

WESTHAMPTON BEACH SCHOOL DISTRICT

CODE OF STUDENT CONDUCT

RIGHTS & RESPONSIBILITIES

2009-2010



Westhampton Beach

Union Free School District
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2009-2010 BOARD OF EDUCATION

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**WESTHAMPTON BEACH UNION FREE SCHOOL
DISTRICT
CODE OF STUDENT CONDUCT**

This Code is to be distributed to all students and reviewed with them annually.

PHILOSOPHY

The Westhampton Beach School District has found that order and discipline are essential to educate students effectively. We also believe that everyone in the school community must play a role in contributing to an effective environment. Further, an orderly environment requires a Code of discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

Finally, it is our belief that, to be effective, such a Code must:

1. identify and recognize acceptable behavior;
2. identify, recognize, and prevent unacceptable behavior;
3. promote self-discipline;
4. consider the welfare of the individual as well as that of the school community as a whole;
5. promote a close working relationship between parents and the school staff;
6. discriminate between minor and serious offenses, as well as between first-time and repeated offenses;
7. provide disciplinary responses that are appropriate to the misbehavior;
8. outline procedures to ensure that it is administered by all in a way that is fair, firm, reasonable, and consistent;
9. encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct;
10. comply with the provisions of federal, State, and local law, as well as with the guidelines and directives of the New York State Department of Education and the Board of Regents.

A District's primary concern in establishing a Code of Conduct is to enable our young people to become responsible and caring citizens. The Board of Education is responsible for seeing that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote the safety, as well as social and educational growth, of the students. Administrative regulations are drawn up and enforced by the school administration and staff. The basic goal of school procedures is to encourage students to become responsible citizens within the school and community settings.

The parent or guardian is expected to assume primary responsibility for control of his or her child. When requested, the parent will actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, a high degree of parent-school communication will be fostered by the school.

Disciplinary measures available to the administration of each school building include conferences, detention, in-school suspension, out-of-school suspension, and administrative hearings with the District hearing officer. Administrative hearings can result in out-of-school suspensions of more than five days; and in some severe cases, a student may be withdrawn from the school enrollment.

FUNDAMENTAL RIGHTS OF STUDENTS

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

1. be provided with an education that is intellectually challenging and relevant to demands of the 21st century;
2. be informed of all school rules;
3. be guided by a discipline policy which is fairly and consistently implemented.

RESPONSIBILITIES OF STUDENTS

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

1. accept responsibility for his/her actions;
2. respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
3. attend school on a regular and punctual basis;
4. complete class assignments and other school responsibilities by established deadlines;
5. show evidence of appropriate progress toward meeting course and/or diploma requirements;
6. respect school property (e.g., lockers), and help to keep it free from damage;
7. obey school regulations and rules made by school authorities and by the student governing body;
8. recognize that teachers assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;
9. contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
10. become familiar with this Code and seek interpretation of parts not understood;
11. actively discourage inappropriate behavior of other students and report the incidents to the administration.

ROLE OF PARENTS

A cooperative relationship between home and school is essential to each student's successful development and achievements. To achieve this wholesome relationship, parents are urged to:

1. show an enthusiastic and supportive attitude toward school and education;
2. build a good working relationship between themselves and their child;
3. teach their child self-respect, respect for the law, respect for others, and for public property;

4. insist on prompt and regular attendance;
5. listen to the views and observations of all parties concerned;
6. recognize that teachers deserve the same consideration and respect that parents expect from their child;
7. encourage their child to take pride in his/her appearance;
8. insist that their child promptly bring home all communications from school;
9. cooperate with the school in jointly resolving any school-related problem;
10. set realistic standards of behavior for their child and resolve to remain firm and consistent;
11. help their child learn to deal effectively with negative peer pressure;
12. provide a place conducive for study and completion of homework assignments;
13. demonstrate desirable standards of behavior through personal example;
14. foster a feeling of pride in their child for their school;
15. provide support and positive reinforcement to their child.

Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

ROLE OF TEACHERS

Every teacher knows that he/she works every day with this nation's most precious commodity - the future generation. In view of this responsibility, the teacher must:

1. promote a climate of mutual respect and dignity which will strengthen the student's positive self-image;
2. plan instruction that will make learning challenging and stimulating;

3. recognize that some disciplinary problems are caused by the student's personal and academic frustrations;
4. utilize classroom routines that contribute to the total instructional program and to the student's development of civic responsibility;
5. seek to develop close cooperative relationships with parents for the educational benefit of the student;
6. distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator;
7. teach the common courtesies by precept and example;
8. handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
9. help students cope with negative peer pressure;
10. identify changing student behavior patterns and notify appropriate personnel;
11. enable students to discuss their problems with them;
12. send communications home promptly;
13. report to the principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
14. treat students in an ethical and responsible manner;
15. help students to reach their maximum potential;
16. serve as a surrogate parent in matters of behavior and discipline in accordance with New York State School Law;
17. explain and interpret the discipline Code to students;
18. enforce the Code in all areas of the school;
19. demonstrate desirable standards of behavior through personal example;
20. know the support services available to students and refer students who are in need of such services;
21. comply with State educational law regarding corporal punishment and mandated reporting of suspected child abuse.

ROLE OF BUILDING ADMINISTRATORS

As the educational leaders of the school, the principal and his/her assistant(s) set the disciplinary climate for the school, not only for students, but for staff as well. They must, therefore

1. seek to develop a sound and healthful atmosphere of mutual respect;
2. evaluate the program of instruction in their school to achieve a meaningful educational curriculum;
3. help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classrooms;
4. develop procedures which reduce the likelihood of student misconduct;
5. provide the opportunity for students and staff to approach the principal directly for redress of grievances;
6. work with students and staff to formulate school regulations;
7. assist staff members to resolve problems which may occur;
8. work closely with parents to establish a wholesome relationship between home and school;
9. utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
10. establish necessary building security;
11. assume responsibility for the dissemination and enforcement of the "Code of Student Conduct, Rights and Responsibilities" and ensure that all discipline cases referred are resolved promptly;
12. ensure that students are provided with fair, reasonable, and consistent discipline;
13. comply with pertinent State laws governing hearings, suspensions, and student rights;
14. develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this "Code of Student Conduct, Rights and Responsibilities";
15. demonstrate desirable standards of behavior through personal example.

ROLE OF DISTRICT ADMINISTRATORS

As the educational leaders of the school system, the Superintendent and central administrators must:

1. reinforce and extend the indicated responsibilities of the principals and make them applicable to the school system for grades K-12;
2. recommend to the Board of Education appropriate policy and actions to achieve optimum conditions for positive learning;
3. develop and implement an effective “Code of Student Conduct, Rights and Responsibilities” supported by students, parents, staff, and community;
4. demonstrate desirable standards of behavior through personal example.

ROLE OF THE BOARD OF EDUCATION

As the elected officials responsible for the school system, the Board of Education is responsible to promulgate the policies and regulations needed to implement and enforce this Code.

The Board of Education, through policy, recognizes that pupils have no reasonable expectation of privacy rights in school lockers, desks, or other storage places.

[Lockers, desks, and other school storage places may be subject to inspection at any time by school officials. In addition, the interiors of student vehicles may be inspected whenever a school authority has reasonable cause to believe that illegal substances are present.]

DISCIPLINARY STRUCTURE

Introduction

In order for a school discipline Code to be effective in ensuring appropriate student behavior, disciplinary consequences must be clearly communicated to students. Through promulgation of such information, expectations are clearly communicated to all members of our school community. By communicating and enforcing these guidelines, the school ensures that its disciplinary practices and procedures are consistent, reasonable, fair, and equitable.

In accordance with the above, disciplinary infractions are categorized into three levels. At each level, a sample group of misbehaviors is listed along with a range of possible disciplinary responses. These rules apply to behavior in school, on school grounds, on school buses, at school bus stops, during school-sponsored field trips, and from time of departure for school until arrival at home, including school activities on weekends and/or evenings. The vast majority of Westhampton Beach School District students are responsible and well-behaved and follow the rules and regulations in an appropriate fashion.

