

Westhill High School

**Student/Parent
Handbook
2026-2027**

4501 Onondaga Boulevard
Syracuse, NY 13219
www.westhillschools.org

2
0
2
6
/
2
0
2
7

DAILY SCHEDULE

1 Period 7:40- 8:21		
Homeroom 8:21 – 8:25	<u>IN 1ST PERIOD CLASS</u>	
2 Period 8:29 – 9:10		
3 Period 9:14 – 9:55		
4 Period 9:59 – 10:40		
5 Period 10:40 – 11:10		
6 Period 11:14 – 11:25		
7 Period 11:25 – 11:55		
8 Period 11:59 – 12:10		
9 Period 12:10 – 12:40		
10 Period 12:44 – 1:25		
11 Period 1:29 – 2:10		
2:15 – 2:55	INSTRUCTIONAL ASSISTANCE	

TABLE OF CONTENTS

Inside Front Cover – Daily Schedule

	Pages
Section One – <u>General Information</u>	2-10
The Westhill Central School District	2
Westhill High School Graduation Requirements	7
Westhill High School Calendar	9
Westhill Central School District Administration	10
Board of Education	10
Westhill High School Administration	10
Section Two – <u>Academic Policies and Procedures</u>	11-16
Academic Success	11
Report Cards	12
Determination of Grade Point Average	13
Class Membership Requirements	13
Honor Roll	13
National Honor Society	13
Schedule Change Policy	15
Physical Education	15
Section Three – <u>Student Behavioral Expectations and Policies</u>	17-25
Introduction	17
Attendance Policy	17
Class Attendance Policy (Unexcused Absences)	17
Homeroom	18
Study Hall	18
Late Arrivals	18
Early Dismissals	18
Instructional Assistance Period	18
Suspension	19
Late Detention	19
Detention	19
Smoking/Use of Electronic Cigarettes	19
Harassment	20
Academic Dishonesty	20
Weapons	20
Inappropriate Clothing	20

Vandalism	20
Fire Drills	21
Theft	21
Visitors	21
Gambling	21
Buss Rules	21
Transportation for School Activities	21
Defibrillators	21
Prom/Ball Dance Rules	22
Drug and Alcohol Policy	22
Internet Use Guidelines	23
Family Educational Rights and Privacy Act (FERPA)	25
<u>Section Four – The School Building and Facilities</u>	26-29
The Counseling Center	26
Counselor Assignments	26
Cafeteria	27
Elevator	28
Lavatories	28
Lockers	28
Driving to School/Parking Lots	28
Lost and Found	28
Outside Privileges	29
Textbooks	29
Do you need something? (Where to find things...)	29
<u>Section Five – School Activities and School Spirit</u>	30-35
Traditions at Westhill	
Clubs and Activities	30
Interscholastic Athletics	35
Alma Mater	35
<u>Appendix – Student Extracurricular Code of Conduct</u>	36-48
Philosophy and Expectations	36
Academic Eligibility Policy	36
Athletic Eligibility	38

Penalties for Violation of Student Code	39
Appendix – <u>Westhill High School Code of Conduct</u>	42-48
Appendix II – <u>Board of Education Policies</u>	49-54
Dignity for All Students: Prohibiting Discrimination and Hazing of Students	49
Hazing of Students	53

Dear Westhill Families,

On behalf of our entire faculty and staff, it is our pleasure to welcome you to Westhill High School! We are excited to embark on this journey with you and are committed to making this school year an extraordinary experience of growth, learning, and connection.

This handbook is designed as a foundational guide to Westhill's academic programs, school policies, facilities, and our student Code of Conduct. More than a collection of rules, however, it serves as an important communication bridge between your home and our school. We ask that you take some time to review these pages together with your teenager. By doing so, you help lay the groundwork for a safe, structured, and supportive environment where your child can truly thrive.

At Westhill, we hold exceptionally high expectations for our students—not only in their academic pursuits but in how they conduct themselves as members of our community. We expect our students to work diligently to meet and exceed New York State learning standards, taking active ownership of their learning process. Beyond academics, we challenge our students to be positive leaders and active contributors. We expect them to enrich our school culture by engaging deeply in extracurricular activities, treating their peers and teachers with respect, and modeling integrity in their daily actions. True success comes from finding a healthy, purposeful balance between rigorous studies and meaningful community involvement.

We believe that the healthy development of a high school student—academically, socially, and emotionally—is a shared responsibility. The very best success is achieved when the school, the student, and parents work together in a cooperative, trust-based partnership. We view you as essential partners in nurturing your teenager's well-being and helping them navigate these critical years with confidence and resilience.

Your feedback and collaboration are vital to us. If you ever have questions, concerns, or ideas, please reach out to our office at **(315) 426-3100, extension 3101**. If we are away from our desks, please leave your name and number with our office staff, and we will return your call as quickly as possible. We also welcome your suggestions on how we can continue to improve this handbook to better serve our families in the years to come.

We cannot wait to see what our student body will accomplish this year at Westhill High School!

Daniel Dolan
Principal

Meghan Snell
Assistant Principal

SECTION ONE

THE WESTHILL CENTRAL SCHOOL DISTRICT

The Westhill Central School District officially came into existence on July 1, 1958. Earlier that year the citizens in three common districts voted to centralize and form one school district with the purpose of improving educational opportunities for their children.

The three former common school districts forming the centralization were: Geddes No. 1 (Westvale), Onondaga No. 3 (Avery), and Onondaga No. 6 (Onondaga Hill). The district is bound on the east by the city of Syracuse, on the south by the Onondaga Central School District, on the west by the West Genesee School District, and on the north by the village of Solway. Geographically the District runs approximately north and south with former Common District Onondaga No. 5 forming a narrow connecting link with Geddes No. 1 to the north and Onondaga No. 6 to the south. The district covers an approximate distance of seven miles north to south and its greatest width is about two and one half miles.

Westhill Junior–Senior High School opened in September 1961, offering programs for grades 7–10. The first graduating class received its diplomas in June 1964. In September 1964, Westhill was officially registered by the Education Department of the University of the State of New York. In September of 1973, the Westhill Junior–Senior High School became the Westhill High School serving grades 9–12.

In 1990, the New York State Education Department named Westhill as one of the most outstanding schools in the state, and in 1992 we were selected by Redbook Magazine as one of the 140 finest high schools in the United States, honored for our overall excellence. Our greatest honors came in 1993 when Westhill High School was named as a Blue Ribbon School by the United States Department of Education, and in 2025 when we were to again be named a Blue Ribbon School but the United States Department of Education canceled the Blue Ribbon Schools program weeks before the announcement.

As we begin the new school year, we continue to put forth the effort as teachers, administrators, and students that brought us national recognition. Westhill continues to maintain its reputation as one of the finest high schools in the state through our varied achievements: an educational record second to none, combined with successes in sports, music and drama, art and photography, and academic competitions. Many of you have already been a part of these achievements:

The remainder of this handbook explains our expectations and guidelines, designed to ensure that all of you continue to have the best opportunities to obtain an education that will serve you well beyond high school. Enjoy the year!

