult with their teachers regarding missed work.

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

Annual Review

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

Replacing: 5100R, Student Attendance Regulation
5110, School Attendance Areas
5160, Student Absences and Excuses
5160R, Student Absences and Excuses Regulation

Cross-ref: 1741, Relations with "Home Schools"
4321, Programs for Students with Special Educational Needs
4327, Homebound Instruction

Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225
8 NYCRR §§104.1; 175.6

Adoption date: July, 1994
Revised July, 2002

STUDENT ATTENDANCE REGULATION

For current regulation, please consult the Building Principal's "Disciplinary Handbook."

Adoption date: July, 1994

SCHOOL ATTENDANCE AREAS

The detail of the school attendance areas is available for inspection in the main district office.

Adoption date: July, 1994

SCHOOL CENSUS

The Board of Education directs the Superintendent of Schools to take such steps as necessary to take a complete school census every two years as law dictates in New York State.

The Board shall conduct an annual census in accordance with Education Law, sections 3240, 3241, and 3242 to locate and identify all children with disabilities who reside in the district. The Board shall establish a register of such children who are entitled to attend the public schools of the district during the following school year. The register of such children and others referred to the committee as possibly having a disability shall be maintained and revised annually by the district Committee on Special Education (CSE). The statistical data shall be forwarded to the CSE to readily determine the status of each student with a disability in the identification, location, evaluation, placement and program review process.

Ref: Education Law §3242

Adoption date: July, 1994

COMPULSORY ATTENDANCE AGES

Except as otherwise permitted by law, each resident minor from six (6) to sixteen (16) years of age shall receive full-time instruction in a public school.

Cross-ref: 1741, Relations with "Home Schools"

Ref: Education Law §§1711; 3201; 3202(1-a); 3204; 3205; 3206; 3208; 3225
8 NYCRR §101
Family Court Act §§711 et seq.

Adoption date: July, 1994

ENTRANCE AGE

Kindergarten

A child attaining his or her fifth birthday on or before December 1 of any year will be eligible for kindergarten in the preceding September.

A child attaining his or her fifth birthday after December 1 will not be eligible to enter kindergarten until the following September, except as follows:

Transfer students will be eligible for admission if they have attended another public school, a private school registered by the New York State Education Department, or any other school which maintains a program which is substantially equivalent to that required for a registered school.

First Grade

A child without previous school experience who attains his/her sixth birthday on or before December 1 of any year will be eligible for first grade in the preceding September.

A child attaining his/her sixth birthday after December 1 will not be eligible to enter first grade in the preceding September, except as follows:

Transfer students will be placed initially according to their records if they have attended another public school, a private school registered by the New York State Education Department, or any other school which maintains a program which is substantially equivalent to that required of a registered school.

After a reasonable period of observation the Building Principal will determine the final grade placement of each child.

Ref: Education Law §§709; 1712; 2503; 2514; 2555; 3202; 3205; 3210

Adoption date: July, 1994

SCHOOL ADMISSIONS*Post-Graduates*

A person over five and under twenty-one years of age who has not received a high school diploma is entitled to attend the public schools maintained in the district in which such person resides without the payment of tuition. A veteran of any age of the United States and who shall have been discharged therefrom under conditions other than dishonorable, may attend any of the public schools of the state upon conditions prescribed by the Board of Education, and such veterans shall be included in the student count for state aid purposes. A non-veteran under twenty-one years of age who has received a high school diploma shall be permitted to attend classes in the schools of the district in which such person resides or in a school of a board of cooperative educational services upon payment of tuition under such terms and conditions as shall be established in regulations promulgated by the commissioner; provided, however, that a district may waive the payment of tuition for such nonveteran, but in any case such a nonveteran who has received a high school diploma shall not be counted for any state aid purposes.

Cross-ref: 1610, Relations with Other Local Governmental Authorities

Ref: Education Law §§903; 904; 3202; 3208
Public Health Law §2164

Adoption date: July, 1994

ADMISSION OF NON-RESIDENT STUDENTS

The Board of Education affirms that its primary responsibility is to provide the best possible educational opportunities for the children who are legal district residents and who are of legal age to attend school. Non-resident students shall only be allowed to attend district schools under the circumstances outlined in this policy.

Former Residents

Students shall be entitled to continue enrollment in the district so long as the circumstances which allowed them to enroll remain unchanged. Upon establishing residency outside the district boundaries, it is expected that parents will enroll their children in their new school district.

However, students who move out of the district late in the school year (after January 1) shall be permitted to finish that school year in the district on a tuition basis only, upon application to and recommendation from the Superintendent of Schools and approval of the Board of Education. Additionally, students in Grade 11, who move out of the district after January 1 of that year, shall be permitted to finish that school year and remain enrolled in the district through completion of Grade 12 (if they are expected to graduate in one year), on a tuition basis only, upon application to and approval from the Board of Education.

It is the policy of the district that, in limited circumstances, non-residents may attend district schools on a tuition basis.

However, the Board of Education may allow non-resident students to continue to attend District schools through the completion of Grade 12 on a tuition-free basis if the following conditions are met:

- The Student is a resident and has attended district schools for one year or more; and
- The Student has completed eleventh grade as a district resident, and can graduate within one calendar year; and
- The Student is a bonafide resident of the district on the first day of the final marking period of his or her junior year; and
- The Student has a record of good conduct.

The Board of Education may grant an exception and allow students in grades K-12 who become non-residents during the last marking period of a given school year to continue to attend the District's schools for the remainder of that school year on a tuition-free basis.

The foregoing exceptions may not be granted without the following:

1. An application to the Superintendent of Schools; and
2. A recommendation from the Superintendent of Schools; and

3. Approval by the Board of Education.

In addition, approval for any exceptions shall not be granted when parents have engaged in deception to conceal a change in residency in order to continue enrollment. The Board reserves the right to deny any such application and/or revoke the privilege of attending the District's schools tuition-free if the student has exhibited a record of misconduct such as, but not limited to, disciplinary referrals, excessive lateness, absenteeism, or anti-social behavior. Previously granted approval may be withdrawn at any time during the year, by action of the Board of Education for the foregoing reasons.

In addition, if it comes to the attention of the Administration and/or Board of Education that a parent/guardian of a student, and/or a student, who has been granted the privilege of attending the District's schools on a tuition-free basis, have engaged in deception to conceal a change in residency in order to continue enrollment and/or meet the exceptions delineated above, the parent/guardian and/or student may be subject to residency proceedings, which may result in exclusion from the District's schools and/or continuation of enrollment on a tuition-basis only. In such circumstances, the parent/guardian and/or student will be legally responsible for paying for the student's annual tuition. Such charges will be retroactive to the first day of the student's enrollment, following the change in residency.

The school district is not responsible for the transportation of non-resident students.

Future Residents

The children of families who have signed a contract to buy, build or lease a residence in the school district may be enrolled during the semester in which they expect to become residents without payment of tuition upon approval of the Board of Education. This courtesy shall extend for 45 days. Families who do not become official residents through closing on their property or paying rent to a property owner will be billed for the full tuition cost, retroactively to the first day of their child's entrance. The school district is not responsible for transportation of future District residents until such time as the individuals establish residency in the District.

Ref: Education Law §3202

Adoption date: July 1994

Revised: November 1997
November 2009
October 2013
May 2014

ASSIGNMENT OF STUDENTS TO CLASSES

Each student has an assigned Guidance Counselor for middle and senior high school for the purposes of providing help in personal and social development; in the selection of a program of studies; and in college and career information.

Each student has a planned interview with his/her counselor at least once each year. In addition, a student may see his/her Counselor before or after school and during study halls. Parents are encouraged to meet with the Counselor at all grade levels.

At the beginning of each school year and at the mid-year, many student requests are made for changes of schedules. Reasons are varied. Each request submitted by the student is seriously considered and thoroughly reviewed by Counselors on an individual basis.

Valid requests for schedule changes are considered providing the following conditions prevail:

1. if the student failed with teacher in prior years;
2. if the student had the teacher for two consecutive years;
3. if there was a family problem with older brothers or sisters with that particular teacher; or
4. if a note from psychologist or doctor is provided stating that it is in the best interests of the student not to be assigned to a particular teacher. This will be considered at the Principal's discretion.

Ref: Education Law §§1709, 2503(4); 3202

Adoption date: July, 1994

STUDENT ABSENCES AND EXCUSES

Philosophy

The Board of Education believes it is the shared responsibility of the school and the home to assist students to develop desirable habits in relation to punctuality and attendance. The Board expects that every step will be taken by all appropriate school personnel to implement this policy.

Overview of Policy

The only excused absences are those due to illness of the student, death in the family, a doctor or dentist appointment, religious instruction or observance, or whenever the Building Principal considers that exemption from attendance is in the best interest of the student. Legal responsibility for habitual unexcused absence lies either with parents, students, or both.

Every student must attend school as required by state law.

Cross-ref: 5100, Student Attendance

Ref: Education Law §§1709(2); 3202(1-a); 3205; 3208; 3210; 3211; 3212;
3024; 3025
8 NYCRR § 175.6

Adoption date: July, 1994

STUDENT ABSENCES AND EXCUSES REGULATION

For current regulation, please consult the Building Principal's "Disciplinary Handbook."

Adoption date: July, 1994

STUDENT DISMISSAL PRECAUTIONS

No student may be released from school to anyone other than the parent, guardian or child protective services personnel and law enforcement officers pursuant to law, unless the individual's name seeking release of the student appears on a list provided by the parent or guardian.

Parents are urged to make appointments with physicians, dentists, special tutors, etc. **after school hours**. If a request is necessary, parents should make note of the date, time and reason for the release. **Children cannot be excused without advanced written request by parent/guardian, and must be released in care of parent/guardian, unless otherwise noted.**

A student may be released to either parent unless a custodial parent supplies the Superintendent of Schools with a certified copy of a court order or divorce decree to the contrary.

The Superintendent shall develop procedures to enable parents and guardians to amend the list of persons authorized to obtain the release of their children.

Ref: Education Law §3210(1)(c)

Adoption date: July, 1994

STUDENT DISMISSAL PRECAUTIONS REGULATION

The Superintendent of Schools or his/her designee shall maintain a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to the custody of any individual not the parent or guardian of the student, unless the individual's name appears upon the list.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. The signature of the parent or guardian must be on or attached to such list.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing.

Certified copies of any orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of their child, shall be maintained by the Superintendent.

If any individual seeks the release from school of a student he or she must report to the school office and present identification deemed satisfactory by the Superintendent or his/her designee, who must check the authorized list and relevant court orders or divorce decrees before a student may be released. Particular caution should be exercised when the person seeking the release of a child exhibits to the school official an out-of-state custody order.

Early excuses for emergency reasons should be requested in writing by a parent/guardian. Medical releases are handled through the Nurse's Office. All other reasons for release must go through the Main Office, and students must be picked up in the Main Office. The person seeking the release must sign the register in the office.

In the event of an emergency, the Superintendent may release a student to some individual not appearing on the approved list only if the parent or guardian has been contacted by the Superintendent and has approved the release, and the Superintendent determines that an emergency exists.

Adoption date: July, 1994

RELEASED TIME FOR STUDENTS

Early Dismissal for Parent Conferences

Elementary schools will be closed at the end of the morning session on not more than three (3) days following the end of the first marking period in order that teachers of grades 1-6 may devote the afternoon to conferences with parents of all of their students, or as many of the parents as are able to participate in a conference.

Kindergarten teachers confer while students are instructed by special staff on these afternoons.

Restrictions re Leaving School Grounds

Students should not be permitted to leave the school grounds while school is in session, unless excused by someone in authority, e.g., attendance officer, Building Principal, or Assistant Principal or School Nurse.

Notification Procedures for Emergencies and Unusual Events

The procedures listed below are to be followed by the Principal whenever an emergency or any other event considered to be unusual occurs in his/her school building:

1. Notify the office of the Superintendent of Schools by telephone as soon as possible.
2. Prepare a written summary of the occurrence including a description of the nature of the occurrence and the names of students and/or staff members involved. Include statements about whether or not anyone was apprehended, charges being pressed, estimated damage, insurance coverage, the impact of the event upon the building, etc., and any other facts felt are pertinent.
3. Provide one copy of the written summary to the Superintendent's office as soon as possible. Preferably, the copy should be sent to the administrative offices by messenger.
4. Please be sure that the person in charge of the building during the Principal's absence is aware of these procedures so that he/she can follow them if an emergency or unusual event occurs during that absence.

Please note that an unusual occurrence is any incident involving a break-in, a serious act of vandalism, or any occurrence requiring the assistance of the Fire Department, the Police Department or the Rescue Squad.

Cross-ref: 4313, Teaching about Religion

Ref: Education Law §3210

Adoption date: July, 1994

RELEASED TIME FOR RELIGIOUS INSTRUCTION

According to provisions of Education Law and the Commissioner's Regulations, students may be released from school one hour each week for religious instruction, provided the student is registered in such courses and a copy of the registration is filed with the Principal. Such instruction must be scheduled for the last hour of the school day on a specific day of the week.

It is also permissible for students to be excused from school attendance for church attendance or special religious instruction.

A student will be released or excused for such religious instruction or observance only after receiving a written note written by the parent or guardian.

Ref: Education Law §3210
8 NYCRR §109.2
Zorach v Clauson, 343 U.S. 306 (1952)

Adoption date: July, 1994

INSTRUCTION ON DAYS OF RELIGIOUS OBSERVANCE

Each year the Commissioner of Education publishes a list of religious holidays which are recognized for religious observance. A copy of the list for the current year will be made available by the Principal.

Students will be excused from attendance for religious reasons; however, it will be the student's responsibility to make up any work provided on that day. New work may be introduced. Homework and tests may also be given to all students not observing the holiday as part of their religion. Students who are observing the holiday, as verified by a parental note, will be given sufficient time to make up the homework or test upon their return to the class. Teachers must exercise discretion in this matter and not automatically demand that the work be due upon the day of return. Upon a student's return, teachers should work out a mutually agreeable schedule for the make up of work missed. Teachers should also not seek to draw students out of classrooms of other teachers in order to make up tests. No field trips or major evening events may be scheduled requiring students to be present.

The holidays represented below are the holidays which will be recognized by the Wantagh Public Schools. The dates will be updated annually in accordance with the calendar for the year.

Rosh Hashanah	Purim
Yom Kippur	Holy Thursday
First two days of Sukkot	Good Friday
Shemini Atzeret/Simchat Torah	Easter Sunday
All Saints' Day	Passover (1st two and last two days of)
Feast of the Immaculate Conception	Good Friday-Eastern Orthodox
Christmas Day	Easter Sunday -Eastern Orthodox
Epiphany	Feast of the Ascension
Ash Wednesday	Shavout

Ref: Education Law §3210
8 NYCRR Part 109

Adoption date: July 1994

Revised: May 1995
January 2009

STUDENTS WITH HIV-RELATED ILLNESS

The Board of Education recognizes the public concern over the health issues surrounding Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus Infection (HIV). The Board also recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board acknowledges the rights of those students diagnosed as having AIDS or HIV infection to continue their education as well as the rights of all students in the school district to learn and participate in school activities without being subjected to significant risks to their health. The Board also takes notice that under current law and regulations the disclosure of confidential AIDS and/or HIV-related information must be strictly limited.

Accordingly, it is the policy of the Board that no student shall be denied the opportunity to attend school, continue his/her education or take part in school-related activities solely on the basis of being diagnosed as having AIDS or HIV infection.

In accordance with current state law and regulations, it is also the policy of the Board to prevent any student from being subjected to adverse or discriminatory treatment or stigma because he or she has been diagnosed as having AIDS or being HIV-infected.

The Superintendent of Schools is hereby directed to develop administrative regulations in regard to the education of students diagnosed as having AIDS or being HIV-infected.

Cross-ref: 4315.1, AIDS Instruction
5420, Student Health Services
8123, Hygiene Precautions and Procedures

Ref: Public Health Law, Article 27-F
Education Law §§4401; 4401-a
8 NYCRR §200
10 NYCRR §63

Adoption date: July, 1994

STUDENTS WITH HIV-RELATED ILLNESS REGULATION*Confidentiality***A. Definitions**

"HIV-related illness" means any clinical illness that may result from or be associated with HIV infection, including AIDS.

"Protected individual" shall mean a person who is the subject of an HIV-related test or who has been diagnosed as having HIV-related illness.

"Capacity to consent" means an individual's ability, determined without regard to such individual's age, to understand and appreciate the nature and consequences of a proposed health care service, treatment or procedure, and to make an informed decision concerning such service, treatment or procedure.

B. Confidentiality and Release of Information

School officials and employees shall keep HIV-related information confidential, however obtained. The information shall not be disclosed to any person, unless the protected individual (or a person with capacity to consent) has completed and signed the Health Department Authorization for Release form ("Authorization Form"), a court order granted under Public Health Law §2785 has been issued, or the person to whom the information has been furnished is authorized to receive such information under Public Health Law (PHL) §2782 without a release form. Persons authorized to receive HIV information without a release include physicians providing care, agencies monitoring such care, and insurance companies for payment purposes. Disclosure to school personnel staff requires a release or court order.

If disclosure occurs pursuant to a signed release or order, the information shall only be released to those listed on such form or order, for the time period specified and only for the purpose stated on the form or order.

Such form shall be signed by the protected individual or when the protected individual lacks capacity to consent, a person authorized pursuant by law to consent to health care for the individual. Questions in regard to such capacity shall be referred to the school attorney.

C. Testing

No HIV-related testing of any student shall take place without first receiving the written informed consent of the person to be tested on a form approved by the State Health Department. Such consent shall only be given by an individual with capacity to consent as defined above.

D. Penalties

Persons who disclose confidential HIV information to unauthorized parties or who fail to obtain informed consent for the HIV test may be subject to a \$5,000 penalty and a criminal misdemeanor charge.

E. Procedures

1. The procedure set forth here shall be followed in any instance where the school district receives confidential HIV-related information concerning a student from the student and/or person in parental relation to the student without benefit of an Authorization Form or court order.
 - a. The Superintendent or building administrator to whom the information has been given shall request a meeting with the person in parental relation and/or the student for the purpose of discussing the student's condition, concerns and, should the situation arise, educational alternatives. Such alternatives may include homebound instruction during periods of short-term illness as well as provision of educationally related support services. At this point, school or public health personnel may be consulted provided that the appropriate Authorization Form is obtained. The person in parental relation and/or the student should be apprised of this and asked to sign such release form for personnel whose consultation is needed for delivery of appropriate educational services.
 - b. If a school officer or employee who has not been made privy to confidential HIV-related information pursuant to an Authorization Form or court order reasonably believes that a student may present a clear and imminent danger to an individual whose life or health may unknowingly be at significant risk as a result of contact with the person, he/she should express these concerns to the Superintendent of Schools who may attempt to obtain an Authorization Form from the individual or someone else with the capacity to consent. Should this request be refused, the Superintendent may recommend to the school board that the district seek an order for disclosure of confidential HIV-related information, pursuant to Public Health Law §2785.
2. The procedures set forth here shall be followed in any instance where the school district receives confidential HIV-related information concerning a student through the Authorization Form or through a court order.
 - a. The Superintendent, or building administrator to whom the HIV-related information has been released, may request a meeting with the parent, or person in parental relationship, and the student for the purpose of discussing educational alternatives. Such alternatives may include homebound instruction during periods of short-term illness as well as provision of educationally related support services. The Superintendent or building administrator may enlist the expertise of the child's physician, or any school or public health personnel, provided that the appropriate release forms have been obtained. If a parent concurs in writing to the provision of educational alternatives, no referral to the Committee on Special Education (CSE) will be made.