Please be advised that the Westhampton Beach School District, in accordance with the Schools Against Violence in Education legislation (S.A.V.E.) established protocols for teacher removal of students from class (see below). More specifically, a youngster may now be removed from class by teachers for “substantially disruptive behavior.”

A student could be considered substantially disruptive if the student continues to impede the teaching and learning process or interferes with the teacher’s authority over the classroom.

Protocols

- A teacher must take a series of progressive discipline steps (e.g., conference with student, assignment of detention, parent contact, discipline referral to administration, referral to Instructional Support Team, etc.) prior to removing a student from class.
- Should a teacher wish to remove a student from class, the teacher will complete the “Report of a Disruptive Pupil” form.
- A student can be removed from class for no more than two blocks of instructional time, to be served consecutively.
- The removing teacher will participate in the parental conference with the principal regarding a student removal.
- Upon removal from the classroom, the procedures outlined in the legislation will be followed (e.g., teacher provides pupil with explanation of basis for removal within 24 hours, principal informs parents of removal within 24 hours, etc.).
- Teacher removal of student from class will be considered for a Class 2 offense in the District Code of Conduct. Teachers can invoke the removal protocol a maximum of one time per semester.

PHILOSOPHY

This “Code of Conduct” is an expression of the positive behaviors that the Board of Education, the community, and the staff hope to instill in our young people. It also fosters the best possible environment for education. It is the Board of Education’s earnest desire that the “Code” will be preventative in nature and that it will lend itself to providing a structure whereby students can receive help from appropriate sources when conduct becomes unacceptable. However, it is the intent that this policy can be used and enforced when a student’s behavior becomes unacceptable.

It should be understood by all that the “Code” hereto set forth will be enforced by the Board of Education and that the Board of Education expects that it will be supplemented and/or clarified at the building level by more specific rules and regulations. It is especially important that even our youngest students understand the consequences of unacceptable behavior so that positive behavior is established at an early age.

At all stages of the “Code,” the District will attempt to provide help for the student to modify his/her behavior. Sources of assistance can be internal (e.g., guidance counselor, psychologist, interested staff member) or external (e.g., Department of Social Services, Department of Mental Health, etc.).

When it is determined by the Board of Education or the Superintendent of Schools that the behavior of a student warrants disciplinary action, the Board of Education will possess, notwithstanding the categories of behavior set forth below, the discretion to adopt measures of discipline deemed appropriate to the behavior expected.

ELEMENTARY SCHOOL SOCIAL CONTRACT MODEL

In addition to working with the “Code of Student Conduct, Rights and Responsibilities,” the elementary school follows a social contract model.

The entire staff has received training in assertive and

positive behavioral management which holds to the following common tenets:

1. students and staff perceive school as a microcosm of society where mutual respect and cooperation are necessary;
2. staff encourages students to help develop class and school rules to set a positive learning and social environment;
3. staff trains students to make responsible choices;
4. staff trains students to engage in problem-solving thinking;
5. staff rewards students with positive consequences for responsible social choices to encourage appropriate behavior;
6. students accept negative consequences as a result of inappropriate choices.

The written social contract is distributed annually in the agenda book to each student. Parents review expectations with their children so that home and school may work in partnership.

CLASS ONE OFFENSES

Types of Class One (1) Offenses:

1. failure to follow directions of a staff member
2. failure to follow posted or stated cafeteria rules
3. disruptive or unacceptable hallway behavior or playground behavior
4. use of the hallways without a properly obtained corridor pass, except during passing times between periods
5. failure to cooperate with a substitute teacher, teacher aide, or monitor
6. tardiness
7. possession of a tobacco product while under school supervision
8. disruptive behavior during an assembly
9. misconduct in class, in buildings, on grounds, in vehicles, on school buses, or at school-sponsored events
10. violation of parking regulations
11. an overt display of affection which includes anything beyond the holding of hands

12. use of offensive language or obscene gestures by or between students
13. conduct detrimental to school order

Procedures for Class One Offenses:

The resolution of Class One Offenses will be the initial responsibility of the teacher observing the infraction. An exception would be in cases where that teacher is not primarily responsible for the supervision of that student. In such cases, or, if the teacher is unable to resolve the problem, the teacher may refer the matter to the building principal or assistant principal.