Westhill High School **2025-26 Highlights**

Visual Arts 2025-2026

- Advanced art students created collaborative paintings for the sky lights out side the art room
- Students competed in the annual Scholastics Art Competition earning 4 Gold Key award, 4 Silver Key award and 8 Honorable Mention Awards
- All 16 Scholastic Award Winners had their artwork on display at OCC from January through March
- Ceramics students traveled to the Everson Museum in May to compete in the annual Feats of Clay competition with 36 other schools. They took first place in the cylinder stack and 6th place over all
- Several Ceramic students had their works displayed at the Everson Museum
- Students had their art work entered into the State Fair Art competition and were awarded several ribbons and also the best of show award
- Multiple Advanced Art and Advanced Photo students had work displayed at the first ever Salt City Art show that was held at the Everson Museum
- Students in Advanced Art and Photography had artwork published in this year's literary magazine.
- Art club created handmade ornaments for the district Christmas Tree auction

Music 2025-2026

- Westhill was named as a NAMM Foundation Best Community for Music Education in the Nation for 2026 - this year is our 11th consecutive year.
- Music Students selected to instrumental and vocal honor groups including:
 - NYSSMA Conference All State (Bella Destito represented Westhill as part of the first EVER NYSSMA All-State Modern Band)
 - NYSSMA Area All-State Band, Chorus, Orchestra
 - Syracuse Youth Wind Symphony
 - Allegro Youth Wind Ensemble
 - OCMEA All County Band, Chorus, Orchestra, Jazz
 - NYSBDA State Honor Band
- 60 students performed more than 1100 hours of musical service through their participation in the Tri-M National Honor Society for Music.
- Via large ensembles (Band and Chorus), small ensembles (Jazz, Percussion, Small Vocal Groups, Chamber Music Groups), and Tri-M solos, Westhill High School provided our local community with more than 200 performances last year alone.

- In 2026, the Westhill High School Band program traveled to Boston, MA, where we explored the musical, cultural, and historical landscape and had a blast!
- The 2025-2026 Wind Ensemble, Symphonic Band, and Big Band performed at the New York State School of Music Association's Ensemble Adjudication.
- Modern Band held the first ever Westhill Rockfest with special guests Vicki Peterson (of The Bangles) and John Cowsill (of the Beach Boys) and held a recording session funded by the Westhill Education Foundation.
- More than 100 Westhill Music students performed NYSSMA Solos for state adjudication in April and May.
- The Westhill Education Foundation sponsored our 2026 Day of Jazz featuring the Raul Midón Trio. The trio lead our grade 7-12 Jazz Ensembles in a day of masterclasses, concerts, and clinics. They performed for OHMS and WHS students, and also the greater community in an evening concert.
- The OHMS and WHS Jazz Bands performed at the CNY Interscholastic Jazz Festival and the WHS Jazz Program hosted our second Evening of Jazz, partnered with the Westhill Educational Foundation.
- The Masquers Club presented this year's musical: *Grease* to nearly 2000 people
- The Drama Club staged *Haphazardly Ever After*
- The Audio Production and Engineering Club (APEC) supported the technical aspects of all productions and performances presented on the Westhill Auditorium stage. APEC is currently in the midst of a year-long collaboration with the Westhill Educational Foundation to produce a new promotional film.
- Tri-M hosted community recitals at the Upstate Cancer Center and Brookdale Senior Living
- Our senior singers performed solos at Swan Songs, a solo cabaret style concert.
- Mr. Corey Riley was named as a Country Music Association National Music Teacher of Excellence National Semifinalist for 2026.
- Ms. Erin Althen was named a Country Music Association National Music Teacher of Excellence for 2025. She was also named a 2025 Grammy Music Educator of the Year Semifinalist, and the SAMMY (Syracuse Area Music Awards) Hall of Fame Music Educator of the Year for 2026. She is a finalist of four as a candidate for the 2027 New York State Teacher of the Year.
- Mr. Buchmann took his final bow on the Westhill stage this Spring after 40 years of teaching, 27 of those at Westhill where he is beloved by his students and our community.

Business/Computer/DECA/Yearbook Highlights

DECA-2025-2026

- 75 students participated at Le Moyne College in the regional competition in December
- 8 Students qualified for the DECA State competition in March.
- 50 students went on a day trip to NYC in November to visit various businesses
- Students participated in the St. Lucy's Holiday Program setup and made baskets to help families in our community at Thanksgiving

Entrepreneurship

- Weekly entrepreneurial as well as Westhill alum guest speakers
- pop-up holiday shop at St. Ann's rectory
- prior to opening, students cleaned, decorated, and set-up displays
- students created a schedule as well as logos and Westhill apparel to sell
- they also created a social media presence to advertise their shop

WHS/ ELA Highlights, 2025-2026

- Students in OCC English explored the roots of contemporary cultural issues through a series of research essays and presentations. Their work examined themes of cultural dissent and the evolution of societal "normals." Additionally, students applied advanced literary theory to deconstruct the ideological influence of the Walt Disney Corporation and personally evaluated critical works of fiction from the literary canon.
- For the second consecutive year, 12R English students had the extraordinary opportunity to hear directly from Captain Schuyler Van Horn, a Vietnam veteran who shared his firsthand experiences from the war. His powerful presentation brought history to life, moving far beyond textual accounts to offer a deeply personal and human perspective on this pivotal conflict. Students were remarkably lucky to gain such invaluable, rare insights into the realities faced by soldiers and the lasting impact of war—an unforgettable experience that enriched their understanding of historical context within literature.
- The latest edition of WHS literary magazine, *Resonance*, stands as a testament to the creativity and diverse talents of our student body. A heartfelt congratulations to all the gifted writers and artists who contributed their work to this year's publication (which is now online via Canva and in print)!
- 9th-grade students in English classes explored social and criminal justice through a unique, collaborative unit using Bryan Stevenson's *Just Mercy*. The guiding text exposes systemic inequities and emphasizes empathy, serving as an accessible entry point for students examining civic responsibility. Throughout the unit, students engaged in virtual small-group book discussions with judicial and non-judicial staff from New York State's Fifth Judicial Court. Learning became tangible during an immersive visit to the Onondaga County Courthouse, where students toured the facility, observed live proceedings, and met their court mentors in person. Building on these powerful experiences, the students developed independent research projects on legal topics of personal interest. By pairing literature with authentic community engagement, this unit challenged students to think critically and consider their roles as compassionate citizens.
- Ninth-grade Honors English students participated in a "History Remix" project, an immersive journey into the historical fiction genre. They carefully studied a range of historical fiction novels as mentor texts, dissecting how authors bring history to life. This foundational work paved the way for students to conduct research into local figures and events, culminating in the imaginative creation of their own historical fiction books, tailored to engage young readers in 3rd-4th grade.
- Throughout the academic year, students in tenth and eleventh grades engaged deeply with a variety of complex texts that explore systemic social injustices, analyzing how authors use rhetoric and narrative structure to highlight inequity. They channeled these insights into frequent reflective writing pieces, which allowed them to connect global human rights issues to their own lives and community perspectives.
- This year, students in AP Language and Composition participated in the "Individual within a Community Project," a collaborative assignment that invited students to explore how authors represent distinct "voices" within society. Class began by reading a selection of narrative nonfiction essays exploring the interdependent and

dynamic relationship between the individual and society. Students then shifted to collaborative small groups to select and rhetorically analyze one "Key Voice" essay. As each group presented the text's SPACECAT elements, thesis, and rhetorical strategies, their classmates listened. Each group then responded to deep-thinking questions and identified how their representative "Key Voice" reinforced, challenged, or extended the views of other authors. Engaging in this democratized process deepened students' understanding of the inherent complexity of argument, which often resists simple binary reduction. Ultimately, students realized the true purpose of argumentation is to gain valuable insight so individuals can make more informed decisions to benefit themselves and others.