- b. (1) If a school officer or employee who has not been made privy to confidential HIV-related information pursuant to an Authorization Form or court order reasonably believes that a student may present a clear and imminent danger to an individual whose life or health may unknowingly be at significant risk as a result of contact with the person, he/she should express these concerns to the Superintendent of Schools. If the Superintendent has been given the authority, through the Authorization Form, to inform such person(s) who may be at significant risk, he/she should proceed to do so. If the Superintendent does not have this authority, he/she should attempt to obtain an Authorization Form from the individual or someone else with the capacity to consent. Should this request be refused, the Superintendent may recommend to the school board that the district seek an order for disclosure of confidential HIV-related information, pursuant to Public Health Law §2785.

(2) If a professional staff member of a school district who has been made privy to confidential HIV-related information pursuant to an Authorization Form or court order reasonably believes that a student may present a clear and imminent danger to an individual whose life or health may unknowingly be at significant risk as a result of contact with the person, he/she should make a referral of the student to the CSE, if appropriate. Staff are also expected to encourage students to seek advice from their physician and AIDS counseling centers and to behave responsibly by contacting those persons with whom they have engaged in behavior of significant risk.

3. If a professional staff member of a school district suspects that a student may have a disability, whether or not the staff member has been made privy to confidential HIV-related information, the staff member shall refer such student in writing to the CSE, or to the building administrator of the school which the student attends, in accordance with Part 200.4 of the Commissioner's Regulations.
4. If a student has been referred to the CSE and the CSE reasonably believes either (a) that the student may present a clear and imminent danger to an individual whose life or health may unknowingly be at significant risk as a result of contact with the student, or (b) that the student has or is suspected of having a disability and that the condition may be due, in whole or in part, to HIV-related illness, the CSE shall inform the Superintendent, who shall attempt to obtain an Authorization Form from the student or someone else with the capacity to consent. Should this request be refused, the Superintendent may recommend to the school board that the district seek an order for disclosure of confidential HIV-related information, pursuant to Public Health Law §2785.

When seeking the confidential information through either said Form or court order, the Superintendent shall attempt to have the person or court agree to disclose such information to the CSE, and may attempt to have the person or court agree to disclose such information to the classroom teacher(s) and any other personnel the Superintendent and the school attorney believe are appropriate.

5. If no such consent or court order is obtained, the district shall take no further action in this matter and shall instruct the appropriate officers or employees not to disclose information in regard to the case.
6. If confidential HIV-related information is obtained, it shall be disclosed only to those individuals listed on the form or pursuant to the court order and only for the purposes specified, for the specified time period.
7. At such time as the CSE receives confidential HIV-related information, it shall, on a case-by-case basis, review all of the medical information pertinent to the individual situation and make a determination as to whether the current mode of instruction and classroom setting for the student meets his or her current and ongoing needs or if it is appropriate. In making its determination, the CSE shall consider the following factors: (1) the physical condition of the student and any behavior which might increase the risk of transmission of the virus; and (2) the expected type of interaction with others in the school setting. The CSE may also consult with appropriate public health officials pursuant to article 27-F of the Public Health Law.

In all other respects, the CSE shall carry out its responsibilities and make recommendations based upon a written evaluation setting forth the reasons for the recommendations, to the student, parent or guardian of the student and Board of Education as it would with any other student who has or is suspected of having a disability.

Because of the provisions in article 27-F of the Public Health Law permitting physicians to disclose confidential HIV-related information under certain circumstances, the school physician will be required to attend all meetings of the CSE in regard to students suspected or diagnosed as having HIV-related illness.

The CSE shall also have the authority to invite the appropriate professionals familiar with HIV-related illness to any meeting concerning the educational program for any such student, providing however, that such professional is named on a completed and signed Authorization Form or a court order granted under Public Health Law §2785.

8. If the student had previously been evaluated and been recommended for placement by the CSE, and thereafter the student is deemed dangerous to himself or others, a short-term suspension (of five days or less) may be imposed, or other protective procedures may be invoked. However, where parents choose to exercise their due process rights under the appeal procedures set forth in state and federal law, a student must remain in the current placement until appeal procedures are completed, or parental consent or court order for alternative placement is obtained.

If the student had not been evaluated and recommended for placement by the CSE, section 6 (above) shall apply.

9. Pursuant to Public Health Law article 27-F, a physician may, upon the consent of a parent or guardian, disclose confidential HIV-related information to a state, county or local health officer for the purpose of reviewing the medical history of a child to determine the fitness of the child to attend school.

Additional Matters

In the event of the presence of any contagious or communicable disease (such as chicken pox or measles, etc.) in the school population, which may constitute a risk to an infected individual, the Superintendent or school nurse with authorization to obtain the confidential HIV-related information may inform the student, the student's parents or legal guardian about such risk. Any temporary decision or recommendation in such circumstances should be made by the individual's personal physician and the student's parents, in consultation with the Superintendent, school physician and nurse.

Adoption date: July, 1994

COCURRICULAR AND EXTRACURRICULAR PROGRAMS

Student activities shall be regarded as a vital part of the total educational program and shall be used as a means of developing wholesome attitudes, good relations among students, school and community as well as useful knowledge and skills.

A parent or guardian may request in writing that a student be excused from certain types of student activities for religious or physical reasons. The administration will consider the request in terms of the welfare of all students as well as the individual.

All student activities shall be carried on under the authority of the Board of Education and its delegated administrators. Residual funds from inactive student organizations shall revert to the General Organization (G.O.).

It shall be understood that all curricular and extracurricular activities shall be under the jurisdiction (supervision) of the Board of Education. It shall be further understood that no other group, organization, or individual shall give financial support to such activities or present awards of any kind to participate in activities considered part of the educational program unless approved by the Board.

Cross-ref: 5020, Equal Educational Opportunities
 5210, Student Organizations
 5250, Student Activities Funds
 5252, Student Activities Funds Management
 5800, Student Awards And Scholarships

Ref: Education Law §3210

Adoption date: July, 1994

STUDENT ORGANIZATIONS

The Board of Education endorses the creation of clubs and other approved school organizations for the purpose of reaching the interests of as many boys and girls as possible and shall endeavor to provide the necessary funds for supervision.

Cross-ref: 5200, Cocurricular and Extracurricular Activities
 5252, Student Activities Funds Management

Ref: Education Law §§207; 414; 1709-a; 2503-a; 2554-a; 3201; 3201-a
 Equal Access Act, 20 U.S.C.A. §§4071-4074
 8 NYCRR Part 172
 Matter of Jimenez, 9 EDR 172
 Board of Education of the Westside Community Schools v. Mergens, No. 88-1597 (U.S. June 4, 1990)
 Garnett By Smith v. Renton School Dist. No. 403, 865 F.2d 1121 (9th Cir., 1989)
 Thompson v. Waynesboro Area School Dist., 673 F.Supp. 1379 (1987)
 Student Coalition v. Lower Merion School Dist. Bd., 633 F.Supp. 1040 (1986)
 Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503, 89 S.Ct. 733 (1969)
 Healy v. James, 408 U.S. 169, 92 S.Ct. 2338 (1972)

Adoption date: July, 1994

STUDENT PUBLICATIONS

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines.

Freedom of speech and of expression in student publications as guaranteed by the First Amendment are to be observed scrupulously by the administration, faculty and students. Freedom, however, does not mean unbridled license. Therefore, it is incumbent upon the legal staff to define the limits of students' freedom of speech respecting school affairs to protect the state's compelling interest in maintaining a school atmosphere conducive to an orderly program of learning. The administration retains a vested interest in exercising editorial control where appropriate.

Freedom of expression in our schools shall be interpreted as including, but not being contrary to:

1. development of student responsibility in distinguishing between freedom and license;
2. consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste; and
3. care for the development of skills of written expression among students.

Cross-ref: 4810, Teaching About Controversial Issues
5311, Student Rights and Responsibilities

Ref: *Hazelwood School District v. Kuhlmeier*, 484 US 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969)
Thomas v. Board of Education, Granville Central School Dist., 607 F 2d 1043 (1979)
Trachtman v. Anker, et al., 563 F 2d 512 (1977)
Eisner v. Stamford Board of Education, 314 F Supp 832, mod'f d. 440 F2d 803 (1971)
Frasca v. Andrew et al., 463 F Supp 1043 (1979)
Matter of Beil and Scariati, 26 EDR 109

Adoption date: July, 1994

STUDENT SOCIAL EVENTS

A number of our school goals are supported by well-conceived and well-mannered social events. Parents expect their children to learn to feel at ease in appropriate social situations. Social events have an important place in a well-rounded school program. The staff is encouraged to utilize such events intelligently.

School presentations, activities, dances etc., are the responsibility of the school administration.

No parties, dances or meetings involving students are to be held off the school grounds. Any exception must have the approval of the administration.

Cross-ref: 1520, Public Conduct on School Property
5312.1, Drug and Alcohol Abuse

Ref: Education Law §1709

Adoption date: July, 1994

STUDENT PERFORMANCES

The Board of Education recognizes that worthy educational values may be served by student participation in civic and community affairs. Instructors are encouraged to provide students for public performances when such performances contribute to the educational process and objectives of that particular class and when it does not interfere unduly with other classes or activities within the school.

School groups and individuals may, with the permission of the Building Principal, participate in local public events which fall into the following classifications:

1. events sponsored by the schools. Educational events in which the school serves as host shall have priority in scheduling appearances;
2. community functions organized in the interests of the school, such as those that might be originated by the P.T.A. and/or 6-12 Association;
3. non-commercial civic occasions of community, county, state or national interest of sufficient breadth to enlist general sympathy and cooperation;
4. events that are primarily patriotic in nature, such as Veteran's Day;
5. charity benefit activities provided such activity has been specifically approved in advance by the Superintendent; and
6. programs sponsored by established character-building agencies, or programs sponsored jointly by the district and mass communication media where the time or space given to the programs are of a public nature.

School groups may not participate in events that fall into any of the following classifications:

1. events that are for the purpose of private gain or for the advertising of any commercial project or product. A school name, the names of school-sponsored groups or school equipment shall not be exploited in events of a commercial nature;
2. events that are for the furtherance of any politically partisan interest. In questionable cases the matter shall be referred to the Board;
3. events that are primarily for the furtherance of any sectarian concern; and
4. events that cause undue amount of interference with the regular school program, or that cause an excessive amount of absence due to rehearsal or preparation.

Assemblies, public programs and public performances by students have an important place in a well-rounded educational program. They must, however, be consistent with the educational goals of the schools.

1. Programs should have both educational and inspirational value. All aspects of human endeavor should be considered including the comic as well as the tragic.
2. Programs should be varied and appeal to the interests of students.
3. Wide participation in the programs should be encouraged. Every student should be given opportunities during his/her school career to participate in some aspect of public performances and exhibitions.
4. Good taste should be demonstrated in the kinds of programs and behavior shown.

Ref: Education Law §§3229 and 3231-a

Adoption date: July, 1994

STUDENT ACTIVITIES FUNDS

The Board of Education authorizes the establishment of the extra-classroom activity fund. These are funds that are raised other than by taxation. They are developed for established clubs, organizations, and activities. The organizations and activities are supervised and administered by staff members designated by the district. Extra-classroom activity funds are those collected under teacher supervision by students and expended by them as they see fit provided that all transactions and procedures are in accordance with the rules and regulations established by the Board for the conduct, operation and maintenance of the extra-classroom activity and for the safeguarding, accounting and auditing of all monies received and derived therefrom.

The Board will annually in its reorganization meeting appoint a Treasurer and Auditor for extracurricular activity funds accounts.

The Board approves the use of double-signature checks for extracurricular funds.

Inactive Student Organizations

Residual funds from inactive student organizations shall revert to the General Student Organization Fund unless otherwise designated.

Cross-ref: 5200, Cocurricular and Extracurricular Programs
 5252-R, Student Activities Funds Management Regulation

Adoption date: July, 1994

STUDENT ACTIVITIES FUNDS MANAGEMENT

Responsibility and Security

The Board of Education will authorize the appointment each year of regular faculty/clerical staff and administrators to fill the following positions to oversee the student activity fund:

1. Chief Faculty Advisor
2. Central Treasurer
3. Comptroller
4. Cashier

All monies should be deposited in a designated depository of the district and whenever possible, invested in approved district investment vehicles, especially certificates of deposit.

A minimum of quarterly reports shall be made to the Board. The Central Treasurer is responsible for overseeing the funds. All requests for purchases are made by the individual organizations and approved by the Treasurer.

In addition, it will be the responsibility of the Cashier to deposit the funds and the Comptroller would prepare reports and maintain all records. The Cashier and Comptroller relationship will act as a safeguarding of funds. The Extraclassroom Activity Fund will be audited each year by the school district's independent auditor.

Accounting

Surplus funds from investments will be returned to the students through the General Organization Account. Use of surplus funds will be determined by a combined decision of the General Organization Faculty Advisor, General Organization President, and Principal.

All monies remaining from organizations which are dissolved or discontinued will be reported to the students through the General Organization Account or based upon the General Organization Committee's recommendation, the President of the General Organization, Central Treasurer, and Assistant Principal.

Cross-ref: 5200, Cocurricular and Extracurricular Programs
5210, Student Organizations

Ref: Education Law §207
8 NYCRR Part 172

Adoption date: July, 1994

STUDENT ACTIVITIES FUNDS MANAGEMENT REGULATION

Extra-classroom activity funds are defined as those funds that are raised other than by taxation (Board of Education subsidy excepted) or through charges of the Board for, by, or in the name of a school, student body, or any subdivision thereof.

Extra-classroom activity funds are those collected under teacher supervision by students and expended by them as they see fit provided that all transactions and procedures are in accordance with the rules and regulations established by the Board for the conduct, operation and maintenance of the extra-classroom activity and for the safeguarding, accounting and auditing of all monies received and derived therefrom.

The Board will annually, in its reorganization meeting, appoint a Treasurer and Auditor for extracurricular activity funds accounts.

The Board approves the use of double-signature checks for extracurricular funds.

Procedure for Inactive Activity Accounts

Prior to the termination of a student organization, all funds remaining in the treasury must be disposed of in one of the following ways:

1. expended by vote of the organization controlling these funds as provided for in the bylaws;
2. transferred to another student organization following the standard withdrawal procedure;
3. transferred to the district for a specific and designated purpose. When the student organization votes to dispose of funds in this manner, the following procedure will be applied:
 - a. The funds shall be turned over to the Clerk of the Board of Education along with a signed statement from the organization authorizing the district to use the funds in a specific manner as agreed upon by the student organization.
 - b. The funds shall be held in a trust agency fund until the proper expenditures have been made. Any balance remaining after these expenditures will be transferred to the General Fund for use by the district; or
4. transferred by motion of the Board to the General Student Organization if none of the preceding ways has been implemented.

For the purpose of activity funds management of extra-classroom activity funds, the following offices are hereby established with duties of each office as set forth below:

1. Chief Faculty Counselor

It shall be the duty of the Chief Faculty Counselor to:

- a. coordinate the financial planning of all projects with various student organizations;
- b. approve all pay orders drawn on the Central Treasurer;
- c. countersign all checks drawn; and
- d. determine the amount of financial support to be allocated to any project before it is undertaken.

2. Central Treasurer

It shall be the duty of the Central Treasurer to:

- a. supervise the work of the Comptroller and Cashier to see that all receipts and accounts are properly maintained;
- b. ensure that all disbursements of funds are made by prenumbered check forms signed by the Central Treasurer and countersigned by the Chief Faculty Counselor; and
- c. disburse funds only on the presentation of properly signed pay orders, in duplicate.

3. Comptroller

It shall be the duty of the Comptroller to:

- a. keep an account listing the receipts and disbursements of each individual activity;
- b. maintain a register of all receipts and disbursements of the complete student organization on register forms prescribed by the Board;
- c. secure monthly and verify the bank statement and the accounts of the individual organizations within the fund;
- d. signify by initial on every pay order sent to the Central Treasurer that the status of the account is as represented; and
- e. prepare at the end of each month a report indicating the total activity of each individual account within the extraclassroom activity fund, for the guidance of the Chief Faculty Counselor and the Board.

Cashier

4. It shall be the duty of the Cashier to:

- a. be responsible for the receipt of all funds collected for any extra-classroom activity account;
- b. issue a receipt for money received, the duplicate of which is to be kept intact in the receipt book;
- c. deposit said monies in the bank designated by the Board; and
- d. be accountable to the Comptroller for the proper handling of funds.

5. Auditor

The Board shall appoint an auditor distinct and separate from other officers, who shall make an annual audit to certify the accuracy of the reports presented by the other officers as mentioned above, for transmittal to the Board.

Cross-ref: 2210-R, Board Reorganizational Meeting Regulation
5250, Student Activities Funds

Adoption date: July, 1994

STUDENT CONTESTS

The Board of Education approves a selective policy of participation in contests. However, participation by students in any such activities must be on a purely voluntary basis and at no time can such participation interfere with the instructional program. In the high schools, the criteria of the National Association of Secondary School Principals relative to contests shall serve as a guide.

Where students so agree to participate in any activity sponsored by an outside organization, it shall be the responsibility of the sponsoring organization to assume the management of the contest, providing the students with detailed information, instructions, and rules governing the activity.

At no time will pressure be applied to enjoin students to participate in any contest sponsored by outside organizations.

Adoption date: July, 1994

INTRAMURAL PROGRAMS

Intramural sports shall be without discrimination and encouraged in all schools as part of the regular physical education program before and after school hours program in order that all students may have the opportunity to participate.

Cross-ref: 5020, Equal Education Opportunities

Ref: Education Law §§803; 3201; 3201-a
Title IX of the Education Amendments of 1972

Adoption date: July, 1994

INTRAMURAL PROGRAMS REGULATION

The Building Principal of the school or his/her designee shall be responsible for the program of intramural competition.

The Principal of the school or his/her designee shall see that the intramural competition program is properly organized and supervised, including the supervision of both participants and spectators.

Care shall be taken that such events are conducted primarily for the benefit of participants.

Adoption date: July, 1994

INTERSCHOLASTIC ATHLETICS

Interscholastic athletics for boys and girls is an integral and desirable part of the district's secondary school educational program. Individual and team sports shall be based upon comprehensive physical education instruction and intramural activities, seeking broad participation from all eligible secondary students. Lifetime or carry-over sports are to be particularly encouraged and supported. Parity in the number and kind of sports activities for girls and boys is a clear objective of the district.

Student eligibility for participation on interscholastic teams shall include:

1. authorization by the school physician;
2. written parent or guardian consent (the written consent will contain information for parents on mild traumatic brain injury (TBI) and will provide a link to the State Education Department's web page on TBI); and
3. endorsement by the Building Principal based on established rules and various league and State Education Department regulations.

Although the district will take reasonable care to protect student athletes, students may still sustain injuries. In order to most effectively ensure student safety, open communication between students, parents and coaches about the child's medical condition is critical. Coaches, and other appropriate staff, will receive guidance and training regarding recognition of injury and removal of the student athlete from play in the event of injury. Parents and/or students are expected to report injuries so that student health can be protected.