Penalties for Class One Offenses:

May include one or more of the following:

1. warning
2. restriction of privileges
3. parents are contacted
4. punishment assignments (should be related to the offense)
5. detention
6. up to two days assignment to the in-school suspension room

CLASS TWO OFFENSES

Types of Class Two (2) Offenses:

1. truancy (Section 32.10 New York State Education Law)
2. unauthorized absence (a student over age 16 who has absented himself/herself from instruction without authorized or administrative approval)
3. smoking while on school grounds, in school buildings, or while under school supervision
4. insubordination: adamant and/or repeated refusal to follow the directions of an administrator, a teacher, or other staff member
5. lying, forgery, or cheating
6. repeated Class One Offenses (two or more)
7. substantially disruptive behavior in class

Procedures for Class Two Offenses:

Class Two Offenses shall be reported to the principal or assistant principal of the building. The student will be removed from instruction. The matter will be investigated and appropriate action initiated by the assistant principal or principal.

Penalties for Class Two Offenses:

May include one or more of the following:

1. conference with student
2. parents will be notified in writing and a conference may be requested
3. detention (first offense only)
4. reassignment to the in-school suspension room for a period not to exceed five school days
5. teacher removal of student from class (protocols require student conference and parent contact)
6. withdrawal of all extracurricular activity attendance and/or participation for up to 30 calendar days (the days may cross school years)
7. a discipline conference including the student, parents, and appropriate staff members (failure of parents or guardian to attend may result in a student suspension)
8. suspension from school for up to five days
9. request for a formal hearing before the Superintendent of Schools
10. referral to local law enforcement officials where applicable

CLASS THREE OFFENSES

Types of Class Three (3) Offenses:

1. disorderly conduct (Section 240.20 of the New York State Penal Law) - A person is guilty of disorderly conduct when there is intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk:
 - A. he/she engages in fighting, violent, tumultuous or threatening behavior; or,
 - B. he/she engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy another person.

2. harassment (Section 240.25 of the New York State Penal Law) - A person is guilty of harassment when, with intent, they harass, annoy or alarm another person:
 - A. he/she engages in conduct commonly called “hazing”; or
 - B. he/she engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy another person.
3. loitering (Section 240.35 of the New York State Penal Law) - A person is guilty of loitering when he/she remains or lingers in school buildings or on school grounds after a specified time.
4. possession and/or consumption of, or under the influences of, an alcoholic beverage on school grounds, in school buildings, or while under school supervision
5. criminal trespass (Section 140.10 of the New York State Penal Law) - A person is guilty of criminal trespass when he/she knowingly enters or remains unlawfully in a school building or on school grounds in violation of posted rules or regulations governing entry and use thereof or in violation of a personally communicated request to leave the premises from a principal, custodian, or other person in charge thereof.
6. criminal possession or sale of a depressant, stimulant, hallucinogenic, narcotic drug or preparation, or drug paraphernalia (Article 220 of the New York State Penal Law)
7. assault (Article 120 of the New York State Penal Law) - A person is guilty of assault when:
 - A. with intent to cause physical injury to another person, he/she causes such injury; or
 - B. he/she recklessly causes physical injury to another person; or,
 - C. with criminal negligence, he/she causes physical injury to another person by means of a deadly weapon or dangerous instrument.
8. fighting
9. vandalism to school property or another person’s property while on school grounds or on a school trip
10. other crimes against persons (Articles 125, 130, and 135 of the New York State Penal Law)
11. crimes against property (Articles 140, 145, 150, 155, and 160 of the New York State Penal Law) - Actions constituting trespass, burglary, criminal mischief, arson, larceny, and robbery are prohibited as specified in the articles identified.
12. Bias-related incidents
13. sale of mild depressants, stimulants, or narcotics, i.e., any violation of the provision of the New York State Penal Law not herein before specifically mentioned
14. sale of mild depressants, stimulants, or narcotics, i.e., “look-alike drugs”, as illicit drugs (Class A misdemeanor under Public Health Law)
15. possession and/or use of fireworks, smoke bombs, laser pointers, stink bombs, percussion caps, etc., while under school supervision
16. repeated Class Two Offenses (two or more)
17. four teacher-removals of student from class (see S.A.V.E. legislation)