Social Studies highlights for the 2025-2026 School Year

- Dave Rahme led the US History Field Trip to see the awesome musical *Hamilton*
- Dave Rahme started a *Future Investors Club*.
- Dave Rahme was selected as the 'Defensive' football winner for his work with the transition from PowerSchool to Schooltool, his awesome MC'ing of the Trivia, and innovation in Economics Education!
- The Social Studies Department took a great field trip to the *Women's Rights Historical National Park in Seneca Falls*.
- John Wells was nominated and was selected as a winner of the SU and Chick-Fil-A teacher recognition award for dedication and service to the CNY community.
- John Wells and Lindsay Johnson were both nominees for the Staff Recognition Award!
- Lindsay welcomed Wesley Jacob Johnson to the World last August!
- The AP Government class took a field trip to the Courthouse in Syracuse!
- Lindsay Johnson and Amy Mason had 70 Westhill students earn the Seal of Civic Readiness!

Special Education Department Highlights '25-'26

- The Career & Life Skills and Self Management classes continued to be a huge success and taught our students valuable skills they will use the rest of their lives
 - Syracuse University PRE-ETS program came back to provide students with vocational training again
 - Field trip to SU for career exploration
 - Field trip the SU Mets game
- Faculty Fuel
 - It was inclusive, welcoming students from different classes [general education, special class, etc.]
 - Providing our students with WBL hours
 - Fundraisers: Wolfpack bag tags, Valentines Charcuterie Bento Boxes, Panera, Blankets
 - Won a lemonade stand from LMNT and free samples to provide to staff
 - Created and test new products: refreshers, fuel bomb, smoothies, homemade ice cream, affogato
- Speech
 - Serviced homebound and in-school students
 - Started social club: The Group Chat
 - Field Trips: Brady Farms, Sweet on Chocolate, Meals of Wheels, Sleep in Heavenly Peace
 - Cooking & Directions: smores, coffee, mixology, blind chef apple pie making
 - True Crime For Details
 - VR Goggles
- Four students participated in Special Olympics. Unified basketball had a wonderful year, they played for the first Westhill Day in front of the student body...and WON!
- 12:1
 - Did cross curricular units between science and ELA, exploring pollination and developing an informational poster display
 - Did project based learning, exploring otters and their ecosystems: VR Goggles, book read, poster presentation
- All CTD ELA 11 students scored a 55% or higher on the new ELA Regents Exam in June
- Math
 - March Madness project
 - Navigated new TI calculator successfully
 - Cooking & Measurements: cookies
 - Students took Algebra 1 Regents early in January, 83% scored 55 or higher
- Reading Resource
 - First year of reading resource for multiple grade levels
 - Assessed with the WADE
 - Used Wilson & Scholastic Action
 - Researched and then met with lawyer about internet safety
- Most students have demonstrated growth in their regents score, 59% of students earned 55 or higher on Regents exams. All juniors and seniors had an opportunity to meet with ACCES-VR, 8 applied for services 8 seniors graduated with Regents Diplomas, Local Diplomas, CDOS Credentials, and Superintendent's Determination

Math Department 2025-2026

- The math department welcomed back Mr. Caloia as a long-term substitute filling in for Ms. Cerio's maternity leave. He taught Algebra 1 and Topics in Mathematics. We are excited to welcome him back next school year as a full-time probationary teacher! We also welcomed two new babies to our math department family! Ms. Fritz and Ms. Warne both had babies in June.

- This year was the first administration of the Next Generation Algebra II standards. Mr. Rosenburgh and Ms. Fritz put in hours of work over the summer to analyze the standards and create unit outlines. Other 2025 summer work included revising the Topics in Mathematics and OCC Statistics curricula. This summer, Dr. Hatt and Mr. Rosenburgh will revise the OCC Precalculus curriculum. Ms. Galey and Mr. Caloia met regularly during the school year to make changes to Algebra I curricular materials to ensure they align with standards. They also attended two TI-Nspire calculator workshops at BOCES where they had opportunities to collaborate with teachers from other districts and learn more about how the calculator can support student learning. Ms. Warne made adjustments to her Geometry and Geometry R curricular materials for her second year using the Next Generation Geometry standards.
- Westhill had a math team for the 2025-2026 school year after not having one the previous year. We had a solid group of students who were happy to spend time after school solving problems! Westhill's math team participated in Onondaga County's Math League and we had 4 students represent Westhill at the all-county meet at C-NS in February. We look forward to most of these students returning to the math team next year!

Physical Education: 2025-2026

Our physical education department reached exciting new heights this year, headlined by all three of our PE teachers earning their NASP archery certifications to introduce a fully refreshed archery unit with brand new and reconditioned bows and arrows. To expand our lifetime sports offerings, we introduced high-energy paddle slam and hacky sack options, alongside an invaluable defensive tactics seminar for our seniors led by Investigator James O'Brien. Our program growth was further fueled by incredible partnerships, including receiving a grant for official flags and footballs from the NFL. Additionally, we secured a generous donation of 32 top-tier pickleball paddles from 11SIX24 completely free of charge, ensuring our students are equipped with the absolute best gear.

World Language Department:

Spanish II

Students continued to hone their skills with vocabulary and grammar acquisition along with developing new interpersonal skills to help with communication. We studied the topics of school, hobbies, special events and their childhood. Students wrote a short children's book about a Superhero and learned about different cultural aspects of the Spanish speaking world.

Spanish IV Honors

All students were able to receive OCC credits through their completion of the course. Students showed major growth as they participated almost exclusively in the Spanish language. We studied the topics of personal identification, life in the city, media and communication, family and the environment. In addition, students researched cultural topics throughout the year to improve their world understanding and further honed their vocabulary, grammar and communication skills.