In the case of a suspected or actual head injury, a student must be removed from play immediately. In order to resume participation following injury, including head injury, the student needs to receive medical clearance. The Superintendent, in consultation with appropriate district staff, including the school physician, will develop regulations and procedures to guide the process of return to play.

COACHING

All coaches will be held fully accountable to Section VIII of the New York State Public High School Athletic Association's Code of Conduct and Sportsmanship Policy, and as such should be fully familiar with the requirements set forth therein. For example, with respect to the expectations of all coaches:

The Coach is expected to:

1. Set a positive example both on and off the playing area.
2. Be aware that he/she is representing a school district, a school and a student body. Impressions made are lasting and hard to live down.
3. Recognize that athletic competition is a means toward an end, not an end in itself. Specifically, athletics should lead to the development of healthy, well-adjusted young men and women.
4. Approach competition as a healthy and constructive exercise, not a life and death struggle that requires victory at any price. It should be fun and enjoyable.

5. Recognize that the participants in individual or team sports are young men and women with human frailties and limitations who are capable of making mistakes.
6. Be prepared to win or lose. Be positive. Encourage peak performance within the rules of the game.
7. Command respect by personal attitude and behavior.
8. Be well-groomed. Wear appropriate attire be it casual or otherwise.
9. Do not use crude or abusive language with players, opponents, officials or spectators.
10. Respect the judgment of the officials. Although it is reasonable for the coach to question officials' decisions, and even to disagree, the officials' decisions must be accepted graciously. Questionable decisions may be referred to the Section VIII Protest Committee.
11. Handle dissatisfaction with officiating quietly and efficiently through the use of the rating cards supplied by BOCES.
12. Avoid behavior that will incite players, opponents or spectators.
13. Instruct players to respect officials. Questions concerning rules or interpretations should be made by the team captain as the team representative during the contest.
14. Encourage good sportsmanship and remove players from competition who demonstrate unacceptable behavior.
15. The athletic program is a total part of the educational opportunities provided for all students. It should be treated as just that.

In addition to the procedures of Section VIII, failure to comply by the coach may result in action by the District. In this regard, nothing contained herein shall limit the District's ability and/or right to take action against a coach for any act or omission which it considers misconduct and which is not specifically enumerated herein.

In addition to the procedures of Section VIII, in the area of fundraising and the collection of money, the coach is required to adhere to all rules, regulations and policies set forth by the district, and to ensure that all activities are approved by the Athletic Director and the School Principal/Assistant Principal.

Ref: Section VIII Code of Conduct
 Section VIII Sportsmanship Policy
Cross-ref: 5420, Student Health Services

Ref: Education Law §§ 305(42), 1709 (8-a); 3001-b
 8 NYCRR §§135.4, 136.5
Santa Fe Indep. Sch. Dist. V. Doe, 520 U.S. 290 (2000) (constitutionality of student-led prayers at interscholastic athletic activities)
Concussion Management Support Materials, www.nysphsaa.org

Adoption date: July 1994

Revised: April 2015

INTERSCHOLASTIC ATHLETICS REGULATION

Eligibility

Section 135.4(c)(7)(ii)(a)(b), governing eligibility standards for secondary school interscholastic athletic team membership, as amended by the Board of Regents, effective October 29, 1980, authorizes boards of education to use approved athletic eligibility standards based on students' physiological maturity, physical fitness and sport skills rather than their age and grade alone as a determining factor for competitive team membership. The optional use of this "Athletic Placement Process (APP)" "Athletic Placement Process (APP)" eligibility standard allows students of advanced or slower maturity rates to compete at team levels best suited to their individual readiness and ability. The purpose of the amendment is to ensure to a greater degree the safety of secondary school students who participate in interscholastic athletic competition, and not intended to promote routine placement of students on varsity-level teams, nor as a means for promoting students' participation beyond four seasons in any varsity-level competition.

The amendment gives boards of education the following flexibility for determining interschool athletic team membership:

1. A board of education may use the students' age and grade as the sole criteria for team membership (as has been the practice); or
2. A board of education may use the "Athletic Placement Process (APP)" process for secondary school students' athletic team membership in specific sports the board selects; or
3. A board of education may use the "Athletic Placement Process (APP)" process for all secondary school interscholastic athletic team membership.

Interscholastic competition shall begin no earlier than seventh grade. When the criteria of age and grade alone is used as an athletic eligibility standard, students may compete only in like grade groups. The amendment permits students in grades no lower than seven to compete on a senior high school team. All participating students must be placed at levels of competition appropriate to their physiological maturity, physical fitness and skills in relation to other students on those teams in accordance with standards established by the Commissioner of Education.

Students are eligible for athletic competition in each sport during four consecutive seasons of such sport after students enter the ninth grade and prior to graduation. However, if a board of education has adopted a "Athletic Placement Process (APP)" procedure, participating students shall be eligible to compete during five consecutive seasons of each sport after their entry into the eighth grade or six consecutive seasons of each sport after their entry into the seventh grade.

If a high school uses the interschool athletic eligibility standard of age alone, a student shall be eligible for competition in grades nine through twelve only between his/her 14th and 19th birthdays.

The school's authorizing body shall record as part of its permanent record its decision regarding which eligibility criteria it adopts.

NYSPHSAA Regulations

Students are to familiarize themselves with the regulations of the NYSPHSAA. For varsity or J.V. competition, students must be between their 14th and 19th birthdays. If a student attains the age of 19 after September 1, he/she may participate the remainder of that school year in all sports. A student will be eligible for varsity participation only during the eighth consecutive semesters after entry in the ninth grade. A student 12-15 years old is eligible for Modified Program (Middle School) competition. One is ineligible when the sixteenth birthday is attained. A contestant in grades 7, 8 or 9 who competes with or against a junior varsity or varsity performer in a regulation game, match or meet shall not return to the modified athletic program competition in the same sport during that season. Contestants shall not be moved up to the Junior Varsity or Varsity teams after the completion of fifty percent of their modified athletic schedule unless the age of 16 is attained.

Training Rules and Health Habits

Constructive suggestions concerning team training and sports skills concerning what not to do are emphasized. Drinking alcoholic beverages, smoking, taking of illicit drugs and inappropriate behavior in or out of school will not be tolerated.

Physicals, Insurance, Parental Permission

Each team must have parental permission. New York State regulations require only one physical examination by the school physician for the school year, unless an athlete is absent from school during a sports season for five or more consecutive days due to illness or injury. In such instances, the athlete must be re-examined by the School Physician before returning to competition or practice.

Insurance coverage is provided for all participants. The insurance policy is of a supplementary nature to any type of personal coverage that a family already has.

Trips

The school is responsible for transportation to and from all contests outside the district. The only exception is that a student may go to a game and/or return only in the company of one of his/her parents. In that event, the parent must directly request permission from the Coach. Team members are responsible for their appearance as representatives of Wantagh High School on away trips. All team members are to dress in good taste.

Equipment and Locker Rooms

Students are responsible for all equipment issued to them. Team members are to respect the locker rooms and equipment of other schools as well as theirs. Students found damaging or destroying property or taking equipment will be subject to immediate dismissal from the squad.

Uniforms

Students participating in interscholastic sports shall be responsible for providing their own shoes. They will also be required to provide their own shirts, shorts, hoods, reversible jerseys, sweat suits, sweat pants and sweat shirts for practice.

Practice Attendance

Squad members must be personally excused by the Coach from attendance at all practice sessions. Students shall be allowed to participate in only one sport during a specific season. In the event that a squad member wishes to transfer from one sport to another he/she may do so only with approval of the two coaches involved and/or the Director of Athletics.

Injuries

Team members are to report all injuries to their Coach and to the Health Office.

Awards

Coaches are to recommend players for awards if they meet the established requirements. Attendance and punctuality at practice, observance of training rules, cooperation in upholding group regulations, attitude, and conduciveness toward instruction should be given primary consideration.

Rules of Behavior Set by Team Coaches

Team coaches shall have the authority to impose reasonable rules for members on their teams. These shall be regulated and supervised by the Director of Athletics.

Athletes represent Wantagh in a variety of events and are expected to maintain high standards of personal behavior. A coach may suspend or remove a player because of unacceptable behavior in or out of school and/or the breaking of training rules.

Ref: Education Law §3001-b; 3201-a
Title IX of the Education Amendments of 1972

Adoption date: July, 1994

Revised: September 2015

STUDENT CONDUCT

The philosophy of education of the Wantagh Public Schools is to help all children develop their full potential to the greatest extent possible so that they can take their places in our society as productive, well-adjusted, responsible citizens. Family, school, and community must join together to use all resources available to meet the immediate needs of basic education and the continuing challenge of life-long learning in our rapidly changing society.

The school is a community and, as such, all who work in it have a responsibility to uphold the rules and regulations that help it to function smoothly. Rights entail responsibilities as well. Therefore, we are intent on developing an attitude of self-respect, respect for others, and respect for authority. No student has the right to interfere with the education of others. If dialogue is interrupted or destroyed, then the goals we have established will go unfulfilled. It is thus the responsibility of each student to respect the rights of all who are involved in the educational process.

Students fulfill their responsibilities most of the time. Some fall short of that goal sometimes. In such cases, the adults in the school community will meet their responsibility to call attention to inappropriate behavior and to make suggestions for improvement.

Pupil Personnel staff, such as psychologists, social workers, and guidance counselors, are available to provide counseling and support to students in a preventative and/or interventive capacity.

When resolving student management problems, a multi-disciplinary approach is utilized which allows for input from a variety of sources including, but not limited to, administrators, teachers, and parents. In cases of students with disabilities, the Director of Pupil Personnel Services and the special education staff also are involved. It is the philosophy of the Wantagh Public Schools to educate students with disabilities in the least restrictive environment. However, if it is determined that students' behavior consistently interferes with their education precluding their taking advantage of the education offered, or if their behavior creates a classroom climate not conducive to learning for others, a referral to the Committee on Special Education is again made to determine the appropriateness of the present placement. A modification of the Individualized Education Program (IEP) and/or an alternative placement may be necessary.

This policy on student discipline is based upon the premise that students need structure, consistency, a sense of direction, and clear guidelines to follow. There is a strong belief in a firm but fair policy on discipline.

Discipline can be viewed essentially as a matter of self-control. Those who know how to follow the rules and who consider the feelings and needs of others will most likely not be disruptive in school. An additional factor is that students who feel good about themselves - with strong feelings of self-worth - will be more able to develop self-discipline and contribute to the smooth functioning of their class. Students are continually engaged in the process of learning these skills and are expected to invest in both the process and outcome.

Frequently, children's poor behavior is the result of having to work in an inappropriate academic setting. The district, in such cases, seeks to provide a setting more suited to their needs.

A student should have freedom and encouragement to express his/her individuality in any way so long as his/her conduct does not intrude upon and endanger the freedom of others to behave as they wish.

Respect for the individuality of students argues against attempts by the school to force student behavior into a common mold. The Board of Education's approved statement of school goals supports our position by emphasizing our schools' responsibility for helping each student to develop his/her unique abilities to the maximum.

The implementation of this policy calls for sensitive, tolerant, intelligent action on the part of the school staff so that fostering of individuality is not incompatible with educationally sound group effort.

Senior High School

General Statement

An important aspect of life at Wantagh High School is the expectation that students will behave in a responsible, adult manner. Freedom and privileges earned by students demand a balance that includes the continuing demonstration of a high level of responsibility - both as individuals and in groups. It is expected that students will behave appropriately in order that privileges earned in the past may be continued.

Schools are a training ground, a preparation for life in society. Students, parents, community members, and school personnel are responsible in a joint effort to provide a sound foundation for that development. Student contribution in this joint effort is most significant in order to maximize opportunities for achievement in class and all school activities. Students should serve as positive role models for each other.

Cross-ref: 5311.3, Student Complaints and Grievances

Ref: Education Law §§1709; 2801; 3214
8 NYCRR §100.2(l)

Adoption date: July, 1994

STUDENT CONDUCT REGULATION

The following statements represent a code of conduct for elementary students:

School rules

1. We will always treat others in a decent manner.
2. We will always allow others to learn.
3. We will practice responsibility.
4. We will help in the effort to keep our school a beautiful place.
5. We will always try to behave in a manner that will make our parents, teachers, and ourselves proud.

Incompliance with school rules will be dealt with on an individual basis and will result in a conference with the student, contact with a parent or guardian, after school or recess detention, and/or in a rare circumstance, student suspension from school.

Elementary students should be engaged in a learning process which incorporates a need to understand that the smooth and orderly operation of the school depends, in part, on cooperation. Violation of school rules not only prevents the offenders from doing their best but also infringes on the rights of others. To avoid unpleasant or harmful behavior, all students are urged to uphold school rules and to protect the rights of all students for a safe and healthy learning environment.

Middle School

The following procedures have been established in order to ensure the rights and responsibilities of all students:

A. General Statement

When a staff member recognizes that a student is behaving in a way that indicates potential disciplinary problems, the school will initiate preventive measures including:

1. Use of progress report - the teacher will send supplementary reports.
2. Conference with parents - administrator, counselor, or teacher may request parent conferences to clarify problems.
3. Counseling - primarily guidance counselor function.
4. Referral to school psychologist - administrator in consultation with team members and parent.
5. Use of support personnel - recommendation of team members.

Senior High - Study Hall

- Study hall time is an opportunity for students to improve their basic skills in all academic areas.
- Students are required to be seated in their assigned study hall at the beginning of the period so that the study hall teacher may take attendance. The library may be selected for research and library work only.
- Food is not to be taken from the cafeteria to the study hall. All refuse is to be deposited in the receptacles which are available there.

The Cafeteria

In order to keep the cafeteria clean and attractive, the following rules must be observed:

- a. Always use a tray.
- b. Keep milk cartons, food, and waste paper on the tray.
- c. Empty all debris from trays into the paper containers. Return any items that belong to the cafeteria to the receiving window.
- d. No more than 10 students may sit at a table.
- e. Keep tables, chairs, and floors clean.
- f. Push chairs back after eating.
- g. Talk in a normal voice.
- h. Keep the cafeteria lines orderly.
- i. Never push or run.
- j. Pick up and clean up any food you drop or spill.
- k. All food must be eaten at the table.
- l. Respect authority of adult(s) supervisors [in] cafeteria.

Lunch - Senior High

- Students are allowed to go out to lunch within the first six minutes of the period and are asked to leave and return via the auditorium lobby door. Those who remain are to arrive to lunch on time and may not linger or loiter in the rest rooms. They are considered tardy if they do not arrive within six minutes of the end of the previous period.
- When finished eating, students are to clean their tables of trays, utensils and trash and are to place all such items in the proper receptacles.
- Floors are to be checked for cleanliness.
- The back lawns of our neighbors are off limits. Should a ball fall over, students are asked to advise the supervisor on duty. It is important that students help us retain the good relationships the school has had with our neighbors over the years.
- Food or ice cream is not to be taken from the cafeteria into the halls or classrooms.
- Students are expected to leave in an orderly manner and cooperate with all lunch time supervisors on duty.

- Throwing of food or other objects or fighting in the cafeteria is an extremely serious offense, subject to severe disciplinary action of suspension.
- Students who go out to lunch should leave the grounds quickly and are not to loiter in front of the building or near the woods.

Out-to-Lunch Program - Senior High

The out-to-lunch policy adopted by the Wantagh Board of Education is a privilege granted to secondary 10-12 students on a year-by-year basis depending upon the acceptance of student responsibility. Ninth graders are not permitted to leave the campus. The plan calls for the following:

- If a student's parent gives him/her permission, the student may leave the campus during his/her assigned lunch period to have lunch away from school.
- The auditorium lobby is the only exit and entrance to be used. The out-to-lunch program does not permit hanging around the front of the building. Violators are subject to suspension.
- Lateness problems are subject to the regular cutting policy. Three latenesses equal one cut.
- Each student must be committed to the plan in order to make it work. Every time a student helps or encourages violating the rules, he/she jeopardizes the continuation of this program. This program shall be evaluated frequently.

General Procedures of Conduct: Senior and Middle Schools

1. Hallways

During passing time, it is expected that students will behave in an orderly manner. If students are in the halls while classes are in session, they must have a pass from a teacher.

2. Lockers

Locks and lockers are provided for students at no cost. However, the locks are the students' responsibility and must be paid for if lost. Therefore, students are not to divulge their combination. A periodic check will be made to ensure lockers are kept neat and clean. If any mechanical part of a locker is defective, the student should report it to the main office immediately. Parents and students are reminded that the school cannot be responsible for any loss incurred with the use of lockers.

Lunch - Elementary School

- When finished eating, students are to clean their tables of trays, utensils and trash and are to place all such items in the proper receptacles.
- Floors are to be checked for cleanliness.
- Food or ice cream is not to be taken from the cafeteria into the halls or classrooms or onto the playground.

5300-R

- Students are expected to leave in an orderly manner and cooperate with all lunch time supervisors on duty.
- Throwing of food or other objects or fighting in the cafeteria is an extremely serious offense, subject to severe disciplinary action of suspension.
- A note from home is required if a student wishes to go home for lunch.

Lockers

- Lockers are on loan to students and may be entered where warranted.
- The school is not responsible for personal belongings stolen or taken from lockers.
- Students should secure their possessions in their locker by installing a sturdy personal lock.

Distribution of Literature

Students may not distribute commercial material in school. However, they may distribute other literature, but they must first obtain approval from the administration and must clearly indicate the responsible issuing party or parties. Approval of time and place of distribution is mandatory.

Students will be held personally responsible for the content of the literature they distribute with reference to violating Civil Law, State Education Laws or school district policy.

Cross-ref: 4510, Instructional Materials
 5312, Prohibited Conduct
 5313.3, Student Suspension
 5320, Student Conduct on Buses
 5330, Searches and Interrogations

Adoption date: July, 1994

Revision date: July, 2004

STUDENT DISCIPLINE

Roles of Teachers, Administrators, Board of Education Members and Parents

The Role of the Teacher

Teachers should refer to the office certain types of behavior problems such as destruction of property, smoking, vicious behavior of any kind, illegal acts, even though one may feel up to dealing with the individual case. Beyond this, teachers should report to the building administrators only those problems which they may need help in solving. They should report these problems according to the procedures set up for this purpose, and they should confer with the administration in order to improve their ability to deal with that kind of problem in the future. If an illegal act was uncovered, the staff member will complete a deposition for the police, acting on behalf of the school district in concert with the administration.

The Roles of Administrators

The administration is responsible for school-wide procedures and policies and for working with the faculty, with groups and with individuals to establish two-way communication on the effective interpretation of policies and procedures. In dealing with difficult and complicated cases, the administrators may consult resource and supporting staff and advise them on these matters. They may ask the advice of individual staff members, such as guidance counselors, nurse-teachers, psychologists, social workers, or whoever can assist with the problem.

The Role of the Dean

The Dean of Students is responsible for the enforcement of the district's discipline code as well as school rules. The Dean supervises the functioning of the structured study hall and the office personnel. The Dean also assists with special duties assigned by the Building Principal. Infractions of school policy and rules will be brought to the attention of the Dean who in turn will inform the parents of the individual involved. The Dean will, in consultation with the Principal, determine what additional intervention, if any, is appropriate.

The Role of the Assistant Principal

The Principal and Assistant Principal, or someone acting on their behalf, are also expected to deal with individual students who are referred for violations of school rules. The administrators need to know how to deal with various kinds of behavior problems, and in so doing, will need to take one or more of the following steps: counseling the student and or arranging conferences when necessary with teacher, parents and student. This means that all students who commit the same type of offense will not necessarily receive the same type of punishment.