Procedures for Class Three Offenses:

Class Three Offenses shall be immediately reported to the building principal. The matter will be investigated. The student will be removed from the building and appropriate action will be initiated.

Penalties for Class Three Offenses:

May include one or more of the following:

1. parents and the Superintendent of Schools must be notified in writing and a Superintendent’s hearing or principal’s discipline conference held
2. one-to-five day suspension from school
3. referral to local law enforcement officials for appropriate action
4. withdrawal of all extracurricular activities
5. restitution for any damage to school or property
6. referral to and participation in student assistance programs
7. Superintendent’s hearing with possibility of penalties ranging from five-day suspension to permanent suspension from school

REPORTING VIOLATIONS:

All school community members are expected to promptly report violations of the Code of Conduct to a teacher, the building principal, or his/her designee. A student who observes another student possessing a weapon, tobacco, alcohol, or any illegal substance on school property or at a school function must report this immediately, without exception. All other violations should be reported to a teacher or administrator as soon as possible.

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to New York State Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are guaranteed certain procedural protections when they become subjects of disciplinary action. The Westhampton Beach School District is committed to ensuring that the procedures followed in disciplining students with disabilities are consistent with the procedural safeguards required by applicable federal and state laws and regulations.

CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. In situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, physical force may be used to:

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

Corporal punishment of any student by any District employee is strictly prohibited. The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

STUDENT SEARCHES AND INTERVIEWS

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

Authorized school officials may conduct searches of students and their belongings if reasonable suspicion exists that the search will result in evidence that the student violated the law or the District Code of Conduct. Students have no reasonable expectation of privacy with respect to school lockers, desks, or other storage places. School officials may search these areas at any time and for any reason without prior notice or consent.

VISITORS TO OUR SCHOOLS AND PUBLIC CONDUCT ON SCHOOL PROPERTY

Parents and other community members are encouraged to visit our District's schools. Since schools are a place of work and learning, certain limits must be set. The building principal is responsible for all persons in the school building and sets the guidelines for visitors. All visitors must sign in and obtain a visitor's badge, which must be worn at all times while on school grounds.

All persons on school property are expected to model safe, lawful, respectful, and civil behavior. Those in violation of the Code of Conduct will be asked to leave school premises and may be subject to action by law enforcement officials.

POLICY REGARDING DANGEROUS WEAPONS IN SCHOOL

Any student who is determined to have brought a weapon, firearm, or dangerous instrument on school premises 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 requirements on a case-by-case basis in accordance with applicable federal and State laws, rules, and process as may be required.

The term “weapon” is defined as any instrument capable of inflicting bodily harm. Included within the definition of weapon, but not intended as a limitation on the definition, are knives, cane swords, firearms, electronic dart guns, stun guns, chukka sticks, and Kung-Fu stars. The afore stated enumeration of weapons is not intended to be exhaustive but merely illustrative. Dangerous instruments are defined as items or implements which under the circumstances in which instruments are used, attempted to be used, or threatened to be used, are readily capable of inflicting bodily harm.

School premises shall mean school grounds, buildings and/or facilities, whether owned by the School District or leased to the School District, and shall also include school buses.

An exception to the prohibition set forth in this policy may be made with prior approval and arrangements made with the principal, in an instance where a weapon is part of a dramatic or music performance, or is used as an artifact in an instructional unit.