French Club and FNHS activities : School year 2025-2026

- **Ciné Club** throughout the year (4 showings)
- **Top Chef French cooking competition** (10/25)
- **Correspondence with Belgian Penpals** (2025-26)
- **French National Honor Society induction** in December with the help of all of the previous year's Members.
- **French Club X-mas party** with crepes and games (12/25)
- **Syracuse Crunch game** : French night at the CRUNCH !! (1/26)
- **French Cheese Tasting !** (2/26)
- **Planning for our next trip to Québec in 2027 !**
- French Students earn their **Seals of Biliteracy** (4/26)
- French Club Members participated in **Paint Westvale Purple** (4/26)
- **French Club dinner** at Persimmon's with Chef McRae (4/25)
- French Club & FNHS members participated in the **Westhill Multicultural Fair** (4/26)
- French Club's **FAMOUS bake sale** (5/26)
- **AP « graduation » ceremony: cords, certificates, berets & cake** (6/26)
- **AP French dinner** at Joelle's French Bistro (6/26)
- **Peer Tutoring** : Quarters 2 and 3

Spanish Club

- Participated in the Pulsera Project where we sold handmade bracelets and purses and all proceeds went back to the communities that made the products. We raised \$440 that pays for 6.29 months of schooling, 3.52 months of fairtrade employment, and 22% of a house for an artisan. We also received a donation of \$100 from the Literary Magazine to add to the cause as a commitment for artistic expression.
- Bake sale around Halloween to raise funds for the club.
- Cultural music
- Movies
- Games
- Cultural holidays and traditions
 - Día de los Muertos
 - Los Reyes Magos
 - Caga Tio
 - Cinco de Mayo

Spanish National Honor Society

- The Induction Ceremony for the Class of 2025 was held in May in the new library with parents and families in attendance for the first time in three years! The event was a success, led by our Senior members.
- Senior members planned and executed the Peer Tutor Program, meeting with students from lower level Spanish classes once a week for over ten weeks.
- Investigated cultural differences and similarities between the Spanish speaking world and our own community.
- Investigated and presented Study Abroad opportunities at the students college of their choice.

Spanish V Honors (AP Spanish Language and Culture/ OCC SPAN 202)

- Students prepared all year for the AP Spanish Language and Culture exam by studying the different cultural aspects and traditions from the Spanish speaking world and comparing them to our own communities.
- Students also received OCC credit through their completion of the course.

- Students left the year with a clear understanding of the customs and traditions that define identity. Their language skills allow them to communicate at an elite level interpersonally through writing and speaking, further setting them up for success in the next chapter of their lives as global citizens.

ATHLETIC HIGHLIGHTS

Fall:

- Soccer
- Volleyball (G)
- Tennis (G)
- Football (B)
- Cross Country
- Golf (B)

Winter:

- Basketball
- Indoor Track and Field
- Hockey (B)

Spring:

- Lacrosse
- Track and Field
- Softball
- Baseball
- Tennis (B)
- Golf (G)

FALL

G Soccer: #1 seed in the Class A Sectional Tournament, 1st round bye, Quarterfinal round vs VVS – won 4-0; semi's vs IR @ Chitt HS W 4-0, Finals vs NH L 3-2 in double OT

B Soccer: #1 seed in the Class A Sectional Tournament, QuarterFinals vs Whitesboro W 1-0 in OT, Semi's JD @ CBA W in PK's 6-5, CLASS A FINALS CHAMPION vs NH W 1-0 in double OT, SUB-REGIONAL VS ICHABOD CRANE [SECTION 2] W 2-0; REGIONALS VS SECTION 7 PLATTSBURGH W 2-0 Class A REGIONAL CHAMPS, 2023 Large Schools Coach of the Year – Tom Etoll; State semi's vs Aquinas Lost 0-1

B Golf: 3rd at Sectionals. Dan Young qualified for States in May

G Tennis: Class B Section 3 Doubles Champions Kathleen Rogers and Bella Doubles; advanced to state qualifiers

G Volleyball: #1 Class B Seed, Quarter Finals vs ITC W 3-0, Semi-Finals vs Caz w 3-0, Finals vs Skan W 3-0, Sub Regionals vs Ogdensburg Free Academy 3-0, Regional vs Broadalbin-Perth 3-0, NYSPHSAA Semi-Finals vs Center Moriches W 3-0, NYSPHSAA State Finals vs Lansing Lost 0-3.

G XC: 5th place at states

B XC: Team came in 2nd in the Class C1 race, Drew O'Reilly finished 2nd overall and qualified for states, 7th overall at states

WINTER

B Basketball: Kam Langdon 1000 points on 1.25.2024, OHSL Class A Liberty League Champions, Class A League Champs, Class A Section 3 Champs, Lost in Regionals to Glens Falls

G Basketball: lost in Sectional SemiFinals to IR

G Indoor Track & Field: Class B1 Sectional Champions

B Indoor Track & Field: Class B1 Sectional Champions, Owen Mullholland qualified for states in the 600m

SPRING

Girls T&F: OHSL Champions, Section 3 Class B1 Champions, Emma Murphy and Derricka Trotman Qualified for NYSPHSAA Track & Field States

Boys T&F: Drew O'Reilly 1600m Class B1 Champion

Boys Golf: Dan Young qualified for NYSPHSAA Boys Golf States

Girls Lax: League Champions, Lost in Section 3 Finals to S. Jeff

WESTHILL HIGH SCHOOL GRADUATION REQUIREMENTS

CREDITS

All students at Westhill High School must obtain a total of **22 credits** in order to receive a Westhill Diploma. Each credit is earned by achieving a course average of 70% or more. The minimum number of credits to be earned in each subject is as follows:

English - 4 credits (English 9, 10, 11, 12)

Social Studies - 4 credits (including Global History, American History, Economics and Government)

Science - 3 credits; one must be in a life science course, one must be in a physical science course, and the third may be in either life sciences or physical sciences.

Mathematics - 3 credits

World Language (language other than English) - 1 credit must be earned by the completion of grade 9; may be earned either by studying the language in seventh and eighth grade and passing the State second language proficiency exam; or by passing a level 1 World Language course or State proficiency exam in high school.

Visual Arts and/or Music - 1 credit (see the Course Catalog for a list of courses which satisfy this requirement)

Health Education - 1/2 credit

Physical Education - 2 credits (1/2 credit per year)

Note: Students may substitute a locally approved technology course for the third Mathematics or Science, but not both (see the Course Catalog for a list of courses which may be used to satisfy this option).

DIPLOMAS

According to the Commissioner's Regulations, two primary types of diplomas are available to Westhill High School students: the Regents Diploma, and the Regents Diploma with Advanced Designation. The requirements of each are described below:

Regents Diploma

Credits – see above

Examinations – must achieve a score of 65 or more on each of the following Regents Examinations:

English – Common Core English Exam (grade 11)

English – Comprehensive Exam (grade 11)

Global History and Geography (grade 10)

United States History and Government (grade 10)

Mathematics – Any Regents Exam in Math

Science – Any Regents Exam in Science

OR 4 Regents Exams + 1 Pathway Option

(Refer to page 5 of the Course Catalog for a description of the various pathway options.)