When a problem arises which is so serious that immediate corrective action must be taken, it shall be recommended to the Superintendent of Schools that the student be suspended for up to five days. Illegal activities are to be reported by the Principal to the police for follow-up.

1. The Principal and the Assistant Principal shall share the responsibility for developing sound school-wide policies and procedures and for providing the training, if needed, by those who will carry them out.
2. The Principal shall be available as a consultant on behavior problems involving individual students.
3. The Principal shall act upon the recommendation that a student be suspended before the recommendation is sent to the Superintendent.

The Role of the Superintendent of Schools

1. The Superintendent shall share with the Principal the responsibility for developing within each school, policies and procedures which are consistent with district-wide policies and procedures. The Superintendent shall also share with them the responsibility for providing the training needed for those who will carry out these policies and procedures.
2. The Superintendent shall serve as a consultant on serious behavior problems of individual students upon request of the Principal.
3. The Superintendent or designee shall act on all recommendations for suspension of students.

The Role of the Board of Education

The Board of Education shall make policies which are in harmony with applicable law. Policies are founded in the philosophy, goals, and objectives which pertain both to student learning and school-district operations.

The Board adopts specific policies related to discipline/punishment. It has established parameters for acceptable behavior and specified disciplinary outcomes for those individuals not meeting appropriate expectations.

Future need for the review of procedures or additional specification will occur according to an established process. Policies are detailed in the Policy Manual. Specific policies related to discipline/punishment are: 5312, 5313.1, and 5313.3.

Role of Parents

Parents should foster a sense of pride and responsibility toward their school and community. Special emphasis should be made in areas of respect for personal and school property, and most importantly, respect for authority. Good manners and a sincere concern for others start in the home and should continue during the school day.

Parents can support their children by joining various school organizations such as PTA and the 6-12 organization. These organizations would, in cooperation with teachers and administrators, help provide students with an educational experience which will develop productive and responsible citizens.

Cross-ref: 5311, Student Rights and Responsibilities
 5311.3, Student Complaints and Grievances
 5313, Penalties
 9280, Professional Staff Development

Adoption date: July, 1994

STUDENT RIGHTS AND RESPONSIBILITIES

Schools are for students. Schools reflect the educational philosophy of the community served. Parents, school staff and students are in pursuit of a common goal, a program preparing the participants for full, active, responsible participation in the community throughout their lives.

Such a program implies an appreciation for what has preceded us, an understanding of who and where we are, and the opportunity to exercise our rights and assume our responsibilities in participating in the determination of the community's direction.

Such a program promotes individual freedom, responsibility, and productive citizenship, as well as recognizes the rights and the standards of the community.

Such a program protects an individual through limitations upon the rights of others by living up to the guarantees of the U.S. Constitution and the laws of the state.

Personal or public irresponsibility, anarchy, or violence have no place in American democracy; neither do the extremes of regimentation and authoritarianism. The street can never be the alternative for the healthy, productive development of citizens; schools cannot tolerate conditions that drive students into the streets.

1. School boards are legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration for the developing maturity of the student. Concomitant responsibilities flow from the exercise of rights and privileges. Paramount among these are:
 - a. respect for oneself;
 - b. respect for others and their rights;
 - c. respect for individual dignity; and
 - d. respect for legally constituted authority and the legal responsibility of those in authority.
2. All rules and regulations to maintain the process of education must be common knowledge. Orientation programs and free student handbooks should provide this information in clear and understandable language. Any changes should be widely publicized in print in both school and community media, and no regulations should be summarily drafted and enforced.
3. The Board, certificated staff, and student governments should work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and student referenda and recall processes for the establishment and enforcement of these rules should be clearly defined and made available to all interested and affected parties.

4. Students must be free to establish and should be encouraged to participate in student governments that provide all students, through a representative system, a voice in school affairs. All registered students should be eligible to hold office.
5. Schools are for students and students should be involved in the educational process in their schools. Certificated staff members should solicit student suggestions and recommendations concerning curricular offerings. Curriculum offerings in local schools should meet the needs and interests of all students.
6. Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process.
 - a. Materials presented to students should be relevant to the course and appropriate to the maturity level and intellectual ability of the students. Students should have the opportunity to investigate different views related to topics and materials introduced or presented. Teachers should, at all times, strive to promote tolerance for the views and opinions of others and for the rights of individuals to form and hold differing views and opinions. The teacher should further be responsible for permitting the expression of the views and opinions of others and to encourage students to examine, evaluate and synthesize all available information about such topics and materials.
 - b. School newspapers, yearbooks, literary magazines, and other publications should be guaranteed the right of freedom of the press, subject to the existing laws of libel and obscenity. As learning experiences within the school, the staff should have qualified advisers and should seek the highest publication standards. Other non-school sponsored student publications should be subjected to locally determined procedures for distribution on school premises.
7. The activities of students other than at school functions carried on entirely outside of normal hours and off school premises should not be the responsibility of the school and no student should be penalized because of such outside activities.
8. Students should be allowed the use of school facilities for school-sponsored extracurricular activities and should be encouraged to participate. Clubs, recreational events, and other such related activities must be scheduled in keeping with normal board policy and provide for supervision according to school rules.

9. Students have a right to an education and to equality of educational opportunity. Disciplinary measures that deprive him/her of this right should be utilized only in extreme cases. Disciplinary actions of administrators and teachers should be fair and consistent in all cases and resorted to only when the student, by his/her conduct, reveals his/her inability to recognize the rights of others.
10. Schools should establish a clearly defined procedure for the consideration of student problems and the processing of student complaints.

Rights of Students

A public school must be an orderly environment in which learning is not jeopardized by disruptions.

Within the limitations of the discipline code, students must be given opportunities to bear responsibilities and to accept the reasonable exercise of authority. One of the most important student responsibilities is to obey a school rule or policy until such a rule or policy is revoked. No written document can guarantee that authority will always be used reasonably or that rights will never be abused. The intent of this statement is to provide guidance in areas which have been sources of staff-student conflict. Students need freedom to grow, develop, make decisions, and to learn from their errors if they are to become self-sufficient adults. A necessary assumption is that students will accept the responsibilities that go along with their rights and that school staff members will use their authority with respect for the human dignity of their students.

What follows is a summary of basic students' rights in the Wantagh Public Schools:

A. The Right to Learn and Participate in Planning

Each student has the right to attend school and to gain an education as provided by law. Although students may not be skilled in content or curriculum design, their opinions about courses, course material, and procedures can be important and deserve full consideration. Therefore, we welcome constructive criticism and suggestions from all students as we review and revise course content.

B. The Right to Privacy of Records

Permanent record files are intended to provide information which can be used to develop the best possible educational program for each student.

Information typically includes progress reports, subject grades, achievement records, test data, medical records, and other evaluative information. A parent, legal guardian, and student over 18, have the right to inspect educational records. Information in the files will not be disclosed to persons outside the school district without the permission of the parents, except in cases where records are subpoenaed by legal authorities. Individuals seeking a review must schedule an appointment.

C. The Right of Expression

Students may exercise their rights of free speech and expression so long as they do not interfere with the operations of the regular school program.

D. The Right to Participate in Extra-curricular Activities

Students have the right to participate in extra-curricular activities sponsored by the school and will not be excluded on the basis of race, sex, religion, national origin, or disabilities. The organization has a right to establish criteria for membership provided such criteria are relevant to the purpose and activities of that group. The activity must be adequately supervised for the purpose of maintaining order and of assuring the well-being of the participants.

E. The Right to Personal Property

Students have a right to be secure in their persons, papers, and effects, including money, books, materials, and supplies. However, school authorities may conduct a search of a student where reasonable grounds for such a search exists.

F. The Right to Non-discrimination

Decisions made by school authorities concerning all regular school and school-related activities shall not be based on race, sex, origin religion, creed, economic status, political beliefs, or disabilities.

G. The Right to Publish the School Newspaper (as appropriate to different levels)

Publications, such as school newspapers, should reflect the policy and judgment of the student editors and school authorities. Students have the responsibility to refrain from libel and obscenity, and to observe the normal rules of responsible journalism.

Responsibilities of Students

A. Responsibility to Obey School Rules

It is the responsibility of all students to obey school rules. Disruptive behavior and infractions of school rules will be met with administrative action.

B. Responsibility for Academic Work Including Attendance and Behavior

Daily attendance is important to the continuity of instruction. When students are absent, they or a parent should call a classmate or the teacher to obtain homework assignments. Absence must be accounted for in writing on the day a student returns. Whenever possible, a student should try to obtain notes from a classmate pertaining to work missed during an absence from school. Students will be responsible for all work missed during their absence. If several days of instruction are missed and the student has fallen behind the class, the student should take advantage of the teachers' availability before or after school. Arrangements for out-of-class help should be made in advance with subject teachers.

Cutting of class, lateness to school or class, truancy, and leaving school without permission are subject to disciplinary action.

Classroom behavior affects the quality and quantity of the class work accomplished and therefore may be reflected in the classwork grade.

C. Responsibility for Dress and Grooming

School is a place of business and students are expected to dress appropriately for the serious pursuit of studies. Dress may be casual but must always be in good taste. A form of clothing or hairstyle which detracts from the learning process will not be permitted.

D. Freedom of Speech/Expression

Provision for expression of differences of opinion as provided in the First Amendment shall be adequately provided and protected. Prohibition of a particular expression of opinion, or means of expression, shall be based upon something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular point of view.

E. Distribution of Literature

Students may not distribute commercial material in school. However, they may distribute other literature but must first obtain approval from school authorities as to the time and place of distribution. Students must clearly indicate the responsible issuing party or parties.

Students will be held personally responsible for the content of the literature they distribute with reference to violating civil law, State Education Laws or school district policy.

Political Activities

The role of the schools is to provide a forum for exchanging all points of view and political persuasions equally. Each student must then come to his/her own conclusions after hearing all sides. A balance of views is expected.

Freedom of Speech/Expression

Provision for expression of differences of opinion as provided in the First Amendment shall be adequately provided and protected. Prohibition of a particular expression of opinion, or means of expression, shall be based upon something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular point of view.

Cross-ref: 4810, Teaching About Controversial Ideas
5220, Student Publications
5310, Student Discipline
5311.1, Student Due Process Rights
5311.3, Student Complaints and Grievances
5313.1-R, Detention Regulation
5313.3, Student Suspension

Ref: 8 NYCRR §100.2(l)(1)(i)
Education Law §3214

Adoption date: July, 1994

STUDENT DUE PROCESS RIGHTS

Students have a right to an education and any disciplinary measure which deprives them of this right must be applied with discretion and according to constitutional guidelines. Minor disciplinary problems are handled within the school by teachers, with the Dean and Assistant Principal and Building Principal dealing with the more serious disciplinary problems which could result in suspension.

Cross-ref: 5311, Student Rights and Responsibilities
 5311.3, Student Complaints and Grievances
 5313.3, Student Suspension

Adoption date: July, 1994

STUDENT GOVERNMENT

The Right to Student Governance (as appropriate for different levels)

Elected student governments symbolize democratic principles at work in the school. The right to vote and hold office is not restricted by race, ethnic background, religion, beliefs, disciplinary record, achievement, or ability. It is important for students to recognize that with the right to vote goes the responsibility to exercise that right and to do so wisely.

Adoption date: July, 1994

STUDENT COMPLAINTS AND GRIEVANCES

Purpose

1. To define the correct procedure for students to follow in resolving grievances.
2. To allow students to come before a committee with peer representation.
3. To secure at the lowest possible level an equitable solution to the problem for those parties involved with the grievance.

Definitions

1. A grievance shall be defined as a claim allegedly caused by a misinterpretation, violation, or inequitable application of student's rights. Cases where a teacher's professional judgment is involved may not be grieved provided the judgment does not violate a student's rights.
2. Days shall be designated as only school days; holidays and weekends are not to be considered applicable.

General Conditions

1. The formal procedures described herein do not limit the right of any student having a problem to discuss it with the Principal or any appropriate administrator without the assistance of the Student Grievance Committee.
2. The student must initiate definite action on the grievance within ten (10) days following the event or occurrence which is the basis for the grievance or the complaint shall be considered invalid (as waived).
3. It is the intent that this procedure be used only when direct negotiation between the parties involved would aggravate the existing relationship between the two factions.
4. Failure at any level of a school system administrator or the Board of Education to submit a written decision within the specified time limits shall permit the aggrieved student to take said grievance to the next level of this procedure.

Failure by the student at any level of this procedure to take the grievance to the next level within the specified time limit shall be considered acceptance of the decision rendered at that level.

5. Since it is important that formal grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual written agreement of the parties involved.
6. All formal grievances and decisions rendered shall be in writing.
7. In the event a grievance is filed after June 1 of any year and this procedure will not allow for a settlement prior to completion of the school year, all parties involved shall use their best effort to resolve the grievance within ten (10) week days of the event or occurrence which is the basis for the grievance.

Cross-ref: 0100, Equal Opportunity
1400, Public Complaints
5020-R, Equal Educational Opportunities Regulation
5300, Student Conduct
5310, Student Discipline
5311, Student Rights and Responsibilities
5311.1, Student Due Process Rights
5313.3, Student Suspension

Ref: Education Law §3214
Title IX, Education Amendments of 1972, 20 USC 1681
Rehabilitation Act of 1973, §504, 29 USC §794

Adoption date: July, 1994

STUDENT COMPLAINTS AND GRIEVANCES REGULATION*Procedure*1. Level One

The student takes up the grievance with the person immediately concerned.

- a. In those cases where the student feels that the relationship is already such that further contact with the other party can only make matters worse, the student may complete a grievance identification form and return it to the student Grievance Committee within five (5) days. A grievance identification form may be obtained in the student council bookstore and in the general office.
- b. One committee member shall be assigned to contact the student by telephone. Within five (5) days a meeting of the committee will be held for the purpose of rendering a validity judgment on the grievance. At this time the student will be advised by the committee as to whether he/she must make another effort to resolve the problem at level one or continue to level two.

2. Level Two

If the problem is not resolved at level one, the student may submit a formal grievance to the Committee. The Committee shall immediately refer the grievance to the appropriate administrator. The administrator will discuss the grievance with all parties involved, including parents of the student, if necessary. The student may choose a representative of the Committee to assist him/her in discussion. Following the discussion, the administrator shall render a decision to all parties involved, in writing, within ten (10) days after receiving the grievance form.

3. Level Three

If the student is not satisfied at level two, the student may appeal to the Superintendent of Schools or the Superintendent's delegated representative within five (5) days of receiving the written decision. The Superintendent or the Superintendent's delegate will discuss the grievance with all parties involved including the parents of the student, if necessary. The student may choose a representative of the Committee to assist him/her in discussion. Following the discussion, the Superintendent or the Superintendent's delegate shall render a decision to all parties involved, in writing, within ten (10) days of receiving the appeal.

4. Level Four

If the student is not satisfied with the decision at level three, he/she may appeal to the Board of Education for a decision within five (5) days of receiving the written decision. The grievance shall be placed on the agenda of a Board meeting for consideration within one (1) month of receiving the appeal. All involved parties shall be notified of the meeting and should be prepared to discuss the grievance with the Board. The student may choose a representative of the Committee to assist him/her in discussion. Following the discussion and consideration the Board shall render a decision to all parties involved, in writing.

5. Level Five

If the student and/or the student's parents or guardian wish to pursue the grievance, the student must involve due process of the court system. The Committee may assist the student's legal representative with any information regarding the grievance. However, the Committee can do no more.

Committee Membership

1. Three Committee members from each grade level shall be appointed by the President of the Student Council.
2. One of the three senior Committee members shall be appointed Chairperson by the President of the Student Council.
3. The student members of the Committee shall select two faculty members to participate on the Committee.
4. The faculty shall select two teachers to participate as Committee members.
5. An administrator shall be named by the School Principal to act as a direct communications link to the Committee. The administrator shall have no voting powers and is not a Committee member. The administrator acts as a consultant in matters concerning administrative practice and procedure.
6. Insofar as possible the Committee should reflect a broad and diverse point of view. Furthermore, whenever possible, Committee members should carry over from one year to the next to ensure continuity and understanding of the Committee's work.

Suggestion and Complaint Board - Senior High School

The Suggestion and Complaint Board shall be composed of two Seniors, Juniors, Sophomores and one student Chairperson, plus a teacher-sponsor to help guide and serve as a consultant.

Students at Wantagh High School shall have a multitude of channels to express their concerns and grievances, real or alleged.

Teachers, Department Chairpersons, Guidance Counselors, Pupil Personnel Service and Administrators will stand ready and willing to listen to any student who wishes to be heard.

Students with a personal problem should consult their Guidance Counselor. A question about school policy, the way things are done, a suggestion or a feeling that a disciplinary decision has been unfair should be referred to the Student Suggestion and Complaint Board. Concerns or suggestions which are valid or justifiable may lead to the Suggestion and Complaint Board's suggesting or recommending the need for further study and investigation of the issue by the proper school authority. With proper grounds an appeal from a disciplinary decision is also possible except for suspension cases.

The Suggestion and Complaint Board is intended to communicate in both directions and render a service to both student and school.

Adoption date: July, 1994

CARE OF SCHOOL PROPERTY BY STUDENTS

Vandalism

In accordance with Section 1709 of the Education Law, the Board of Education shall hold parents and legal guardians (other than the state, or the local Social Services Department, or a foster parent) liable for willful, malicious or unlawful acts of destruction to school district property committed by children over ten and less than eighteen years of age. In conformity to law, the limit of such liability shall be two thousand five hundred dollars (\$2,500).

When such acts of destruction occur, the Superintendent of Schools or his/her designee shall seek criminal prosecution to the fullest extent of the law. The Superintendent shall seek to recover the cost of damages from parents or legal guardians. If recovery cannot be made, the Superintendent may authorize counsel to the Board to bring a cause of action in a civil court of competent jurisdiction to obtain a judgment to recover such damages.

Textbooks and School Equipment

Taxpayer funds supply the textbooks and school equipment used by the students. Each student is expected to return the textbooks and equipment issued to him/her. Any damage or loss results in the student being expected to pay for the damage or loss.

If the book issued is a used one, the student should be sure that any damage to the book is noted on the book receipt card he/she signs. The student will be held responsible and expected to pay for any other damage when he/she returns the book.

Cross-ref: 1520, Public Conduct on School Property
5312, Prohibited Conduct

Ref: Education Law §§1604(35); 1709(36)
State law now permits parental liability for up to two thousand five hundred dollars (\$2500).

Adoption date: July, 1994

STUDENT DRESS CODE

School is a place of business and students are expected to dress appropriately for the serious pursuit of studies. Dress may be casual but must always be in good taste. A form of clothing or hairstyle which detracts from the learning process will not be permitted.

Students should dress appropriately for school and show evidence of good taste and cleanliness. Clothing of a bizarre or distracting nature is not allowed nor is any clothing which is considered unsafe or a health hazard.

Dress at all times should be neat.

Dress that exposes parts of the anatomy not normally exposed at either school or at work will not be tolerated.

Shoes must be worn at all times for health and safety reasons. Students are not permitted to walk barefooted anywhere on school grounds. Violators will be referred for disciplinary action.