ATTENDANCE POLICY

To be successful, students must be present in classes and must actively participate in learning activities. To maintain academic standards, encourage academic progress, and ensure student participation in the school experience, the Board of Education of Westhampton Beach established this attendance policy for the high school. The policy will ensure that students who receive credit for a course have attended 85% of the classes and have participated in the classroom. The policy affirms that classroom activities such as teacher lectures, question and answer sessions, presentations, projects, exercises, discussions, and exchanges of ideas cannot be duplicated in an extra-help session or by independent remediation. Even when specific work is made up, the valuable “time on task” is missed. Attendance is a critically important factor contributing to success in school.

By encouraging attendance and promptness, two essential components of self-discipline and responsibility, this policy will prepare our students for the demands of the future. It affirms that students will be aware that tardiness, cutting, excessive absence, and/or truancy will jeopardize their successful completion of a course of instruction and/or their graduation. This value is one that society views as essential for success.

SEXUAL HARASSMENT POLICY

Boards of Education are required to ensure a work environment free from all forms of sexual harassment for all School District employees and students. In compliance with this requirement, the Westhampton Beach Board of Education approved the following. In keeping with this commitment, the School District hereby adopts a strict policy prohibiting sexual harassment which is to be defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, explicitly or implicitly, a term or condition of an individual’s employment, (2) submission to or rejections of such conduct by an individual, or (3) such conduct has a purpose or effect reasonably interfering with an individual’s work or learning performance or creating an intimidating, hostile, or offensive working or school environment.

Sexual harassment may include, but is not limited to, the following:

1. uninvited letters, telephone calls, or material of a sexual nature
2. uninvited or deliberate touching, leaning over, cornering, or pinching
3. uninvited sexually suggestive looks or gestures
4. uninvited pressure for sexual favors
5. uninvited pressure for dates
6. uninvited sexual teasing, jokes, remarks, or questions
7. an “environment” which includes pictures or articles portraying men and women as sex objects; and
8. attempt or actual rape or assault

Any student who believes that he or she has suffered sexual harassment shall report to their building Principal or the Assistant Superintendent for Personnel & Instruction, who shall be the “compliance officer” for sexual harassment complaints.

ANTI-HAZING

The Board of Education of the Westhampton Beach School District believes hazing, and initiation activities that involve hazing, are abusive and illegal behaviors that harm victims, and negatively impact the school environment by creating an atmosphere of fear, distrust, and mean-spiritedness. Hazing is especially troubling at the middle and high school levels because of issues of adolescence, in which many students are more vulnerable to peer pressure due to the tremendous need to belong, make friends and find approval from one's peer group.

The purpose of this policy is to provide a safe learning environment for students and staff that is free from hazing, and that promotes respect, civility, and dignity. Hazing activities of any type are inconsistent with the educational goals of the district, and are prohibited at all times. Moreover, it is the policy of the District that no student or adult will participate in, or be members of, any secret fraternity, sorority, athletic team, club or organization that is to any degree related to the school or to a school district activity, which engages in any form of hazing.

General Policy Statements

- A. No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
- B. No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
- C. The District strictly prohibits students from engaging individually or collectively in any form of hazing or related initiation activity on school property, in connection with any school activity or involving any person associated with the school, regardless of where it occurs.
- D. Consistent with the District's Code of Conduct, any student who participates in hazing or related initiation activity will face immediate disciplinary action, up to and including suspension, expulsion, exclusion, and loss of the privilege of participation in extracurricular activities.
- E. Students who participate in hazing may also be referred to appropriate law enforcement authorities, and may face subsequent prosecution.
- F. Consent is no defense to a charge of hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions or penalties contained herein.
- G. This policy applies to behavior that occurs on or off school property, and during, before, and after school hours.

Reporting Requirement

- A. Any person who believes he or she has been the victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, shall report the alleged acts immediately to a teacher, Building Principal, school district compliance officer or the Superintendent.
- B. Teachers, coaches, administrators, paraprofessionals, volunteers, contractors and other employees of the district shall be particularly alert to possible situations, circumstances or events, which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute hazing, shall inform the Building Principal or Superintendent immediately.
- C. Submission of a good faith complaint or report of hazing will not affect the complainant's or reporter's future employment, grades, work assignments or activity participation.
- D. School personnel who fail to report incidents of hazing to District administrators may face disciplinary action. Students who observe hazing activities and fail to intervene or report the hazing to school officials, may face disciplinary action for conspiring to engage in hazing.