Regents Diploma with Advanced Designation

Credits – all coursework necessary for the Regents Diploma, plus World Language – two additional credits (total of three – must be in the same language)

Examinations – scores of 65 or more on all exams required for the Regents Diploma, plus scores of 65 or more on each of the following:

Mathematics: Geometry and Algebra 2

Science: a second Science Regents Exam, one of the two must have been a Regents in a physical science other than a life science

World Language: the local proficiency exam

OR 7 Regents Exams + 1 Pathway Option

(Refer to page 5 of the Course Catalog for a description of the various pathway options.)

Students pursuing the Regents Diploma with Advanced Designation may complete a 5-unit “sequence” in occupational (career and technical) education, art, business, or music in lieu of the two additional credits and the Regents Exam in the World Language as described above. These students are still required, however, to earn the one World Language unit listed above as part of the 22 credits necessary for graduation.



Westhill High School Calendar 2026-2027

September 1	New Student Orientation
September 2	Staff Development Day
September 3	Staff Development Day
September 8	First Day of School
September 16	Open House (parents)
September 25	Homecoming
Sept. 30-Oct. 1	Underclass School Pictures--taken in PE classes
October 7	End 5-week interim period. Reports available online (Oct. 14)
October 12	Columbus Day – No School
October 30-31	High School Fall Drama Production
November 3	Staff Development Day – No School for Students
November 10	First Quarter ends-reports online (Nov. 18)
November 11	Veterans Day – No School
November 25-27	Thanksgiving Recess
December 21	National Honor Society Fall Inductions
December 16	End 15-week interim period. Reports available online (Dec. 23)
December 28-January 1	Holiday Recess
January 18	Martin Luther King Day – No School
January 26-29	Final Exams for Semester Courses & Regents Exams
January 29	End of Second Quarter – reports online (Feb. 3)
February 15-19	Winter Recess
February 25-27	High School Spring Musical Production
March 9	Staff Development Day – No School for Students
March 10	End 25-week interim period. Reports available online (March 17)
April 7	Third Quarter ends – reports online (April 14)
April 12-16	Spring Break
April 29	National Honor Society Spring Inductions
May 1	Junior Prom
May 12	End 35-week interim period. Reports available online (May 19)
May 18	Academic Awards
May 31	Memorial Day – No School
June 11	Senior Ball
June 14-24	Finals and Regents Exams
June 18	Juneteenth - No School
June 22	Last day of classes/Fourth Quarter ends, reports online (June 25)
June 26	GRADUATION for Class of 2027
June 28	Summer School registration

WESTHILL CENTRAL SCHOOL DISTRICT

Mr. Stephen Dunham, Superintendent
Mr. Steven E. Smith, Assistant Superintendent for Business Administration
Mr. Jeremie Auge, Assistant Superintendent for Curriculum and Instruction

BOARD OF EDUCATION

Mr. Andrew Starowicz, President
Mr. Andrew Hunter, Vice President
Mr. Christopher Haigney
Ms. Kelly Ristoff Coholan
Mrs. Katherine Carruth

WESTHILL HIGH SCHOOL

Mr. Daniel Dolan, Principal
Ms. Meghan Snell, Assistant Principal
Ms. Jennie Smarrelli, Athletic Director

SECTION TWO

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC SUCCESS

Perhaps our most important, collective goal as a school, and critical to the education of all students, is that students master the ever evolving tools of learning. To that end, the following are characteristics of successful Westhill High School students:

- They take personal responsibility for their learning and making up missed assignments.
- They display pride in both learning and academic integrity;
- They bring a positive, collaborative attitude to each learning opportunity;
- They partner with their teachers and peers to create new knowledge and answer difficult questions;
- They leverage study halls and IA time to meet with teachers for extra help or enrichment opportunities.
- They seek opportunities to participate in the larger school community outside of the classroom.

REPORT CARDS

Report cards are sent digitally through the ParentSquare application at the end of each ten-week period for grades 9-12. Grades will be based on regular class work, homework, laboratory work, tests and quizzes. By the end of a full-year course, you will have four ten-week grades. For courses that do not end with a Regents exam, each of these grades, and also your final exam grade, will count as 20% of your final average. In other words, add the five grades together and divide by 5. For courses that end in a Regents exam, final averages will be calculated using only the four ten-week grades (each counting 25%). In other words, add the four marks together and divide by 4. Your performance on a Regents exam will not affect your final average for that class.

For semester courses, the method by which the final average will be computed is comparable to the above; each quarter grade is counted twice and the final exam once, and the sum is divided by 5 to determine a final grade. Note that the passing grade at Westhill High School is 70%.

The first three marking periods of a full-year course (or the first marking period of a one-semester course), the grades shown on your report card, must be between 50 and 100%. Should you be legally absent for an extended period of time, your teacher may give you an Incomplete on your report card, which means that you will have five weeks to make up missed work and have the "INC" replaced with a numerical grade. In either case, talk to your teacher, decide together what work you have to make up, and the date on which it is due.

Halfway through each ten-week period in grades 9–12 a special report will be sent digitally through the ParentSquare with appropriate comments on student progress as well as an “in progress” class average.

CLASS RANKINGS AND GRADUATION HONORS

Class Rank

1. Class Ranking will be calculated in two ways:
 - a. *All-Subject*: Based on all courses taken in grades 9-11 (six semesters – to also include high school courses taken in grade 8 such as math, science, and World Language) – *excluding courses taken on college campuses*.
 - b. *Academic*: Based on core courses (English, Social Studies, Math, Science, and World Language courses taken in grades 9-11 (six semesters – to also include high school courses taken in grade 8 including math, science and World Language) – *courses taken on college campuses are excluded*.
2. The cumulative GPA and class rank calculated through August of junior year is the official GPA/rank used in the senior year. GPA/rank is not re-calculated at the end of senior year.
3. Students will be ranked out to three decimal places, and rank is not rounded. Students with identical GPAs out to three decimal places will share the same rank.
4. Students who attend alternative education programs, have been homeschooled any time during grades 9-12, or who transfer into Westhill after their sophomore year will receive a parallel ranking.

Graduation Honors

Valedictorian: The academic title awarded to the student(s) earning the highest weighted academic grade point average in their graduating class.

Salutatorian: The academic title awarded to the student(s) earning the second highest weighted academic grade point average in their graduating class.

For a student to receive valedictorian or salutatorian, the following apply:

1. Valedictorian and Salutatorian status will be determined at the end of the first semester of the senior year. It will be based on the weighted unrounded academic grade point average based on seven semesters.
2. The valedictorian and salutatorian must be students enrolled in the 12th grade and graduating with their cohort class (based on when students entered 9th grade).
3. The student must have attended Westhill High School for at least four consecutive semesters immediately preceding the determination of the class valedictorian and salutatorian.
4. If a student has attended an alternative education program at any time during grades 9-12, alternative education grades are excluded and therefore students who have attended an alternative education program will not be eligible for valedictorian or salutatorian honors.
5. If a student was home schooled at any time during grades 9-12, home schooling grades are excluded and therefore home schooled students will not be eligible for valedictorian or salutatorian honors.
6. Only students who have satisfactorily completed the Regents Diploma with Advanced Designation, Regents or Local Diploma curriculum shall be eligible for valedictorian and salutatorian honors.
7. In the case of a tie for valedictorian or salutatorian, co-valedictorians and/or co-salutatorians will be recognized.
8. In order to be considered eligible to be awarded the title of Valedictorian or Salutatorian, a student must take at least one academic course at Westhill High School during their senior year. (Full time Early College Now students at OCC are not eligible for these awards.)