Ref: Education Law, §1709(2)

Adoption date: July, 1994

PROHIBITED CONDUCT*Secondary Schools*

Students must acquaint themselves with all school rules and regulations. Particular attention should be paid to the rules of special areas such as libraries, gymnasiums, stages, cafeterias, auditoriums and study halls.

- Fighting or threatening another is prohibited.
- Card playing or gambling is not permitted on school grounds at any time.
- Drug abuse, possession or sale of, intent to sell or exchange of any drugs or narcotics is an illegal act which is subject to serious legal consequences. Violators will be referred to the police and at a minimum will be suspended for five (5) days.
- Whistling, shouting or making loud noises is to be avoided at all times.
- Bringing fads, gadgets, gimmicks, radios, extraneous materials that do not contribute to the learning process or detract from it, are forbidden.
- Pushing, jostling, or other impolite or dangerous action in the cafeteria line, will not be tolerated. Cutting in ahead of other students is also forbidden. While eating, students should follow the same rules of good behavior that they would at home. Throwing objects of any kind is dangerous to other students and is therefore strictly forbidden. Throwing of food or other objects in the cafeteria is subject to immediate suspension.
- To prevent the scattering of food around the building, all food must be consumed in the cafeteria only, and refuse is not to be thrown on the floors or in the hall.
- Running, crowding, pushing or other behavior which is contrary to safety is not allowed in the halls.
- Students are not permitted to throw snowballs on school property. This is a highly dangerous practice and will not be tolerated.
- Teachers' desks, files, bookcases and closets are to be considered the private property of the teacher and must not be used by students unless they have been given permission to do so.
- Faculty lounges and rest rooms are for the exclusive use of the faculty.
- No student is to leave a class without a pass.
- Possession or use of firecrackers, fireworks or any type of explosive in the school building or on school grounds is against the law and is regarded as a very serious act. Such possession or use will result in immediate suspension and possible notification of police.
- For flagrant or repeated violation of the Athletic Code of ethics, spectators will be evicted from the area.
- Students who claim illness, but do not obtain a pass to the Nurse, and stay in the lavatory all period, will be handled as a class cut. Students who are ill and go home without permission from the Nurse or Attendance Office will be handled according to our cut policy.
- Intoxicating beverages are prohibited from school grounds. Violators are subject to immediate suspension.
- Knives or dangerous weapons are prohibited from school grounds.
- Frisbees thrown either on school grounds or inside the building will be confiscated and chronic violators disciplined.

General Regulations – Elementary School

Students must acquaint themselves with all school rules and regulations. Particular attention should be paid to the rules of special areas such as libraries, gymnasiums, stages, cafeterias and auditoriums.

- Fighting or threatening another is prohibited.
- Card playing or gambling is not permitted on school grounds at any time.
- Whistling, shouting or making loud noises is to be avoided at all times.
- Students are not to chew gum while in the school building.
- Bringing fads, gadgets, gimmicks, radios, extraneous materials that do not contribute to the learning process or detract from it, are forbidden.
- Pushing, jostling, or other impolite or dangerous action in the cafeteria line will not be tolerated. Cutting in ahead of other students is also forbidden. While eating, students should follow the same rules of good behavior that they would at home. Throwing objects of any kind is dangerous to other students and is therefore strictly forbidden. Throwing of food or other objects in the cafeteria is subject to immediate suspension.
- Running, crowding, pushing or other behavior which is contrary to safety is not allowed in the halls.
- To prevent the scattering of food around the building, all food must be consumed in the cafeteria only, and refuse is not to be thrown on the floors or in the hall.
- Students are not permitted to throw snowballs on school property. This is a highly dangerous practice and will not be tolerated.
- Teachers' desks, files, bookcases and closets are to be considered the private property of the teacher and must not be used by students unless they have been given permission to do so.
- Faculty lounges and rest rooms are for the exclusive use of the faculty.
- Possession or use of firecrackers, fireworks or any type of explosive in the school building or on school grounds is against the law and is regarded as a very serious act. Such possession or use will result in immediate suspension.
- Knives or other dangerous weapons are prohibited from school grounds. Frisbees thrown either on school grounds or inside the building will be confiscated and chronic violators disciplined.

Cross-ref: 1520, Public Conduct on School Property
 5300-R, Student Conduct Regulation
 5311.4, Care of School Property by Students
 5313, Penalties

Ref: Education Law §1709 (36)

Adoption date: July, 1994

Revision date: July, 2004

DRUG AND ALCOHOL ABUSE

The Board of Education is committed to the prevention of alcohol and other substance use/abuse. This policy describes the philosophy of the district and the program elements the district will use to promote healthy life styles for its students and to inhibit the use/abuse of alcohol and other substances.

No student may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. The terms "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol and/or other substances, or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other substances.

In order to educate students on the dangers associated with substance abuse, the health education curriculum shall include instruction concerning drug abuse for grades K-12.

Any staff member observing narcotics possession or usage by students shall report the incident immediately to the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall then seek immediate action. Any narcotics found shall be confiscated immediately, followed by notification of the parent(s) guardian(s) of the student(s) involved and the appropriate disciplinary action taken. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

The district will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- Alcohol, tobacco, and other substance use/abuse is preventable and treatable.
- Alcohol and other substance use/abuse inhibits the district from carrying out its central mission of educating students.
- The behavior of the Board, the administration, and all school staff should model the behavior asked of students.
- While the district can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

Cross-ref: 5230, Student Social Events
5430, Student Psychological Services

Ref: Drug-Free Schools and Communities Act, 20 USC §§3171 et seq.
Drug-Free Schools and Campuses, 34 CFR Part 86
Public Law 101-226
Education Law §§804; 912-a; 3214
General Municipal Law §239-u
Mental Hygiene Law §19.07(c)
Penal Law §§220.00 et seq.
Public Health Law, Article 33
8 NYCRR §§100.2(c); 135.3
New Jersey v. T.L.O., 105 S.Ct. 733 (1985)
Odenheim v. Carlstadt-East Rutherford Region School District,
211 N.J.Super. 54, 510 AD2d 709 (1985)
People v. Scott D., 34 NY2d 483 (1974)
Matter of Wilson, 28 EDR 254
Matter of Pollnow, 22 EDR 547 (1983)
Matter of Vetter, 20 EDR 547 (1981)
Matter of Rodriguez, 8 EDR 214 (1969)

Adoption date: July, 1994

DRUG AND ALCOHOL ABUSE REGULATION

Primary Prevention

The intent of primary prevention programming is to prevent or delay the onset of alcohol, tobacco, and other substance use by students. The components of this programming shall include:

1. A sequential K-12 prevention curriculum that provides for:
 - Accurate and age-appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, and social consequences of their use/abuse.
 - Information about the relationship of alcohol and other substance use/abuse to other health-compromising issues such as AIDS, teenage pregnancy, eating disorders, child abuse, suicide, and dropping out of school.
 - Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.
 - Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed for risk reduction.
 - Helping students develop a positive self-concept.
 - Helping students identify when they are under stress through non-chemical means.
2. Training school staff, parents and guardians so that they may gain information and skills necessary to reinforce the components of this policy in the home, school and community.
3. Community education about the issues of alcohol and other substance use/abuse as a basis for providing a consistent message to district youth.
4. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extra-curricular activities. Such activities will be planned collaboratively by students, school staff, parents, community members, and agencies.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances, and to identify and provide supportive services to kindergarten through 12th grade students at high risk for such use/abuse. The components of such programming shall include:

1. Providing alcohol and other substance use/abuse assessment as part of counseling services for students.
2. Developing a referral process between district schools and community providers.

3. Identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substances requires counseling and/or treatment.
4. Providing services to students in or returning from treatment to ensure that the school environment supports the process of recovery initiated in the treatment program.
5. Providing individual, group, and family counseling targeted at students at high risk for alcohol and/or other substance use/abuse .
6. Educating parents on when and how to access the district's intervention services.
7. Ensuring confidentiality as required by Federal and State Law.

Disciplinary Measures

Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances and for students possessing drug paraphernalia are outlined in policy 5312, Prohibited Conduct. Similar disciplinary measures for district staff are addressed in Education Law sections 1711(5)(e), 2508(5), 3020-a, and 913.

Students who are disciplined for any of these infractions will be referred to the intervention services established by Board policy.

Staff Development

The Board recognizes that if the administrative, instructional, and non-instructional staff are to be responsible for understanding, implementing and modeling this policy, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an ongoing process including the following:

1. For all staff: (a) an understanding of why individuals use and abuse alcohol and other substances, (b) their role in implementing this policy, including how to identify students who exhibit high risk behaviors or who are using/abusing alcohol and other substances, and how to refer these students to the appropriate services established by this policy, (c) awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance, and (d) awareness of the special needs of students returning from treatment.
2. Additionally for teachers: the knowledge and skills necessary to implement the district's K-12 alcohol and other substance prevention curriculum.
3. For intervention staff: appropriate staff training for those identified to carry out the intervention function to ensure that their assessment, individual, group and family counseling and referral skills support the needs of high-risk, using, and abusing youth.
4. For prevention staff: appropriate staff training to ensure that they have the necessary knowledge and skills to support the application of prevention concepts through programming targeted at the school, home, and community.

Collaboration

The Board charges the Superintendent to collaborate with district staff, parents, students, community members, organizations, and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Adoption date: July, 1994

SMOKING

The Board of Education hereby bans smoking within all of its school buildings.

Students caught violating this policy will be subject to disciplinary penalties.

The Board policy on smoking will be prominently posted in each school building.

Cross-ref: 1530, Smoking on School Premises
 9530, Smoking on School Premises by Staff Members

Ref: Public Health Law Article 13-E; §§206; 340; 347

Adoption date: July, 1994

PENALTIES

For current policy, please consult the Building Principal's "Disciplinary Handbook."

Cross-ref: 5310, Student Discipline
5312, Prohibited Conduct
5313.1-R, Detention Regulation

Adoption date: July, 1994

DETENTION

The Board of Education believes that detention is an effective method of discipline for students. A student who violates the student disciplinary code may be assigned detention by the school office or any member of the faculty.

A student may begin his/her detention on the day he/she is summoned to the office or on the following day. His or her assignment must be served on consecutive days unless a parental note is submitted.

A student may not excuse himself/herself from detention by leaving after the last class claiming illness; the student must see the School Nurse to be excused. A student may not be excused from detention for any of the following: extra-help, sports (meetings, practices, or games), club meetings, teacher detention. The only alternative to school detention will be in-school suspension.

Adoption date: July, 1994

DETENTION REGULATION

Senior High School Detention

In the event students are assigned detention, they are to report to the Detention Hall on the designated date.

Lateness to detention or failure to behave satisfactorily in the Detention Hall will mean extra days of detention.

Failure to show up as arranged or other major violations in the Detention Hall will be handled as a serious act of insubordination.

Students who refuse to attend detention when assigned are insubordinate and are subject to a parent conference and suspension.

Notification of all detention assignments are mailed home to the student's parents.

Students who officially leave school before the end of the school day may serve their detention immediately after their last class in the Structured Study Hall. Study Hall time during the day may not be used for detention. It is the responsibility of the student to prove that the student is scheduled to leave school officially prior to the end of the school day.

Middle School Detention

In the event a student is assigned detention, the student is to report to the Detention Hall on the designated date.

Failure to report as arranged is a major violation and will be handled accordingly.

Students who have knowledge of outside commitments at time of assignment to detention should make this knowledge known.

Privileges Denied

Students who have ten or more detentions outstanding by the end of the week will have their names placed on a privileges denied list. These students will be restricted from engaging in the out-to-lunch privilege as well as any extra-curricular activity (example: sports, band, clubs) for the coming week. Study hall time during the day may not be used for detention.

Cross-ref: 5311, Student Rights and Responsibilities
 5313, Penalties

Adoption date: July, 1994

STUDENT SUSPENSION

Suspension from classes or school is a serious matter. It means that the student has had significant difficulty in demonstrating acceptable behavior at school. Students cannot expect the school to invoke an unlimited number of suspensions without questioning the student's intentions of seriously remaining in school. According to law, suspensions from school up to five days require a conference with the student, and a contact with the parent. A student suspended in school must report to the in-school suspension room and is responsible for all classwork as well as all homework assignments.

Suspension beyond one week must call for a formal hearing at which time parents, student, and legal counsel, if requested, may question the evidence before the hearing officer renders a decision on the case.

The Board of Education or the Superintendent of Schools may suspend the following students from required attendance in school:

1. A student who is insubordinate or disorderly, or whose conduct otherwise endangers the safety, morals, health or welfare of others.
2. A student whose physical or mental condition endangers the health, safety or morals of himself/herself or of other students.

Five-Day Suspension

1. The Board delegates to the administration the power to suspend a student for a period not to exceed five school days. All suspensions shall be reported to the Superintendent, and parents notified of their right to a conference.
2. If a suspension of five days or less is determined to be the appropriate form of disciplinary action, the Superintendent/Building Principal shall immediately notify the student orally or in writing, and shall immediately notify the student's parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within 24 hours of the suspension at the last known address(es) of the parent(s) or guardian(s). If possible, such notice will also be provided by telephone. The notice shall provide a description of the charges against the student, and the incident(s) which resulted in the suspension, and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the Superintendent/Building Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). At this conference, the parent(s) or guardian(s) shall be permitted to ask questions of complaining witnesses under such procedures as may be established by the Superintendent/Building Principal. After the conference, the Superintendent/Building Principal shall promptly advise the parent(s) or guardian(s) of his/her decision and that they may appeal the decision to the Board.

3. No student may be suspended for a period in excess of five school days unless such student and the person in parental relation to such student shall have had an opportunity for a fair hearing, upon reasonable notice, at which such student shall have the right of representation by counsel, with the right to question witnesses against such student. Such hearing shall be held before the Superintendent if the suspension was ordered by the Superintendent. An appeal to the Board shall lie from the Superintendent's decision upon such hearing. If the suspension shall have been ordered by the Board, such hearing shall be before the Board.

Longer Suspension

In accordance with the provisions of the Gun-Free School Act (Public Law, 103-227, Title X, Part B), the Board of Education hereby adopts a policy pursuant to which a student who is determined to have brought a weapon as that term is defined in Title 18 U.S.D. section 921 to a school under the jurisdiction of the Board of Education shall be excluded from school for a period not less than one year, provided that the Superintendent of Schools may modify such exclusion requirement on a case-by-case basis in accordance with applicable federal and state laws, rules and regulations and after affording the student such due process as may be required. Students who have been determined to have brought a weapon to school shall be referred to the criminal justice or juvenile delinquency system. Longer suspensions may also be considered when serious infractions of student conduct occur as stated in 5312 and other subsections.

Procedure After Suspension

In the case of a student who is suspended as insubordinate or disorderly, and is of compulsory attendance age, immediate steps shall be taken for his/her attendance upon instruction elsewhere or for supervision or detention pursuant to the Family Court Act, Article Seven.

In the case of a student suspended for cause, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so.

Ref: Education Law Sections 3214; 3205

Note: Prior policies, Policy Manual, 5114, 5144 and 5144a, revised

REVISED: June, 1994
July, 1994
February, 1996
July, 2004

USE OF TIME OUT ROOMS

Purpose:

A time out room is an area for a student to safely deescalate, regain control, and prepare to expectations to return to his/her education program. Time out rooms are used in conjunction with a behavioral intervention plan in which a student is removed to a supervised area in order to facilitate self-control or to remove a student from a potentially dangerous situation. For the purpose of this policy, a potentially dangerous situation is an unanticipated situation that poses an immediate concern for the physical safety of a student or others.

Description of Time Out Room:

A time out room shall provide a means for continuous visual and auditory monitoring of the student. District staff shall continuously monitor the student in a time out room. Staff must be able to see and hear the student at all times.

The room shall be of adequate width, length, and height to allow the student to move about and recline comfortably. Wall and floor coverings should be designed to prevent injury to the student. There shall be adequate lighting and ventilation. The temperature of the time out room shall be within the normal comfort range and consistent with the rest of the building. The room shall be clean and free of objects and fixtures that could be potentially dangerous to a student. All local fire and safety codes shall be observed.

The time out room must be unlocked at all times and the door must be able to be opened from the inside. Under no circumstances may a locked room and space be use for the purposes of a time out.

Behavioral Management

A time out room will only be used as part of the District's behavior management. A student's individualized education program shall specify when a behavioral intervention plan includes the use of a time out room, including the maximum amount of time a student will need to be in a time out room as a behavioral consequence. Such maximum amount of time shall be determined on an individual basis based on the student's age and individual needs. Except for potentially dangerous situations described above, the time out room shall be used only in conjunction with a behavioral intervention plan that is designed to teach and reinforce alternative appropriate behaviors.

The District shall inform the student's parent(s) or guardian(s) prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out room. The District shall further give the parent(s) or guardian(s) the opportunity to see the physical space that will be used as a time out room and provide the parents(s) or guardian(s) with a copy of the District's policy on the use of such rooms.

Factors Precipitating the Use of a Time Out Room:

The District may place a student in a time out room when: (1) the student's behavior affects the teacher's ability to teach and/or the ability of the other students in the classroom to learn and the student's removal is necessary to maintain or restore control over the classroom; (2) the student's behavior poses a threat to him/herself or another individual; (3) the student requests a break in the time out room to regain his/her composure or self-control; or (4) a potentially dangerous situation arises. Except in the event of a potentially dangerous situation, the placement of a student in a time out room shall be in conjunction with that student's behavioral intervention plan.

Recordkeeping:

The District shall establish and implement procedures to document the use of the time out room, including information to monitor the effectiveness of its use to decrease specified behaviors. The District shall review the data collected through such monitoring and make any needed changes to its time out procedures, as is appropriate.

Staff Training:

The District shall provide staff training to those staff members who may be called upon to implement time out interventions.

Ref: Education law 8 N.Y.C.R.R. §200.2(c)

Adoption Date: May 2007

STUDENT CONDUCT ON SCHOOL BUSES

Riding a school bus is a privilege and can be removed at any time for disruptive and unsatisfactory conduct. Students who ride the school buses must obey all the regulations which are supplied when the passes are issued. All students being transported are under the authority of the bus driver and must obey him/her. Failure to do so may result in the privilege being temporarily or permanently revoked.

If a student does not have his/her pass, the student may be denied access to the bus.

Cross-ref: 5300-R, Student Conduct Regulation

Ref: Education Law §§3214; 3635

Adoption date: July 1994

Revised: October 2009

STUDENT CONDUCT ON SCHOOL BUSES REGULATION

The following rules are to be observed in bus conduct:

1. Bus passes must be shown when entering the bus.
2. Students must be at the bus stop and ready when the bus arrives.
3. Students must not enter or leave the bus while it is in motion.
4. Students must pass in front of rather than behind bus.
5. Students must remain seated until the bus stops.
6. Students are not to extend their head or arms from windows.
7. Swearing or other vile language must not be used.
8. The use of tobacco and/or intoxicants is forbidden. Violations are subject to the regular school rules.
9. Quarreling, fighting or rough play will not be tolerated.
10. Loud speaking cannot be tolerated.
11. Students must obey the bus driver.
12. Students are to help the bus driver to keep the bus neat and clean.
13. Students must ride their assigned buses. Middle School buses are off limits to high school students.

Observance of these few simple rules help to keep the passengers safe, by letting the bus driver concentrate on safe driving.