School District Action

- A. Upon receipt of a complaint or report of hazing, the District shall undertake or authorize an investigation by school District officials, or a third party designated by the District. The District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others, pending completion of any investigation of hazing.
- B. Upon completion of the investigation, the district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, reporting to local police authorities, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations, and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable State and Federal statutes, District policies, and regulations.

C. The District will discipline or take appropriate action against any student, teacher, administrator, coach, paraprofessional, volunteer, contractor, or other employee of the School District, who retaliates against any person who makes a good faith report of alleged hazing, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participants in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Policy Dissemination

This policy shall be published in student, parent, and employee handbooks, the District Code of Conduct and other appropriate school participations as directed by the Superintendent.

In addition, each Principal, athletic coach, cheerleading advisor, and other extracurricular supervisors shall inform his/her students about this policy, upon the effective date of this policy, at the beginning of each subsequent term, or beginning of a group's activities for the year.

STUDENT DRESS CODE

The responsibility to come to school dressed appropriately rests with each student, his/her parents, the building administration, faculty, and staff. Students and parents have the right to determine school dress, providing the attire complies with requirements for health and safety, and does not interfere with the educational process. Furthermore, it is expected that dress reflect current community standards and deportment. Head coverings, with the exception of head coverings for religious and/or medical purposes, are forbidden in the classroom. Head coverings may be worn in school hallways. Clothing and attire which bear an expression or insignia which can be interpreted as obscene or libelous, which advocate racial or religious prejudice, or are disruptive, are forbidden. Examples of unacceptable school attire, although not limited to the following, include:

1. clothing or jewelry with markings of tobacco, alcohol, or drugs
2. clothing or jewelry that convey messages of nudity, lewdness, profanity, bias, violence and/or poses a physical danger

3. short-shorts/short skirts and/or clothing that exposes bare midriffs
4. torn, transparent (see through), and fishnet clothing that inappropriately exposes undergarments or skin in a sexually suggestive manner
5. pants that are worn beneath the waist or which expose undergarments
6. gang-related clothing or paraphernalia

The Board requires students to wear appropriate protective gear in certain classes (e.g., family and consumer science, technology, physical education).

In addition to the above guidelines, the school administration reserves the right to make determinations regarding appropriateness of attire on an individual basis.

The Board authorizes the administration to take action in instances where individual dress does not meet the stated requirements.

WESTHAMPTON BEACH UFSD ELIGIBILITY POLICY FOR EXTRACURRICULAR ACTIVITIES PHILOSOPHY

A sound educational philosophy provides for academic learning as a District's first priority, but also recognizes the important role played by extracurricular activities in the development of a student's character and responsibility.

While extracurricular activities are vitally important to student development, it might be recognized that participation in extracurricular activities is a privilege and not a right.

Therefore, all participants in extracurricular activities must maintain a passing level of academic performance, as well as appropriate school deportment.

EXTRACURRICULAR AND CO-CURRICULAR

Extracurricular and co-curricular activities are to include all non-academic school activities including, but not necessarily limited to, inter-scholastic athletic teams; school thespian activities; student government; and yearbook and clubs (band and chorus, for which students receive grades, are not subject to this policy).

ACADEMICS

1. Students failing two (2) or more subjects as reported within a progress report card will be placed on academic probation.
2. A student placed on academic probation will be subject to undertaking a five (5) week probationary period during which the student will remain eligible to participate in extracurricular activities. A letter will be sent home to parents of students placed on academic probation. The student will be offered the following opportunities to supplement their academic shortcomings/weaknesses;
 - A. extra-help sessions
 - B. after-school tutoring/mentoring
 - C. guidance support
3. Following the five (5) week probationary period, if a student continues to fail two (2) or more subjects as indicated on the progress report or report card, he/she will become ineligible to participate in extracurricular activities. In this event the student is to be permitted to continue to participate in any practice sessions, as applicable to the extracurricular activity, but is not to be permitted to participate in any contest or performance involving the extracurricular activity. A student is to be permitted to apply for relief to the Appeals Committee should he/she seek to gain relief from the ineligibility imposed.
4. Following the five weeks of ineligibility imposed subsequent to the five-week probationary period, a student is to be prohibited from any and all extracurricular activity.
5. Students with two (2) or more failures on the JUNE report card will be placed on the five (5) week probationary period at the beginning of the fall semester; students successfully attaining passing marks within the failed course or courses will not be subject to the probationary period.