Senior Honors

Most Outstanding Senior

The founders of Westhill High School determined that it would be most appropriate to honor those students who not only achieve academically, but also in a number of other areas as well. Accordingly, the tradition of selecting the Most Outstanding Senior was initiated. The recipient of this honor is the student who best represents all that Westhill embodies. If we were asked to send one student to meet with the governor, the Commissioner of Education, or the President of the United States, this would be the student we would send! Westhill's tradition is to have the Most Outstanding Senior speak at graduation.

Annual Grade Level Awards

The Old English "W"

The Old English "W" is a traditional Westhill award bestowed on the two individual students who have earned the highest weighted academic grade point average (based on the first three marking periods only) in their respective grade levels for the current school year. Students must be enrolled in at least four academic classes at Westhill High School to be considered for this award. The Old English "W" is one of Westhill's most honored traditions.

Determination of Grade Point Average

In determining the grade point average and rank in class, the following guidelines are in effect:

1. The student's final course grade will be used to determine the GPA.
2. For Honors, Advanced Placement and academic college level courses, six points are added to the final mark for computing the grade point average.

3. Grades will be weighted in direct relationship to the unit value of the course (example: 1/2 unit = 1/2 value).
4. Grade point average and class rank will be computed two ways (academic only: English, Social Studies, Math, Science, and World Language; or all subjects). **The higher of the two results will be posted on each student's transcript.**
5. If a student repeats a course, the initial course grade and the final grade of the repeated course are each counted individually and as separate and unique entries in the calculation of GPA.
6. A Regents or local exam taken without an accompanying and linked course of study will have no bearing on course credit earned or on a student's GPA.

Posting Grades

If a Regents exam is taken more than once, the highest grade will be posted.

CLASS MEMBERSHIP REQUIREMENTS

Students must have completed the following units in order to be officially classified with and entitled to the privileges of the high school classes shown below:

TO BE CLASSIFIED	YOU SHOULD HAVE	AND YOU MUST
<u>AS A</u>	<u>COMPLETED</u>	<u>HAVE PASSED</u>
SOPHOMORE	5 units	English 9, Social Studies 9
JUNIOR	10 units	English 10, Social Studies 10
SENIOR	15 units	English 11, Social Studies 11

NOTE: The above totals include credit for Physical Education.

HONOR ROLL

The Honor Roll is published in the district *Hill and Vale* at the close of each report card marking period. Its purpose is to encourage scholastic excellence by giving recognition to students who have achieved an above-average record during a given marking period. In order for a student's name to be placed on the Honor Roll, he or she must have met the following criteria:

1. An overall, unweighted, rounded average grade of 85 or above; (Alternate-day courses such as Physical Education count half. Courses that meet after school are not considered for the Honor Roll.)
2. No grades of INC have been given

NATIONAL HONOR SOCIETY

The National Honor Society ranks as one of the oldest and most prestigious national organizations for high school students. Chapters exist in three-fourths of the nation's high schools, and since 1921, millions of students have been elected for membership. The selection procedure for the Westhill High School Chapter is as follows:

1. To be eligible for membership, a candidate must be a member of either the junior or senior class.
2. Candidates must first have a cumulative academic (not all-subject) average of 88% or greater (unrounded) after the first semester of Junior year or the first quarter of the Senior year. (Note: A student's academic average is based upon grades in English, Social Studies, Mathematics, Science and World Language.) Students who are eligible shall be notified and told that for further consideration they must complete a Student Activity Information Form. This form will be used to evaluate candidates on the basis of service, leadership and character. Input from the entire Westhill High School faculty is also considered.
3. The following guidelines will further help in the definition of service, leadership and character:

The student who serves...

- is willing to uphold scholarship and maintain a loyal school attitude;
- participates in some outside activity (e.g. – Scouts, church groups, volunteer services);
- volunteers dependable and well-organized assistance, is gladly available, and willing to sacrifice to offer assistance;

- works well with others and is willing to take on difficult or inconspicuous responsibilities.

The student who exercises leadership...

- is resourceful in proposing new problems, applying principles, and making suggestions;
- demonstrates leadership in promoting school activities;
- exercises influence on peers in upholding school ideals;
- contributes ideas that improve the civic life of the school;
- successfully holds school offices or positions of responsibility;
- demonstrates leadership in the classroom, at work and in school activities.

The student of character...

- takes criticism willingly and accepts recommendations graciously;
- constantly exemplifies desirable qualities of personality;
- upholds principles of morality and ethics;
- demonstrates the highest standards of honesty and reliability;
- manifests truthfulness in acknowledging obedience to rules, avoiding cheating in any form, and showing unwillingness to profit by the mistakes of others.

4. A faculty council appointed by the principal shall meet twice a year to select members and to consider dismissal, non-selection, and warning cases. The Student Activity Information Form shall be reviewed by the faculty council, along with any other verifiable information about each candidate. The selection of members shall be by a majority vote of the council, and shall be consistent with the rules and regulations of the National Honor Society.
5. A National Honor Society Member who transfers to our school and brings a letter from the former principal or chapter advisor shall be accepted automatically as a member in good standing.
6. The annual induction ceremony is held in the spring of each year. From time to time, special induction ceremonies are also held in the late fall for seniors.
7. Students inducted into the National Honor Society are expected to maintain an 88.0 cumulative academic grade point average to remain a member. In addition, NHS members are considered leaders in both the school and community and are held to high principles set forth on a national level. The students must remain active in school and chapter activities and continue to be role models.

Local membership requirements include:

- Attendance at monthly meetings
- Completing required volunteer hours as determined by elected officers
- Peer tutoring program
- Payment of yearly dues

Dismissal from NHS: Students who fail to uphold the standards set forth in the national charter, as well as the school's Code of Conduct, to include suspension from school will be subject to dismissal. Dismissal procedures have been established based on the NHS guidelines. Students have the right to a hearing with the faculty council prior to dismissal.



SCHEDULE CHANGE POLICY

Routine Changes in Schedule (drops and adds)

1. Our student registration system incorporates course requests and class balancing, and enables most students to take the courses they wish to take; very few schedule changes should be necessary as late as August.
2. Ninth, tenth and eleventh grade students must carry the equivalent of six units of work each semester, plus physical education. Twelfth graders must carry the equivalent of five units each semester, plus physical education.
3. Any schedule change requests will involve a meeting with your school counselor. In any schedule change, the student must maintain at least the required units of work. **It is expected that the student will attend class until the drop is completed and appears on the schedule.**

Dropping a Course

Full-Year Course Timetable

- Start of year – one week after the 15-week comment report: Such drops during this time result in no entry on the student permanent record and transcript.
- One week after the 15-week comment report – one week after the 2nd quarter report card: If a student is having great difficulty in any course, they may have their parents call the Counseling Center to schedule a Parent-Teacher-Counselor-Student conference, at which time the request will be reviewed. Any course dropped during this time will result in an entry on the student's permanent record and transcript indicating the course was dropped.
- One week after the 2nd quarter report card: No changes in a full-year course are to be made unless a true emergency exists. In this case, a parent must call the Counseling Center to schedule a Parent-Teacher-Counselor-Student-Administrator conference. Any course dropped during this time will result in an entry on the student's permanent record and transcript indicating the course was dropped.