Upon review of the facts,] violators of these rules may be denied the privilege of riding the school bus at the discretion of the principal as follows:

1st reported offense: 5 days

2nd reported offense: 10 days

Additional reported offenses: 10 days or more

Adoption date: July 1994

Revised: October 2009

SEARCHES AND INTERROGATIONS

The right of inspection of student's school lockers and desks is inherent in the authority granted Boards of Education and administrators and should be exercised so as to assure parents that the school, in pursuing its "in loco parentis" relationships with their children, will employ every safeguard to protect the well-being of those children.

Cross-ref: 5300-R, Student Conduct Regulation

Ref: *N.J. v. TLO*, 105 S.Ct. 733
People v. Overton, 24 N.Y. 2d 522
People v. Scott D., 34 N.Y. 2d 483
People v. Ronald B., 61 A.D. 2d 204

Adoption date: July, 1994

STUDENT SEARCHES AND INTERROGATIONS REGULATION*Questioning and Apprehension*

The following steps shall be taken to cooperate with the authorities:

1. The officer shall properly identify himself/herself.
2. If a police officer states that it is his/her intention to arrest a student, then the student should be produced, and his/her parents or guardian immediately notified, if possible; the student should be advised of his/her right to consult his/her parents and to remain silent until that time. It is the responsibility of the police officer to comply with any requirement to obtain an arrest; however, a warrant need not be produced in order for the arrest to be effective.
3. Except for a crime committed on school property, police authorities have no power to interview children in school buildings and the school district has no right to make children available for such purpose. If a police officer requests access to a student for interrogation (as opposed to arresting him/her) which does not concern a crime committed on school property, then the officer should be politely advised that the school cannot make students available for that purpose, and the he/she should take the matter up directly with the parents. A crime is defined as a misdemeanor or a felony.

County, State and Federal Governments

Agencies of the local county and state police as well as the agencies of the Federal Government, such as postal inspectors, treasury agents, and agents of the Federal Bureau of Investigation are governed by the same rules as above.

Adoption date: July, 1994

STUDENT WELFARE

Preserving the safety and protecting the health and general welfare of individual students and of the student body on school property and/or at and during school-sponsored activities are the legal and moral responsibilities of the Board of Education.

Adoption date: July, 1994

(X) Required

(x) Local

() Notice

STUDENT WELLNESS

The Wantagh School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The District will convene a representative district wellness committee that meets throughout the year.

The school district will implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The wellness committee will serve as a resource to school sites for implementing those policies. The committee consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.

Given the documented connection between proper nutrition, adequate physical activity and educational success, the Board of Education adopts the following goals and authorizes the following actions to provide district students with a school environment that promotes student health and wellness and reduces childhood obesity.

For purposes of this policy, "school campus" means all areas of district property accessible to students during the school day; "school day" means the period from the midnight before to 30 minutes after the end of the official school day; and "competitive food" means all food and beverages other than meals reimbursed under federal food programs available for sale to students on the school campus during the school day.

I. Foods and Beverages Available to Students on School Campus During the School Day

The Board recognizes that a nutritious, well-balanced, reasonably-portioned diet is essential for student wellness. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the district shall ensure that all foods and beverages available in school promote good nutrition, balance, and reasonable portion sizes. The district shall ensure that all foods and beverages available for sale to students on the school campus during the school day meet or exceed the program requirements and nutrition standards found in federal regulations.

To accomplish this, the Board directs that the district serve healthy and appealing foods and beverages at district schools, following state and federal nutrition guidelines, as well as safe food preparation methods.

A. School Meals – the district shall:

1. Include fruits, vegetables, salads, whole grains, and low fat items at least to the extent required by federal regulations.
2. Encourage students to try new or unfamiliar items.
3. Make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and encourage eligible families to apply.
4. Consider serving produce and food from local farms and suppliers.
5. Make free drinking water available at locations where meals are served.

B. Meal Scheduling – the district shall:

1. Provide adequate time to eat.
2. Schedule lunchtime between normal lunch hours (approximately 11 a.m. - 1:30 p.m.)

C. Foods and Beverages Sold Individually (e.g., a la carte, vending machines, school stores) – the district shall:

1. Ensure that all such items meet the nutrition standards set in federal regulations for competitive foods regarding whole grains, fruits, vegetables, calories, fat, saturated fats, trans fats, sugar, sodium, and caffeine.
2. Permit the sale of fresh, frozen or canned fruits and vegetables, if processed pursuant to federal regulations, as exempt from the nutrition standards.
3. Work with existing vendors or locate new vendors that will comply with nutrition standards.

D. Fund-Raising Activities – the district shall:

1. Ensure that all fundraisers selling food or beverages to students on school campus during the school day meet the competitive foods nutrition standards set in federal regulations for whole grains, fruits, vegetables, calories, fat, saturated fats, trans fats, sugar, sodium, and caffeine.
2. Promote non-food items to sell, or activities (physical or otherwise) in which to participate.
3. Student groups conducting fundraisers which take place off the school campus or outside the school day are encouraged to obey this policy.
4. Outside organizations (e.g., Parent groups, booster clubs) conducting fundraisers which take place off the school campus or outside the school day are encouraged to follow this policy.

E. School and Class Parties, Celebrations, and Events where food and beverages are provided, but not sold – the district shall:

1. This section applies to all school and classroom parties, snacks which have been brought in for the class or school, celebrations, food provided to learn about cultures or countries, and other events where food is provided but not sold.
2. Schools shall set guidelines for the frequency and content of classroom and school-wide celebrations where food and beverages are provided.
3. The district shall promote the use of food and beverage items which meet the standards for competitive foods and beverages, promote non-food activities, and discourage foods and beverages which do not meet those standards, at celebrations.
4. Model the healthy use of food as a natural part of celebrations.

F. Marketing of Foods and Beverages

1. Any food or beverage that is marketed on school grounds during the school day must meet at least the federal nutrition standards for competitive items.
2. This restriction applies to all school buildings (interior and exterior), school grounds, school buses and other vehicles used to transport students, athletic fields, structures, parking lots, school publications, and items such as vending machines, equipment, posters, garbage cans, or cups.
3. Marketing includes all advertising and promotions: verbal, written, or graphic, or promotional items.
4. This restriction does not apply to personal opinions or expression, or items used for educational purposes.
5. This restriction applies to all purchases and contracts made after the effective date of this provision.

II. Physical Activity

Physical activity is an important factor in staying healthy and being ready to learn. The Board encourages every student to develop the knowledge and skills necessary to perform a variety of physical activities, to regularly participate in physical activity, and to appreciate and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, staff, families, and community are encouraged to participate in and model physical activity as a valuable part of daily life. The district's Physical Education program shall adhere to the curricular requirements of the Commissioner of Education and the New York State Learning Standards.

A. Physical Education

The District shall provide a comprehensive program of physical education/physical activity, based upon New York State and National Standards to all students in grades K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education. Instruction in physical education shall focus on physical fitness, health, skills, coordination and positive sporting behaviors.

All physical education classes shall be taught by New York State certified physical education instructors. Time allotted for physical activity shall be consistent with national standards and in compliance with The Regulations of the New York State Commissioner of Education (135.1). Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

The physical education curriculum shall provide:

1. Each school shall encourage safe and enjoyable activities for all students.
2. Facilities for physical activity on school grounds shall be well-maintained and meet applicable local, state and federal standards for safety.
3. Instruction in a variety of motor skills that are designed to enhance the physical, mental and social/emotional development of every child.
4. Opportunities to improve students' emerging social and cooperative skills.
5. Opportunities to gain a multi-cultural perspective through the study of sports and games of other cultures. Instruction in individual and team activities to encourage life-long fitness.
6. Fitness education and assessment that help students acquire knowledge of physical fitness concepts understand the relationship of lifestyle to wellness and improve and/or maintain their personal fitness level. Students shall engage in physical education for at least the minimum number of hours or days per week under State requirements.
7. Physical Education classes shall incorporate the appropriate NYS Learning Standards.
8. Promote, teach and provide opportunities to practice activities that students enjoy and can pursue throughout their lives (e.g., yoga, fitness walking, step aerobics).
9. The performance of physical activity shall not be used as a form of discipline or punishment.
10. The withholding of physical activity shall not be used as a form of discipline or punishment whenever possible.

B. Health Education

The District shall provide a comprehensive health education program, based upon a well-defined scope and sequence in grades K-12, taught by certified health educators. The health curriculum shall embrace National and New York State standards, and shall provide the opportunity to explore topics related to social, mental, emotional, physical and environmental well-being. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

The District will include in the health education curriculum the following essential topics:

1. The relationship between healthy eating and personal health and disease prevention.
2. Food guidance from MyPlate, USDA food labels, balancing all food groups and making positive food choices, importance of nutrients.
3. Social influences on healthy eating, including media, family, peers, and culture
 - making healthy choices at restaurants.
 - resisting peer pressure related to unhealthy dietary behavior, eating disorders, and accepting body size differences.
4. How to find valid information or services related to nutrition and dietary behavior.
5. How to develop a plan and track progress toward achieving a personal goal to eat healthfully.
6. Influencing, supporting, or advocating for others' healthy dietary behavior.
7. Decision making, communication, goal setting and planning.
8. Advocacy, self-management, bullying and violence prevention, unintentional injury.
9. Nutrition and physical activity.
10. Alcohol, tobacco and other drug prevention.
11. Human Sexuality, sexual risks, HIV/AIDS education.

C. Student Wellness:

As part of its commitment to nurturing the social and emotional wellness of our students, the district shall provide a variety of services and programs including, but not limited to:

1. Individual or group counseling
2. Crisis intervention
3. Referrals to local agencies
4. Monitoring medical conditions and concerns
5. Academic counseling and guidance support
6. Educational testing
7. Consultation services

The Director of Guidance, the Director of Pupil Personnel Services, building level administrators, and central office administration will work collaboratively in conjunction with the wellness committee to ensure that programs and services that support student social and emotional wellness are implemented across all school buildings.

D. Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Teachers will not completely eliminate daily recess and activity time as a consequence because students need physical activity breaks.

1. Maintain daily allotment of recess time for elementary school.
2. Permit scheduling recess before lunch.
3. Recess will be held outdoors whenever possible, and indoors during the most inclement weather, at the discretion of the Building Principal.

E. Physical Activity in the Classroom

1. Promote the integration of physical activity in the classroom, both as activity breaks and as part of the educational process (e.g., kinesthetic learning).
2. If the district is under severe time or space constraints, consider meeting the state requirements for Physical Education through collaborative and integrative in-classroom activity, under the supervision of a Physical Education teacher.

F. Extracurricular Opportunities for Physical Activity

1. Promote clubs and activities that meet the various physical activity needs, interests, and abilities of all students (e.g., walking, hiking), including before and after school activities.
2. Promote students walking/biking to school (with proper storage of bicycles), safe routes to school.
3. The school district may set eligibility requirements for participation in extracurricular activities. Doing so does not constitute the withholding of physical activity opportunities for students.

III. Nutrition Promotion and Education

The Board believes that nutrition promotion and education is a key component in introducing and reinforcing healthy behaviors in students. Nutrition promotion and education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition promotion and education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition promotion and education shall be appropriately certified and trained. The district's broader Health Education program shall incorporate the appropriate New York State Learning Standards.

The Board's goals for nutrition promotion and education include that the district will:

1. Include nutrition education as part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects.
2. Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens.
3. Promote fruits, vegetables, whole grain products, low fat dairy products, safe and healthy food preparation methods, and health enhancing nutrition practices.

4. Emphasize caloric balance between food intake and energy expenditure.
5. Teach media literacy with an emphasis on food marketing.

IV. Other School-Based Activities

The district may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, student and parent surveys, employee health and wellness activities, limiting the use of food as a reward, reviewing food marketing and advertising in school, hosting or promoting community-wide events, and offering wellness-related courses in the district's adult education program.

V. Implementation

The Board shall designate the Superintendent or his/her designee as District Wellness Coordinator responsible for ensuring that the provisions of this policy are carried out throughout the district. The Board may also designate one person in each building as School Wellness Coordinator to ensure that the wellness activities and actions are being implemented at the building level.

VI. Monitoring and Review

The District Wellness Coordinator, shall develop a summary report every three years to the Board and the public on the implementation and effectiveness of this policy. Every three years, the District Wellness Coordinator, in consultation with appropriate personnel and advisory committees, shall monitor and review the district's wellness activities to determine the extent that district schools are complying with this policy, how this policy compares to model wellness policies, and the progress made toward attaining the goals of this policy and whether this policy is having a positive effect on increasing student wellness and decreasing childhood obesity in the district. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Parents, students, food service professionals, physical education teachers, school health professionals, school administrators, the general public, and the school board shall be provided with the opportunity to participate in the development, implementation and periodic review and update of this wellness policy. To do this, the district shall invite participation via methods such as notices in school publications; staff and student announcements, handbooks and memos; the district website; and outreach to school-associated organizations interested persons and those with valuable expertise.

The district shall inform and update the public (including parents, students and others in the community) about the content and implementation of this wellness policy by posting this policy (and any updates) on the district website and in each school lunch area, referencing the policy and its availability on school publications and notices, and providing information about new and ongoing wellness policy activities to parents, staff and students via established communication channels.

The district shall monitor and review the implementation and effectiveness of this policy by conducting:

1. Periodic informal surveys of Building Principals, classroom staff, and school health personnel to assess the progress of wellness activities and their effects.
2. Periodic checks of the nutritional content of food offered in the cafeterias for meals and a la carte items, and sales or consumption figures for such foods.
3. Periodic checks of the nutritional content of food available in vending machines, and sales or consumption figures for such foods.
4. Periodic checks of the amount of time students spend in Physical Education classes, and the nature of those activities.
5. Periodic checks of student mastery of the nutrition education curriculum.
6. Periodic review of data currently collected by the district, including:
 - a. attendance data, particularly absences due to illness;
 - b. test scores;
 - c. rates of suspension, discipline, and violent incidents;
 - d. physical education scores on flexibility, endurance, and strength (i.e., fitness test results);
 - e. student BMI (Body Mass Index) statistics, as collected in accordance with the State Department of Health efforts; and
7. Periodic surveys of student/parent opinions of cafeteria offerings and wellness efforts.
8. Periodic review of professional staff development offered which focuses on student wellness.
9. NYSSBA's Student Wellness Assessment Checklist (or equivalent assessment tool) *every three years* to review the effectiveness of this policy.

VII. Recordkeeping

The district shall keep records as required by federal regulations, including documentation of the following: this policy; the district's community involvement activities described above; that the policy is made available to the public; the assessments done every three years; how the public is informed of the assessment results; and when and how the policy is reviewed and updated.

Ref: P.L. 111-296 (The Healthy, Hunger-Free Kids Act of 2010), §204 amending 42 USC §1758b
 P.L. 108-265 (Child Nutrition and WIC Reauthorization Act of 2004), §204
 42 USC §§1758(f)(1); 1766(a) (Richard B. Russell National School Lunch Act)
 42 USC §1779 (Child Nutrition Act)
 7 CFR §§210.10; 210.11; 210.12; 210.15; 210.18; 210.30 (National School Lunch Program participation requirements – nutrition standards for lunch and competitive foods; community involvement; recordkeeping; state review; local wellness policy)
 7 CFR §§220.8; 220.12 (School Breakfast Program participation requirements – nutrition standards for meals and competitive foods)
 8 NYCRR Part 135 (Health and Physical Education curricular requirements); §114.1 (School Breakfast Program Requirements)
Appeal of Phillips, 37 EDR 204 (1997) (dec. no. 13,843) (physical education requirements)
Appeal of Williams, 32 EDR 621 (1993) (dec. no. 12,934) (physical education requirements)

Adoption date: March 2007

Revised: November 2018

STUDENT HEALTH SERVICES

Health

A completed Emergency Health Form and Immunization Record is required of every student in the district.

The Health Office is available for emergency cases, such as accidents and sudden serious illnesses in addition to a regular ongoing health program.

Students must have a pass from a teacher to be admitted to the Health Office. If a student is involved in an accident or becomes seriously ill in school, he/she should ask his/her teacher for a pass to the School Nurse. Students are reminded that the Health Office is not intended as a substitute for class, boredom, or social activities.

The School Nurse will not dispense any medication unless a confirming note is on record in the Health Office from the student's family physician or parent. The medication is to be brought to the Health Office with the prescription label and notes from home.

Students who are summoned by the School Nurse will receive an official pass from the Health Office and are requested to report at the time indicated on the pass.

Students who go home because of illness without going to the School Nurse for a medical dismissal are in serious violation of our school rules and are subject to our regular cut policy.

First Aid

First aid is such treatment as will protect the life and comfort of the patient until authorized treatment is secured. In all accident cases or cases of emergency, the responsibility for the care and treatment of the individual should be shifted to the parent or guardian as soon as possible.

The family physician should be called in case of severe emergency or collapse. If the family physician is not immediately available, the School Physician or any available physician should be called.

Dressing applied by a physician or parent should not be removed.

The person giving first aid should attempt to find and make the student aware of the cause of the condition and ways and means of prevention in the future.

Any injury sustained by a student in the school building or on the playground must be reported to the Building Principal and the School Nurse if either is available. For any accident occurring on school grounds, the teacher in charge of the activity must complete an accident report. These reports are in the Nurse's office. Teachers must report the accident to the Nurse just as soon as possible after the accident has occurred. When there is any doubt as to whether the accident is a bona fide one or extremely minor in nature, filing an accident report is in order immediately.

Whenever an injury is sustained by a student on school property, parents should be promptly notified by the School Nurse so that a joint determination regarding further treatment can be made. This notification is mandatory when said injury involves the head and/or eyes.

No internal medication should be administered even in emergencies to any student by school personnel other than a physician who has examined and prescribed for that particular student.

Illness

Students who find it necessary to leave school because of illness are to report to the School Nurse or School-Nurse Teacher. Teachers cannot give students permission to leave school grounds. Students who leave without permission are truant from school.

Students who become ill may be excused by the School Nurse or School Nurse-Teacher only after the home has been contacted. No student is to be sent home until it is certain that someone in authority will be there to receive him/her.

Any student, injured or ill, and sent home at the discretion of the School Nurse or Nurse-Teacher or person in authority must be accompanied by his/her parent or a person designated by the parent as responsible in his/her absence. The ill or injured student is not permitted to walk by himself/herself, ride a bus or bicycle, or drive his/her own car home, without parental permission.

If the parent cannot make arrangements for having his/her child transported home, it will be the responsibility of the School Administrator to request the parent to arrange for taxi service or to designate some member of the staff to accompany the child home in a district vehicle.

Communicable Diseases

It shall be the responsibility of the Building Principal to assist in meeting the provisions of the Health Department concerning communicable and contagious diseases by promptly reporting to the School Nurse the presence of such disease.

When students have been excluded from school on account of communicable diseases, they are to present to a School Nurse or School Nurse-Teacher a certificate of a physician stating that they may be re-admitted to school.

Health Examinations and Immunizations

All school students, new enterers and attendees must meet the school immunization requirements as set forth in Section 2164 of the Public Health Law.

1. Measles, mumps and rubella vaccines must have been given after the first birthday in order to be acceptable for school entry and attendance.
2. Measles and mumps disease history is acceptable only when certified by a physician.
3. Rubella disease history is no longer acceptable regardless of source. The only alternative to rubella vaccination is serological evidence of rubella antibodies. Note, however, that the rubella requirement is waived for female students who have reached the age of 11 years.

Four doses of inactivated polio vaccine administered after 1968 is an acceptable alternative to three doses of trivalent oral polio vaccine.