ADDITIONAL ELIGIBILITY FOR PARTICIPATION

1. Students, unless excused by the physical education teacher or coinciding subject teacher, must be present and participating in all of their classes to be eligible to practice or play in activities that day.
2. Students serving ISS/OSS may not practice, compete, or participate until the day after the last assigned suspension day. Continuous ISS/OSS infractions may result in students becoming ineligible for extracurricular activities.
3. Students must be in school on time and attend all their classes, in order to participate in any extracurricular activity. Coaches and club advisors will be responsible for the daily monitoring of their student athletes. (Doctor appointments and/or extenuating circumstances will be reviewed by the Athletic Director or School Administrator)
4. A student's eligibility to participate may be suspended or revoked for excessive absences from practices, games, or other activities.
5. A coach or advisor may add additional eligibility requirements (e.g., team and club rules and regulations) when approval is given by the Athletic Director or School Administrator.
6. An activity begins with the first meeting and ends with its last function. To be eligible for awards, a student must finish the activity in good standing. This evaluation is based on the student's performance throughout the entire season.

EXTRACURRICULAR CODE OF BEHAVIOR

Students who participate in any school-sponsored activity are to recognize that they have an obligation to themselves, to their school, to their co-participants, and to the community. It is expected that participation in our programs will enable students to value their learning experience, to instill self-discipline and self-control, and to exercise mature behavior and judgment.

The Westhampton Beach School District expects that it is the responsibility of our students to adhere to the following standards, both as representatives of the school, and as members of the community:

1. NO use of alcoholic beverages in any form.
2. NO use of drugs in any form unless prescribed by a physician.
3. NO selling or possession of any illegal substances.
4. NO illegal activities of any kind (theft, assault, DWI, possession of illegal substances, etc.).

When violations to the Code of Behavior become known to school authorities, the student(s) will be subject to the following procedures:

1. the student(s) and his/her representative (parent, coach, advisor) will be afforded an opportunity to respond to the alleged violation.
2. when a student violates these standards, the Athletic Director, School Administrator, and/or Superintendent will investigate the alleged violation. After the investigation of an alleged violation, if found guilty of any of the violations listed above, the student will be terminated from his/her team for the remainder of the season. In addition, student athletes may be suspended from games, scrimmages, tournaments, club meetings, and plays for infractions against other school policies.

Coaches and club advisors will be entitled to exercise discretion related to participation, for infractions against team standards of behavior and attitude.

This policy is in addition to and in conjunction with the School Building Code of Conduct.

RIGHT TO APPEAL

A student and their representative (parent, coach, advisor) will have a right to appeal any consequences which are imposed. The appeal process is an effort to achieve fairness and to ensure that all circumstances are taken into account.

The student and his/her representative will be entitled to meet with the Appeals Committee. The Appeals Committee will determine what issues are necessary to be investigated and will make a final and binding determination in as timely a fashion as possible.

ACCOUNTABILITY/COMMITTEE

The Appeals Committee will be comprised of the Athletic Director, a Building School Administrator, and a Teacher/Guidance Counselor.

ACCOUNTABILITY/ENFORCEMENT

Guidance counselors, administrators, parents, coaches, and advisors are expected to provide an accountable and significant role in an ongoing monitoring of student performance, both academic and behavioral, in order that the "Philosophy" set forth above can represent a meaningful and viable Code under which the District students may conduct themselves in both their academic and behavioral modes.

EVALUATION

The "Eligibility Policy" will be evaluated on an annual basis, in May, to determine the success of the policy (and any need for modification).