One-Semester Course Timetable

- Start of the year - one week after the 5-week comment report: Such drops during this time result in no entry on the student permanent record and transcript.
- One week after the 5-week comment report – one week after the 1st quarter report card: If a student is having great difficulty in any course, he/she may have his/her parents call the Counseling Center to schedule a Parent-Teacher-Counselor-Student conference, at which time the request will be reviewed. Any course dropped during this time will result in an entry on the student's permanent record and transcript indicating the course was dropped.
- One week after the 1st quarter report card – end of semester: No changes in a one-semester course are to be made unless a true emergency exists. In this case, the parents must call the Counseling Center to schedule a Parent-Teacher-Counselor- Student-Administrator conference. Any course dropped during this time will result in an entry on the student's permanent record and transcript indicating the course was dropped.

Adding a Course

A student may enter a full-year course during the first five weeks of instruction. A student may enter a semester course during the first three weeks of instruction. In doing so, a student accepts the responsibility to make up all work missed, and is expected to reach an agreement with the teacher of the course on a timetable for catching up. After the prescribed time above, a student may enter only under extremely extenuating circumstances, and with permission of the teacher and an administrator.

Physical Education

All students are required to take physical education. You may be excused from PE class only by presenting a Doctor's note to the school nurse or by seeing the school nurse if you become ill during the day. If you return to PE class after a prolonged period, you must present the school nurse with a physician's note releasing you to resume physical education activities. Students who are excused for a prolonged period will be required to complete a written curriculum or portion thereof. The State Education Department empowers the School Medical Officer to make final recommendations in case of disputes.

If you are ill, report to PE class and to your instructor, then to the Health Office. You are required to wear appropriate athletic footwear and clothing for PE class. Disciplinary action may be taken if you are repeatedly unprepared for class. Any student who fails Physical Education must make it up, since four years are required for graduation.



SECTION THREE

STUDENT BEHAVIORAL EXPECTATIONS AND POLICIES

INTRODUCTION

The following pages outline the expectations for student conduct. The consequences for student behavior, which is counter to these expectations, are compiled in a district Code of Conduct (as required by New York State Project SAVE legislation) and are summarized in the Appendix of this handbook. Particular attention should be paid to the Attendance Policy, which was formally adopted by the Westhill Board of Education in June 2003.

ATTENDANCE POLICY

We believe that getting your child to school every day is a team effort, and it's one of the most important things we can do together to support their academic success. Research and our own experience show that when students are chronically absent or late, it makes it much harder for them to succeed in class. To make sure every child gets a great education, New York State law requires all students between the ages of six and sixteen to attend school full-time. If a student turns sixteen during the school year, they need to finish out that year, and any students who choose to stay enrolled after sixteen are also expected to follow these regular attendance rules. We strongly emphasize getting a good start to every day by arriving on time, and we appreciate your partnership in making sure all absences and late arrivals are officially excused.

While we want your child in school every day, we know life happens, and we are here to support you. Under state law and district policy, there are certain acceptable reasons for your child to miss school or be late, including *personal illness, an illness or death in the family, religious observances, approved school activities, required court appearances, doctor or dentist appointments, or unsafe weather and impassable roads*. On the other hand, some reasons cannot be officially excused on your child's record and could lead to school disciplinary action. These unexcused reasons include family vacations, working, oversleeping, missing the bus, car trouble, taking a driver's test, hunting and fishing, or being needed at home.

Keeping in touch helps us ensure your child is safe and accounted for. If your child is going to be absent or late, please give us a quick phone call beforehand to let us know. If we don't hear from you, a member of our staff will reach out to verify that your child is safe. When your child returns to school, please have them bring a written excuse directly to the Health Office. If they are arriving late to school, they should head straight to the Health Office to sign in and create a late pass. We will give a gentle warning the first time a student is late without an excuse, but subsequent late arrivals will be handled according to our district guidelines. When it comes to moving between classes, teachers keep track of tardiness; a teacher might ask a student to stay after school to make up any missed class time, and students should not ask the main office or other high school staff for a late pass unless a staff member was actually the reason they were late.

To make sure your child doesn't miss out on important learning, we ask that you schedule doctor or dentist appointments outside of school hours whenever possible. When an emergency appointment gets scheduled during the school day, please contact the Attendance Office before the first period starts to verify the request and make arrangements for how your child will get to their appointment. For safety reasons, district rules require a parent, guardian, or another responsible adult you designate to pick your child up. In an extreme emergency where pickup isn't possible, you can request that your child be permitted to walk or drive themselves to their appointment, but this must be approved ahead of time by the Principal or Assistant Principal.

CLASS ATTENDANCE POLICY (Unexcused Absences from Class)

The consequences for cutting classes increase according to the frequency of the offense. For the first class cut, the student is assigned to IA and the classroom teacher contacts parents. A second cut of the same class will result in an assignment to late detention and a phone call from the Assistant Principal. A student who cuts a class for the third time will be assigned to three late detentions and an in-person parent conference will be held. Beyond the third cut, consequences will include additional late detentions, a conference with the Principal, and a possible suspension for insubordination.

HOMEROOM

Homeroom is incorporated into first period. The first period teacher is also the homeroom teacher. The last four minutes of first period will be devoted to the Pledge of Allegiance, morning announcements, attendance and other homeroom activities. A student may not leave homeroom without permission. Students who have obtained a late arrival should report to their assigned homerooms between 8:15 and 8:20 A.M.

STUDY HALL

All Westhill High School students are assigned to study halls during non-class time (excluding lunch). It is expected that they will bring sufficient work and/or reading material to keep busy the entire period. Study halls are to be a quiet working environment - students should not interfere with other students' ability to work without interruption.

If a student wishes to leave study hall to go to the Counseling Center, work with an academic teacher, etc., they must create a SmartPass in advance and have it approved by the staff at their destination. Students should present approved passes to the study hall teacher to be able to leave. Students should understand that the Smartpass system will allow teachers to follow up with other staff members to make sure you arrive at your destination in a timely manner. Students are not allowed to create a SmartPass to a teacher who has a scheduled class period, only another study hall with teacher permission.