*Public Health Law: Section 2164***§2164. Definitions; immunization against poliomyelitis, mumps, measles, diphtheria and rubella**

1. As used in this section, unless the context requires otherwise:
 - a. The term "school" means and includes any public, private or parochial child caring center, day nursery, day care agency, nursery school, kindergarten, elementary, intermediate or secondary school.
 - b. The term "child" shall mean and include any person between the ages of two months and eighteen years.
 - c. The term "person in parental relation to a child" shall mean and include his father or mother, by birth or adoption, his legally appointed guardian, or his custodian. A person shall be regarded as the custodian of a child if he has assumed the charge and care of the child because the parents or legally appointed guardian of the minor have died, are imprisoned, are mentally ill, or have been committed to an institution, or because they have abandoned or deserted such child or are living outside the state or their whereabouts are unknown.
2. Every person in parental relation to a child in this state shall have administered to such child an adequate dose or doses of an immunizing agent against poliomyelitis, mumps, measles, diphtheria, rubella and hemophilus influenza type b (Hib), which meets the standards approved by the United States Public Health Service for such biological products and which is approved by the state department of health under such conditions as may be specified by the public health council.
3. The health practitioner who administers such immunizing agent against poliomyelitis, mumps, measles, diphtheria, hemophilus influenza type b (Hib) and rubella to any such child shall give a certificate of such immunization to the person in parental relation to such child.
4. In the event that a person in parental relation to a child makes application for admission of such child to a school or has a child attending school and there exists no certificate or other acceptable evidence of the child's immunization against poliomyelitis, mumps, measles, diphtheria, rubella, and, where applicable, hemophilus influenza type b (Hib), the principal, teacher, owner or person in charge of the school shall inform such person of the necessity to have the child immunized, that such immunization may be administered by any health practitioner, or that the child may be immunized without charge by the health officer in the county where the child resides, if such person executes a consent therefor. In the event that such person does not wish to select a health practitioner to administer the immunization, he shall be provided with a form which shall give notice that as a prerequisite to processing the application for admission to, or for continued attendance at, the school such person shall state a valid reason for withholding consent or consent shall be given for immunization to be administered by a health officer in the public employ, or by a school physician or nurse. The form shall provide for the execution of a consent by such person and it shall also state that such person need not execute such consent if subdivision eight or nine of this section apply to such child.

5. (a) No principal, teacher, owner or person in charge of a school shall permit any child to be admitted to such school, or to attend such school, in excess of fourteen days, without the certificate provided for in subdivision five of this section or some other acceptable evidence of the child's immunization against poliomyelitis, mumps, measles, diphtheria, rubella, and, where applicable, hemophilus influenza type b (Hib); provided, however, such fourteen day period may be extended to not more than thirty days for an individual student by the appropriate principal, teacher, owner or other person in charge where such student is transferring from out-of-state or from another country and can show a good faith effort to get the necessary certification or other evidence of immunization.
- (b) A parent, guardian or any other person in parental relationship to a child denied school entrance or attendance may appeal by petition to the Commissioner of Education in accordance with the provisions of section three hundred ten of the Education Law.
6. If any physician licensed to practice medicine in this state certifies that such immunization may be detrimental to a child's health, the requirements of this section shall be inapplicable until such immunization is found no longer to be detrimental to the child's health.
7. Whenever a child has been refused admission to, or continued attendance at, a school as provided for in subdivision seven of this section because there exists no certificate provided for in subdivision five of this section or other acceptable evidence of the child's immunization against poliomyelitis, mumps, measles, diphtheria, rubella and, where applicable, hemophilus influenza type b (Hib), the principal, teacher, owner or person in charge of the school shall:
 - a. forward a report of such exclusion and the name and address of such child to the local health authority and to the person in parental relation to the child together with a notification of the responsibility of such person under subdivision two of this section and a form of consent as prescribed by regulation of the commissioner, and
 - b. provide, with the cooperation of the appropriate local health authority, for a time and place at which an immunizing agent or agents shall be administered, as required by subdivision two of this section, to a child for whom a consent has been obtained. Upon failure of a local health authority to cooperate in arranging for a time and place at which an immunizing agent or agents shall be administered as required by subdivision two of this section, the commissioner shall arrange for such administration and may recover the cost thereof from the amount of state aid to which the local health authority would otherwise be entitled.

8. This section shall not apply to children whose parent, parents, or guardian hold genuine and sincere religious beliefs which are contrary to the practices herein required, and no certificate shall be required as a prerequisite to such children being admitted or received into school or attending school.
9. The commissioner may adopt and amend rules and regulations to effectuate the provisions and purposes of this section.

Cross-ref: 5191, Students with HIV-Related Illness
8123.1, Contagious Diseases

Ref: Public Health Law §2164

Adoption date: July, 1994

Revised: January, 1995

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STUDENT PSYCHOLOGICAL SERVICES

Special psychological counseling service will be made available to all students enrolled in the schools. Written parental approval is required prior to any psychological counseling or testing.

The Board of Education provides this service because it believes that:

1. children learn best when their emotional needs are met. The first and most important responsibility of the school is to educate - to teach children the necessary attitudes and skills to enable them to live successfully in our community and country; and
2. anything that hinders the teaching-learning process is the concern of the school.

All persons directly or indirectly concerned with any person receiving psychological counseling shall handle the relationship in a professional manner.

All information divulged in conversations or case conference reporting shall be regarded as highly confidential.

Cross-ref: 5312.1, Drug and Alcohol Abuse
 5460, Suspected Child Abuse and Maltreatment

Adoption date: July, 1994

STUDENT SOCIAL SERVICES

Students in apparent need of welfare assistance may be investigated or referred to the proper community agency.

Adoption date: July, 1994

STUDENT SAFETY

The Board of Education is responsible that proper attention is paid to the safety of students.

The Superintendent of Schools is responsible for recommending to the Board plans for giving proper attention to the safety of students.

Principals and all members of the school staff and school-contracted agents are responsible for the safety of students enrolled in the schools, on school buses and while they are on the school premises from the moment they leave their homes to go to school until they return home.

It is the responsibility of the Principal and teachers to arrange for adequate supervision of playgrounds while school is in session. Special attention should be given to the prevention of accidents and to the development of habits of good citizenship.

The Principal, in cooperation with the police or other agencies, shall provide for safety of students on or around school property.

Cross-ref: 8100, Safety Program
 8132, Fire Drills

Ref: Education Law §§806; 808; 3212-a
 8 NYCRR §§107.1; 141.8; 141.10

Adoption date: July, 1994

STUDENT SAFETY REGULATION

Eye-Safety Devices

Eye-safety devices shall be provided for all science rooms and industrial arts shops.

Rules for use of eye-safety devices in science and industrial arts rooms:

1. Every student, teacher, and visitor shall be required to wear eye-protective devices whenever he or she is participating or observing in an instructional or experimental program in industrial arts or science laboratories involving: hot solids, liquids, molten metal; milling, sawing, turning, shaping, cutting or stamping any solid material; heat treatment, tempering or kiln firing of any metal or other material; gas or electric arc welding; repair or servicing of any vehicle; caustic or explosive chemicals or materials; bunsen burners; heating chemicals, heating glassware or mixing solutions.
2. Teacher and students shall put on eye-safety devices before starting any work involving the above list of activities or any others that may be dangerous and are not covered by the above list. They shall not remove devices until the exercise is completed and materials, supplies and equipment are put away. Permission for removal of eye safety devices shall be given by the teacher only.
3. Anyone entering any of the classrooms listed above shall be provided with the proper eye-safety devices and shall not remove them until they leave the room, or until the teacher in charge indicates that they may be removed.
4. The above rules shall be in effect at all times whether school is in session or not.
5. It is not felt that eye-safety devices need to be provided for cafeteria personnel or for homemaking rooms.
6. District maintenance personnel shall be provided with the proper eye-safety devices for the repairs requiring them. Arc welding and oxy-acetylene welding areas should be protected by flame-proof canvas curtain where other personnel are walking or working.
7. It is essential that lenses of eye-safety devices be kept clean. Cleaning should be done with soap and warm water before each individual uses them, if classroom sets are used, or cleaned by each student each day, if glasses are provided for individual students. At the end of the semester, eye-safety devices should be disinfected by washing in hot water with soap, by rinsing all traces of soap and then completely immersing all parts for ten (10) minutes in a solution of germicidal deodorant fungicide. Remove and let dry by air; do not rinse after removing from fungicide.
8. Lenses for required eye-safety devices shall be constructed with approved safety glass lenses or with lenses which meet or exceed the standards of the American Standard Practices for Occupational and Educational Eye and Face Protection, 287.1 - 1968, promulgated by the American National Standards Institute, Inc.

Adoption date: July, 1994

STUDENT BICYCLE USE

Bicycles are to be parked in the bicycle parking area only and securely locked. The school assumes no responsibility for theft or damage to bicycles or any other personal property brought to school.

Adoption date: July, 1994

STUDENT AUTOMOBILE USE

Car Registration, Parking - Violations and Penalties

Students who drive a car or motorbike to school must have it registered with the school office. No cars or motorbikes may be parked on the school parking lot without being registered. Only student-assigned parking spaces may be utilized. Violators who park in other spaces are subject to detention and suspension.

Parking - (Seniors Only)

Application forms for student parking are available in the Main Office. Since there are a limited number of student parking spaces available, ONLY SENIORS WILL BE ELIGIBLE. Information listing the requirements that a student must meet in order to obtain a parking sticker and retain parking privileges will be distributed upon request for an application. It is the student's responsibility to be absolutely certain where parking is permitted. Seniors who register in the Main Office may park their vehicles only in the areas designated for student parking. The standard rules of proper use of an automobile will apply at all times. Students who endanger others by improper use of their vehicle will be denied parking privileges. **NO STUDENT IS TO USE THE AREAS SET ASIDE FOR FACULTY PARKING OR VISITOR PARKING.** Detention will be assigned without warning for students failing to park in the spaces designated for students.

The parking field is part of the school and all rules and regulations of the school apply there as well.

All traffic courtesies are to be honored. Maximum speed: 10-15 miles per hour. Speeding or reckless driving is a serious and dangerous offense.

There are about 77 available spaces for student parking and these spaces are painted white indicating student parking. Due to these limited spaces, most student parking must be off school grounds and subject to regular police traffic regulations.

Students must not park their cars in staff parking spaces or illegal places around the circle. Students who violate these regulations are subject to disciplinary action. Chronic offenders will be handled accordingly.

Only the following locations are available for student parking:

- Front Sr. H.S. Parking Lot Spaces 76 - 105
- East Middle School Lot - There are many additional spaces

Illegal Parking

- It is illegal to park on school grounds in any area other than those places mentioned above.
- Do not park anywhere in the area of the gym entrance.

- Do not park in teachers' assigned spaces. Do not park in the visitors' parking spaces.
- Do not park in the bus lanes or any place adjacent to the building.
- Do not park in any spaces that block the entry or departure routes to our schools.

Parking violations are serious:

Action - 1st offense: sticker warning to student
 2nd offense: detention and warning to parents
 3rd offense: suspension
 4th offense: revocation of right to park on school grounds anywhere

Adoption date: July, 1994

SUSPECTED CHILD ABUSE AND MALTREATMENT

The Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Director of Pupil Personnel Services who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law.

The report shall be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within forty-eight hours to the appropriate local child protective service, and to the statewide Central Register for Child Abuse and Maltreatment.

School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

The district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse.

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment.

Cross-ref: 5430, Student Psychological Services
 5500, Student Records
 9135, Suspected Child Abuse by District Personnel

Ref: Child Protective Services Act of 1973
 Social Services Law §§411 et seq.
 Family Court Act §1012
 Family Educational Rights and Privacy Act,
 20 USC §1232g, 45 CFR §99.36
 Education Law §3209-a

Adoption date: July, 1994

SUSPECTED CHILD ABUSE AND MALTREATMENT REGULATION

New York State Law (Child Protective Service Act of 1973, as amended) provides for reporting of suspected cases of child abuse by school personnel. These regulations are designed to implement this law within the district and to help protect students from the harmful effects of child abuse.

Definitions

The definition of child abuse and maltreatment is established by law.

Abused Child, according to Social Services Law and the Family Court Act, is a child less than 18 years of age whose parent or other person legally responsible for his or her care:

1. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
2. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
3. commits, or allows to be committed, a sex offense against such child, as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

Conditions Which May Indicate Abuse

The following symptoms or manifestations, if appearing in patterns, MAY be indications of possible child abuse:

A. Bruises, Welts and Scars

1. Bruises confined to the buttocks and lower back are almost always related to punishment
2. Finger and thumb prints may be found on the arms where a child was grabbed
3. Human bite marks
4. Using a blunt instrument in punishment will often leave an imprint of the object
5. Loop marks will result when a doubled-over cord or rope is used
6. Lash marks are seen after beating with a belt, switch, or ruler
7. Choke marks on the neck
8. Tie marks are sometimes seen on ankles and wrists

- B. Burns
 - 1. Cigarette burns - a circular, punched out area of similar size
 - 2. Dry contact burns (without blister formation) result from holding a child against a radiator
 - 3. Hot water burns - can result in marks indicating a clearcut water level (i.e., wrists, thighs, etc.)
- C. Eye Damage
 - 1. Area of the eye will be discolored and possibly cut
- D. Unexplained Injuries
 - 1. Vague explanations by parents and/or child
- E. Contradictory Stories
 - 1. Stories may vary from day to day or from one family member to another
 - 2. Story does not seem feasible when considering injury
 - 3. Absurd explanations of injury
- F. Seeming Avoidance of Seeking Medical Service
- G. Refusal to Respond to Questions as to Circumstances of Injury - Possibly Out of Fearfulness
- H. Constant Wearing of Long Sleeves and High Collars to Avoid Detection
- I. Severe Abdominal or Back Pains

Neglected or maltreated child, according to the Family Court Act, is a child less than 18 years of age:

- 1. whose physical, mental, or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his parents or other person legally responsible for his care to exercise a minimum degree of care:
 - a. in supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometrical or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
 - b. 1. in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or

2. who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

Conditions Which May Indicate Possible Maltreatment

It is important to note that maltreatment is more difficult to detect and document than is child abuse. Emotional and psychological maltreatment, for example, may go undetected, but almost always leads to child abuse. Maltreatment may range from the simple, e.g., failure to provide glasses, to the complex e.g., failure to provide adequate food and clothing, verbal and psychological harassment, etc. Some signs and symptoms to look for are:

1. sudden and unusual changes in behavior;
2. increased irritability, confusion, inattentiveness;
3. changes in legibility, neatness, caliber of homework;
4. changes in attendance, discipline, academic performance;
5. stealing;
6. loss of weight, listlessness, depression;
7. shift in use of language;
8. alcoholism;
9. reports of parental drug use;
10. poorly dressed, personal hygiene problems;
11. rejection of friends, withdrawn behavior;
12. high absence rate, psychosomatic illnesses;
13. highly aggressive or assaultive;
14. sudden and irrational flare-ups involving strong emotion; and
15. inadequate adult supervision.

Person legally responsible includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Impairment of emotional health and impairment of mental or emotional condition includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent, guardian, or custodian to exercise a minimum degree of care toward the child.

Reporting procedures and related information:

1. All district employees, including building administrators, teachers, registered nurses, doctors, psychologists or psychiatrists, and all other employees who come in contact with students are required to report all cases of suspected child abuse or maltreatment to the Director of Pupil Personnel Services.

2. Upon receipt of a report of suspected abuse or maltreatment, the Director of Pupil Personnel Services shall immediately:
 - a. inform the Superintendent of Schools of the information received; and
 - b. either:
 - (1) phone the New York State Child Abuse and Maltreatment Center (800-342-3720) and inform them verbally of the problem; or
 - (2) contact the above agency by telephone facsimile machine on a form supplied by the Commissioner of Social Services; and
 - c. the Nassau County Children's Protective Service Central Registry Unit (832-2450); and
 - d. file a written report with the Nassau County Child Protective Service (upon Form DSS-2221 which may be obtained from the Nassau County Child Protective Service. A copy of the form should be retained by the Director of Pupil Personnel Services.); and the statewide central registry of child abuse and maltreatment within forty-eight hours after the above report.

The Director of Pupil Personnel Services, with the assistance of the School Social Worker, Principal or Administrator in charge, and the reporting staff member, will respond by going to the building immediately to follow up on the report.

3. The Director of Pupil Personnel Services may take photographs or cause photographs to be taken of the areas of visible trauma on the child, and/or, if medically indicated, cause an examination to be performed by the School Physician. Such actions may be performed at public expense if they will provide appropriate documentation when filing the report. A camera and film shall be kept at the school and be available for this purpose.
4. The written report that must be filed shall include:
 - a. the name and address of the child and his/her parent(s) or guardian(s);
 - b. if applicable, the name and address of the residential care facility or program in which the child resides or is receiving care;
 - c. the child's age, sex, and race;
 - d. the nature of the child's injuries, abuse or maltreatment, including evidence of prior injuries, abuse or maltreatment to the child and his/her siblings;
 - e. if known, the name of the person(s) alleged to be responsible for causing the injury(ies), abuse or maltreatment;
 - f. the members of the family/family composition (i.e., father, mother, 2 sisters, grandmother, etc.);
 - g. the source of the report;
 - h. the person making the report and where he/she can be reached;
 - i. the actions taken by the reporting source, including the taking of photographs and/or x-rays, removal or retaining of the child, and/or notifying the medical examiner or coroner; and
 - j. any other information which the Commissioner of Social Services may require.

5. The school physician shall notify the appropriate police authorities or the Nassau County Children's Protective Service to take custody of any child the physician is treating, whether or not additional medical treatment is required, if he/she believes the child is in danger. The Director of Pupil Personnel Services and/or Social Worker and/or School Nurse/Nurse-Teacher at the school will remain with the child until a caseworker from the Nassau County Children's Protective Services arrive at the school. The Nassau County Children's Protective Service has the right to take the child into protective custody without the consent of the parent. The caseworker of the Nassau County Children's Protective Service is primarily responsible to advise the parent or legal guardian, in person or by telephone, that he or she is taking the child into custody. If the parent is not at home, a copy of a DSS-2221 form will be left there indicating that the child is in the custody of the Nassau County Children's Protective Service. The Building Administrator may desire to contact the parents, but this is not required. Upon acceptance of the case by the Nassau County Children's Protective Service's agent as being possible child abuse or maltreatment, the district shall have no further jurisdiction over the case.

In the event that the Director of Pupil Personnel Services is not available, the Building Principal or person in charge will follow the procedures outlined above.

6. If it should be necessary for the Nassau County Children's Protective Services to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of the Director of Pupil Personnel Services, Principal or other school official, unless circumstances require otherwise. The school official shall examine and verify the credentials of the Nassau County Children's Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.

If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.

7. The Superintendent can request a summary report of an investigation of a case referred to Child Protective Services. The adult subject of a case of suspected child abuse or maltreatment has a right to a copy of all information in the State Central Register. Personnel have the right to request that information which would identify the individual making the report be withheld if furnishing such data might prove detrimental to the safety or interest of that individual.
8. All district employees who are required to report suspected child abuse shall be required to attend ongoing training sessions regarding identification and reporting of all cases of suspected child abuse.
9. All district employees who are required to report suspected child abuse shall be provided with a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.
10. Only one report of any suspected abuse is required.

11. School personnel who, in good faith, make a report or take photographs of injuries and bruises have immunity from any liability, civil or criminal. The good faith of any person required to report cases of child abuse or maltreatment is presumed.
12. School personnel who have reasonable cause to suspect that a child has died as a result of child abuse or maltreatment shall report that fact to the appropriate medical examiner or coroner.
13. Any person required to report suspected cases of child abuse or maltreatment and who fails to do so may be found guilty of a class A misdemeanor and may be held civilly liable for the damages caused by this failure.
14. If a report of child abuse or maltreatment has been determined to be unfounded, all records, both in the State Central Register and in school files, shall be expunged. The Office of Pupil Personnel Services will notify the schools of all such unfounded cases.

Adoption date: July, 1994

STUDENT RECORDS

The Board of Education recognizes the legal requirement to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations, and the Commissioner's Regulations.

The Superintendent of Schools shall be responsible for ensuring that all requirements under federal statutes and Commissioner's Regulations shall be carried out by the district.

Annual Notification

At the beginning of each school year, the district shall notify in writing parent(s) or guardian(s) and students 18 years of age or older ("eligible students") currently in attendance of their rights under FERPA and this policy.

The notice must include a statement that the parent or eligible student has a right to:

1. inspect and review the student's education records;
2. a specification of the intent of the school district to limit the disclosure of personally identifiable information contained in a student's education records except:
 - a. by prior written consent of the student's parent(s) or guardian(s) or the eligible student;
 - b. as directory information; or
 - c. under certain limited circumstances, as permitted by FERPA.
3. request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
4. file a complaint with the U.S. Department of Education alleging failure of the district to comply with FERPA and its regulations; and
5. obtain copies of this policy and the locations where copies may be obtained.

The policy applicable to the release of student directory information applies equally to military recruiters, the media, colleges and universities, and prospective employers.

The district shall arrange to provide translations of this notice to non-English speaking parents in their native language.

Cross-ref: 1120, School District Records
4321, Programs for Students with Special Educational Needs
4720, Testing Programs
5460, Suspected Child Abuse and Maltreatment

Ref: Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232-g; 34 CFR Part 99
Education Law §§2(13); 225; 301

Adoption date: July, 1994

STUDENT RECORDS REGULATION

It is recognized that the confidentiality of pupil records must be maintained. The following necessary procedures have been adopted to guarantee the protection of pupil records.

Pursuant to the "Family Educational Rights and Privacy Act of 1974" it shall be the policy of this school district with respect to parents of a student under 18 years of age and with respect to students 18 years of age or older (an "eligible student") to permit such persons to inspect and review any and all official records, files and data directly related to that student, including all materials that are incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

Administrative Responsibility for Student Records

1. The Building Principal or head of the office or program concerned shall be responsible, directly, and through the Superintendent of Schools and Board of Education, for the observance of law, policy, regulations, and directives in the collection of information for student records, their maintenance and protection, the proper dissemination of information contained therein, and the forwarding of records for official purposes to higher authority when so directed.
2. The Principal or head of office concerned shall make maximum provision for protection of records from review by unauthorized school and non-school personnel, and for maximum physical security of such records. It is the responsibility of each school to preserve the rights to privacy of students and parents.
3. The Principal or head of office concerned shall ensure that school staff under his/her jurisdiction receive periodic instruction and training regarding the privacy rights of students and parents, and the confidential handling of student records.

Types of Records

1. **Permanent Records**
 - a. The forms of all permanent records maintained in schools and in other offices of the school district shall be approved by the Superintendent, and shall be available for public inspection.
 - b. Approved permanent records are as follows:
 1. the cumulative record, personal and education data
 2. the cumulative health record
 3. attendance roll book
 4. reports of psychological examinations

- c. The school may record on the permanent record a listing of honors and awards, and entries as to participation in school and extracurricular activities. The permanent record may be used to record out-of-school incidents or activities of the student or his/her family.

2. Obsolete Records

Transfer of records and disposition of obsolete records:

- a. When a student moves from one of our schools, a copy of the permanent record will be forwarded to the new school upon receipt of a request from the other school.
- b. The permanent record will be retained in the main office (inactive file).
- c. Regulations concerning the disposal of obsolete records are provided in the "Records Retention and Disposition Schedule No. I-S-I" (SED 7/72).
- d. The prior written consent of the student's parents or eligible student shall not be necessary. However, upon the forwarding of the student's records, the parent(s) of the student or eligible student shall be notified in writing that the records have been transferred.

Such notice shall be by certified letter, return receipt requested and such letter shall be forwarded to the parents or eligible student not later than the close of business of the day upon which the student's records are forwarded to the neighboring district.

Access to Student Records: Basic Principles

Principals and other staff shall be guided by these basic principles:

- 1. The parent has the right to see all his/her child's school records, both permanent and temporary. The parent is entitled to see such records, and not merely to have items selected and read by school officials.
- 2. In keeping with the individual's right to privacy, no part of a student's record may be divulged to any person, organization or agency in any manner not covered by these or subsequent regulations unless:
 - a. there is written consent of the parent or legal guardian (or)
 - b. there is a valid court order for such information. (In such cases, the Principal shall notify the parent immediately in writing, of the information which has been subpoenaed.) (or)
 - c. there is a directive from the office of the Superintendent of Schools for such information to be made available.
- 3. Doubt in the mind of the Principal as to the propriety of disclosing information from a student's record is sufficient justification for withholding or denying information until the doubt is dispelled or proper authority is shown. Questions concerning the security and accessibility of student records should be addressed to the Superintendent.

Access to Records by Parents, Legal Guardians and Students

Parents of a student under 18 years of age or an eligible student shall have an opportunity for a hearing to challenge the content of that student's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

1. All information that is made a part of the permanent record of a student shall be made available upon a request for examination by the parent or legal guardian.
2. As in the case of permanent records, temporary records, such as guidance folders, progress reports, grades, teacher notes, and medical records, psychological and psychiatric reports, held by the school shall be made available for examination by the parent or legal guardian upon request.
3. When a parent or legal guardian requests to see his/her child's records, he/she shall be accorded an expeditious opportunity to do so, and to make notes regarding any such material. The Principal shall arrange for a member of the professional staff to assist the parent in interpreting the records. Records may not be removed from the school.
4. In the case of children of estranged, separated or divorced parents, Principals shall communicate solely with the parent or guardian with whom the child resides and who is, therefore, responsible for the attendance of the child in school.
5. The above described rights of parents or legal guardians for access to student records shall apply equally in the case of high school graduates of any age.

Access to Records by School Staff

Within the parameters of confidentiality set forth in these regulations, Principals and heads of offices shall restrict access to student records to those members of the professional and administrative staff whose duties and responsibilities require such access. This applies to all permanent and temporary records, including guidance records, medical and psychological records, held by the school.

Release of Information to Persons, Organizations or Agencies other than Parents, Legal Guardians, Students or Staff

Student records, and any material contained herein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of parents of students 18 years of age or younger.

Except with the informed written consent of the parent or legal guardian, no information concerning the student may be released to non-school agencies or individuals, including employers, colleges or universities, sponsors of scholarship or aid programs, city, state or federal agencies, the courts, labor unions, fraternal organizations, probation or welfare departments, doctors, etc., except as required by law or current regulations.

Schools may use standard consent forms, signed by the parent, granting permission to the school to provide pertinent records to colleges and employers. Such consent forms shall be valid only while the student is registered in the school.

Such records and material may be made available without the written consent of parents or eligible students in the following cases:

1. to other school officials, including teachers within the district who have legitimate educational interests;
2. to officials of another school in which the student intends to enroll, if the parents or student are notified of the transfer of records, are given a copy if they desire one, and have an opportunity for a hearing to challenge the content of the records;
3. to authorized representatives of certain designated federal and state agencies, including state educational authorities, for the purpose of the audit and in connection with the enforcement of federal legal requirements;
4. in connection with a student's application for or receipt of financial aid; and
5. pursuant to court order or subpoena, after notification to the parent or eligible student.
6. The written consent of the parent or legal guardian for release of information to non-school agencies or individuals is not required where the Principal determines that an emergency exists in which the welfare of the student requires the release of information before such consent can be obtained.

In the case of students 18 years old or older, or high school graduates of any age, the written consent of the student or graduate shall be sufficient authorization for the release of such information.

Nothing contained in these regulations shall be deemed to restrict the authority of the Superintendent or his/her designee to direct or restrict the release of information to law enforcement authorities in appropriate circumstances.

Derogatory or Inaccurate Entries in Student Records

1. The student and parent have the right to answer or explain in writing any derogatory material entered in any of the student's records, including guidance records, and such written answer shall be included in the record by the Principal.
2. In addition to the right to file a written answer to derogatory material, the parent or legal guardian shall have the right to appeal derogatory or inaccurate entries in his/her child's record. Information considered derogatory or inaccurate shall be expunged from the record by the Principal or higher authority when the parent's claim of unfairness or inaccuracy is sustained. Appeals shall be made in the following manner:
 - a. The parent may confer with the Principal. The Principal may modify or expunge the entry from the student's record where such action is warranted.
 - b. The parent may appeal in writing to the Principal. The Principal shall rule on such written appeal, in writing, within fifteen working days following receipt of the appeal from the parent.

- c. The parent may appeal the ruling of the Principal, in writing, to the Superintendent.
- d. Decisions of the Superintendent may be appealed to the Board of Education and its decisions may be appealed to the Commissioner in accordance with law and established procedures.
- e. The parent or legal guardian is entitled to see the information used by the reviewing authority in deciding the appeal.

3. Any corrections or deletions of inaccurate or erroneous statements must be initialed by the Principal.

All instructional material, including teachers' manuals, which are used in connection with a research or experimental program must be available for inspection by the parents or guardians of the children engaged in such program. "Research or experimentation program or project" is defined as a program or project "designed to explore or develop new or unproven teaching methods or techniques."

Notification shall be sent to parents of students under 18 years of age and to eligible students informing them of their rights pursuant to the "Family Educational Rights and Privacy Act of 1974."

Ref: Education Law §§225; 3211; 3212-a; 3214

Adoption date: July, 1994

MISCELLANEOUS STUDENT POLICIES

School Directory

It shall be the policy of the district to deny lists of names of students and personnel employed by the Board of Education to all commercial concerns and organizations.

Class Rings

The following procedures will be in effect relative to the sale and purchasing of class rings:

1. The high school principal shall decide whether or not class rings shall be sold in school.
2. If the decision is made to permit the sale, any and all manufacturers, jewelry stores, and other suppliers will be given the opportunity to seek the class ring business. Notice of this opportunity will be placed in the Wantagh-Seaford Citizen as the official newspaper of the district. Such notice will indicate a time and place at which all interested suppliers will be given an opportunity to present their rings and programs.
3. All prospective vendors who express an interest by April 30 of the preceding sales year are allowed to compete for the prospect of the sale of these rings.
4. A committee of students, in conjunction with the high school class advisor and administrators, will review the prices, ring quality and sales programs of the prospective vendors.
5. That said student committee, after reviewing the program of the prospective vendors, shall render a single recommendation to the administration as to which vendor should sell rings to the respective class.
6. All meetings will take place at a time that does not conflict with a student's academic obligation.
7. The promotion of class rings might include auditorium presentations, posters and ads in the school newspaper. No school personnel need be involved in the promotion, sale or delivery of the class ring. However, the student ring committee would promote class rings in the school through these media. The supplier representative would participate in person in auditorium presentations and other class meetings as authorized by the administration. In addition, promotional material would be directed to parents to ensure that a reasoned decision is made regarding any purchase of a class ring. Student selected supplier representatives, assisted by students from the ring committee, would personally address groups of students during nonacademic times.
8. Actual sales could be handled at a portable table in the hall, lunchroom or gymnasium during non-academic time by the ring supplier, without any student or school personnel involvement. In order to accommodate all interested students (given their schedules), the sale process may take more than one visit to the school. Once the ring sale process has been established, however, subsequent visits by the supplier would be conducted in a reasonable manner, at a place and time established by school administration.

9. Delivery of the rings would be accomplished in the same manner as the sale, during non-academic times as regulated by the school administration. Ring deliveries might take place at an "event," such as a dance or a ceremony.
10. For the first year of implementation all prospective vendors will be given until May 15 to express their interest in competing for prospective sales.

We believe this ten-step process will not involve significant use of school property, time or personnel, nor will it interfere with academics.

Lockers

Students may report to their lockers before and after school, and before and after lunch. The school is not responsible for any book losses that may result from books being placed on shelves in the cafeteria corridor. A student's locker is school property and may be subject to search if deemed necessary.

Use of the locker is subject to all regular school rules and regulations. A student's visit to his/her locker at any other time does not constitute a valid excuse for being late to class.

Each student is to use only that locker which has been assigned to him/her. The student is not to divulge the combination of the locker, and must keep the locker locked at all times. The school assumes no responsibility for property lost or taken.

No student is to open or tamper with another student's locker. A sturdy personal lock may be utilized to secure a student's locker. If his/her locker is broken the student must advise the Main Office immediately.

School Symbols

The Board of Education recognizes that symbols such as school colors, song, motto, flag and ring frequently play important roles in school life. The Board endorses their selection and identification with the activities of the schools so long as they conform to the following criteria:

1. their existence and use support the goals of the school system;
2. they cast no aspersion upon any members of the school and community with respect to color, race, national origin or creed;
3. no student of the district is required to support, adhere to, employ or possess any such symbol; and
4. where student's purchase of a symbol or materials for making it is the only acceptable way to acquire it, designs and standard specifications will be made available both to students and potential vendors. Student purchases will be made at their discretion from any available symbol vendors preferably off the school premises and during out-of-school time.

Access to Students

It is the policy of the district that members of the press or other organizations outside of the school setting may not receive direct access to students without written parental permission. In the absence of written parental permission, the building administrator in charge should attempt to receive verbal parental permission. If this is not possible, the building administrator in charge may then function in loco parentis and make a decision one way or the other.

Recognition of Religious Holidays

It is the policy of this district that all students be exposed to and allowed to participate in the educational and cultural aspects of those religious holidays approved by the Commissioner of Education.

Decorations, music, ornaments and other educational items associated with the approved programs regarding the holidays must be in good taste and approved by each building principal.

The Superintendent of Schools shall develop and provide curricula and program guidelines for each approved holiday as required.

Religious services, real or simulated, are expressly forbidden.

Student Production of Services and Materials

Students may produce services and materials in the schools only when such production furthers such student's educational development.

Costs of services and products produced in school shops and laboratories, for non-school use or consumption, shall be borne by the user or consumer when such costs are over and beyond normal instructional and material costs.

Availability of services and products for non-school use (such as servicing automobiles in vocational shops) shall be for students of the district.

Services are to be rendered to others at the discretion of the administration.

Adoption date: July, 1994

PREGNANT STUDENTS

When one of our students becomes pregnant, her relationship to the normal school program changes. Her, and her unborn child's safety, health and welfare become matters of concern.

The Board of Education is determined to do all in its power to assist such students by providing supportive educational services during the period of pregnancy and in the post-natal period.

She may return to school after the termination of pregnancy.

While the mother is absent from school, she will be provided with home or other instruction upon request, until able to return as provided in a statement by her physician.

Ref: *Ordway v. Hargraves*, 323 F Supp 1155 (1971)
Perry v. Grenada Municipal Separate School District, 300 F Supp 748
(1969)
Matter of Murphy, 11 EDR 180 (1972)

Adoption date: July, 1994

PREGNANT STUDENTS REGULATION

Unmarried Pregnant Students

To facilitate the provision of educational services to unmarried mothers, the following procedures will be instituted:

1. When any school staff becomes aware of possible pregnancy, the School Nurse assigned to the building should be notified for investigation. As part of their investigation the parent or guardian will be contacted.
2. Upon completion of this investigation, the Building Principal shall thereupon convene a consultative panel consisting of the family physician (if any), the School Physician, the School Psychiatrist, and/or Psychologist, the School Social Worker, and any other professional deemed necessary.
3. The panel shall make a detailed study of the case and recommend appropriate action to the building and district administration.
4. Based on a discussion with the appropriate Directors, the Building Principal shall make the decision, relying heavily on the panel's recommendation, as to the appropriate educational services to be provided to the particular unmarried mother.
5. The panel shall be reconvened at any time that a review of the case seems warranted.

Adoption date: July, 1994

EMPLOYMENT OF STUDENTS

Following are the rules for the selection of students to be hired for summer needs:

1. First preference shall be given to students who have finished their senior year and have enrolled for advanced education for the following September. If needs cannot be met from this group, students completing their junior year may be selected.
2. No student may be hired for more than one summer excepting cases where continuity of running a summer program makes this desirable. (This qualification will provide one junior and one senior employee for the Summer High School Office.)
3. When known, financial need should be given major consideration in selection.
4. A student's voluntary work during the year in a similar capacity should be a selection consideration.

Working Papers

Working papers are needed by all students from age fourteen (14) through seventeen (17). A person may apply at any time prior to looking for employment. A Social Security number is required. Applications are available in the Senior High Attendance Office before or after school. The instructions should be read carefully.

A Birth Certificate or Baptismal Paper must accompany all applications.

Working papers will be processed with the student in person only, daily after school at 2:30 p.m. The medical form may be signed by the family doctor or the school doctor. An appointment should be made with the School Nurse if a student wishes an examination by the school physician.

Adoption date: July 1994

STUDENT GIFTS AND SOLICITATIONS

The acceptance of trophies, prizes or awards from persons or organizations not connected with the schools is not approved unless they conform to the policy of the Board of Education and the corresponding administrative regulations providing for awards for distinguished success in any school activity.

School students shall not be requested to contribute to or participate in any organized drive to raise funds for any non-school group or purpose either on, in or about the school premises.

Charitable programs involving goods or services may be permitted at the discretion of the Superintendent of Schools, but participation by any school unit will be purely voluntary and school comparisons will be discouraged.

The Board discourages the use of students for soliciting funds or in sales campaigns to finance school-sponsored extracurricular activities or projects of non-school organizations or groups.

Adoption date: July, 1994

STUDENT AWARDS AND SCHOLARSHIPS

The Board of Education encourages the instructional staff to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for scholarship and distinguished service in any school activity. In all cases, the relationship between the award and the relevant goal or goals of the schools shall be pointed out.

The instructional staff is authorized to review and approve, or reject, proposed trophies, prizes, scholarships or other awards from non-school donors. Acceptance must be consistent with the following criteria:

1. the proposed award must be considered free from motives of personal or corporate gain and publicity;
2. the criteria for making the award shall be under the control of the instructional staff or acceptable to the staff; and
3. the purposes, either implied or explicit, of the proposed award must be consistent with our schools' goals.

Cross-ref: 1800, Gifts from the Public
5200, Cocurricular and Extracurricular Programs

Ref: Education Law §§404; 1709
Matter of Wilson, 59 NY2d 461

Adoption date: July, 1994

STUDENT AWARDS AND SCHOLARSHIPS REGULATION

Prizes or awards offered to our students by outside organizations will not be permitted under school auspices unless permission has been granted by the Principal.

Scholarship and awards are to be given on the basis of achievement, citizenship, and possibly need. To be eligible for any award under the jurisdiction of the Board of Education, a student must be a regularly enrolled student of the Wantagh Secondary Schools.

The administration and guidance counselors of the Wantagh Schools will render every assistance to graduates in securing scholarships and admission to colleges and universities.

Adoption date: July, 1994