LATE ARRIVALS

Seniors without a class scheduled for first period may request a daily late arrival for 8:15 A.M **once the first marking period grades have been posted (November 18, 2026)**. First period classes will not be changed to accommodate late arrival. A Late Arrival Request Form should be completed and submitted to Ms. Snell. The late arrival will be granted on the condition that the student has been regularly on time for homeroom, and with the expectation that the student is and will remain in good standing academically. A senior whose graduation is felt to be in jeopardy, may have their late arrival revoked and placed back in a study hall. Students with a late arrival must be able to provide their own transportation to school. **Consequently, students requesting late arrival must also present a valid student parking pass with their application.**

EARLY DISMISSAL

A daily early dismissal is available for seniors who do not have a class or classes at the end of the day **once first marking period grades have been posted (November 18, 2026)**. Eleventh period classes will not be changed to accommodate late arrival. All seniors who desire a daily early dismissal must fill out an Early Dismissal Request Form and submit it to Ms. Snell for approval. Attendance and academic records will be reviewed before applications are approved. Once approved, end-of-day study hall(s) will be omitted from the student's schedule. Students must continue to attend study halls until they receive a new schedule from the Counseling Center which says "Early Dismissal".

At that point, it is expected that the student will leave school at the specified time, unless they will be working in the library or with a teacher. Students who have a daily early dismissal but who need to stay IA should report to the library rather than leave school and return for IA.

An early dismissal will be granted with the expectation that the student will remain in good standing academically. A senior whose graduation is felt to be in jeopardy, may have their Early Dismissal revoked and placed back in a study hall.

INSTRUCTIONAL ASSISTANCE PERIOD

The Instructional Assistance Period is considered to be a regular part of the normal school day. Students must sign up for IA through the online system and receive approval from the teacher. Students are encouraged to take full advantage of the IA period, including seeking extra help from teachers and participating in clubs and other activities. Students staying for IA must be under a staff member's supervision. As they are during class time, corridors in the academic wing are off limits during IA. Students found loitering during IA will be subject to disciplinary action as outlined in the Appendix.

Under certain circumstances a teacher may require a student to stay in their room for IA. The student's attendance is mandatory. In addition, and since IA is an extension of our school day, students who misuse the IA period, to include leaving school property and returning for the late bus, may be subject to disciplinary action.

SUSPENSION

If a student's behavior endangers the health, safety, or morals of themselves or of other minors, or significantly disrupts the orderly operation of the school, they may be suspended from school for one to five days by the Principal. Repeated referrals for offenses, which individually might be considered to be minor (as outlined throughout this section and in the Appendix), may also result in a suspension from school. During the period of suspension, suspended students are not to be on school grounds or attend any after school or evening school functions, on or off the Westhill High School campus. In all situations that result in a student's suspension from school, the student's parent or guardian will be notified in accordance with the rules set forth in Article IX of this Code. Suspended students are expected to log in and attend Google Meet tutoring sessions with our academic Flex teachers following this schedule for the 26-27 school year:

- English- 8:29-9:10am
- Math- 9:14-9:55am
- Social Studies- 9:59-10:40am
- Science- 10:40-11:25am
- Resource (if IEP required)- 11:59-12:40pm

IN SCHOOL SUSPENSION

On rare occasions a student may be assigned a half, or a whole day of In School Suspension for Code of Conduct violations that do not rise to the level of Out of School Suspension but do require removal from classroom instruction (i.e. Disruptive or Unsafe Behavior). Students in In School Suspension will be required to attend Google Meet tutoring sessions with our academic Flex teachers at assigned times during the school day and are expected to work on back work or extra credit assignments during the rest of the time.

LATE DETENTION

Late detention is held on Mondays and Wednesdays from 2:16 to 5:00 PM, and is an alternative to Out-of-School Suspension for certain offenses. Since it takes place after school, it is consistent with our collective purpose of providing students with a quality education for which they need to be in class.

Students who are assigned to late detention will be given at least a one-day notice. Failure to attend late detention may result in a suspension from school for insubordination. The school does not provide transportation home from late detention; students will be required to make their own arrangements. Late detentions can only be rescheduled by a parent contacting a school Administrator. This will only be allowed in rare and extenuating circumstances, including transportation issues.

DETENTION

Detention is assigned in cases of rules violations as outlined in the Appendix, and is held during the Instructional Assistance period. A Westhill staff member supervises the detention room. Students assigned to stay for detention must arrive on time and are expected to work on homework for the entire period. Disruptive behavior in detention (eating, talking, getting out of your seat) may result in immediate dismissal from detention and referral to the Assistant Principal for further disciplinary action.

Once an administrator has assigned a detention, usually one day or more in advance of the assigned period, it may not be rescheduled except in an emergency. In such a case, a written parental excuse should be submitted to the office prior to the detention, and the detention will be reassigned. Having to go to work or attend an athletic contest is not an acceptable reason to miss detention. **It is best to avoid the behavior, which resulted in the detention in the first place.**

SMOKING/USE OF ELECTRONIC CIGARETTES

In acknowledgement of the harmfulness of smoking, consistent with Federal and State law (to include recent New York State regulation banning vaping in public schools) and as a protection of our non-smokers' rights to a smoke-free school environment, all students are prohibited from smoking anywhere in the school, on school property, or on school buses. This includes evening events sponsored by the school. A student is considered to be smoking if he/she is involved in any part of the act of smoking including using or possessing vaping devices or paraphernalia. The penalties for smoking are set forth in the Appendix. Likewise unacceptable are any actions by a student who, in the judgment of a staff member, is enabling others to smoke (i.e. acting as a lookout).

HARASSMENT

In an effort to ensure that all Westhill students and staff are able to perform their respective roles free of intimidation and discomfort due to the physical or verbal conduct of others, all such harassment is prohibited. Specifically prohibited by a policy of the Westhill Board of Education is any form of sexual harassment. Students who are guilty of harassment will face immediate corrective action, which may include suspension or exclusion from school.

Students who feel that they have been harassed, or who have a concern about someone else's conduct, may inform a staff member of such. All such information will be kept confidential. Incidents of sexual harassment will be dealt with according to the Board of Education policy.

ACADEMIC DISHONESTY

Copying a fellow student's work with or without their permission, and without the authorization of the teacher to work together, is a serious offense, whether it involves homework assignments, tests, lab or research projects, art or photography work, or work being shared on software platforms like Google Classroom. Likewise serious is the use of someone else's ideas or writings (ChatGPT, Gemini, other AI platforms) without proper documentation within an essay or research paper (plagiarism), or the unauthorized use of notes or other aids during a test. All of the above are examples of academic dishonesty, which is in some cases simply referred to as cheating.

The penalty for academic dishonesty may range from a warning to an assignment to late detention. The student should receive a zero for the work in question, and the teacher will notify the student's parent. Students should keep in mind that to provide another with the means to cheat is likewise dishonest. If a student needs assistance with methods of proper documentation, he/she should consult a faculty member.

WEAPONS

At no time may a student possess a weapon in school, on school property or on a school bus. This includes concealment in one's locker or school bag. Any student found to be in possession of a weapon will face a suspension from school and a Superintendent's Hearing. Law enforcement authorities may likewise be involved. The penalty may include exclusion from school for one year. **Please note that mace, pepper spray, and other noxious sprays are classified as weapons in the District Code of Conduct.**

Should a student be aware of anyone who is concealing a weapon, he/she is asked to inform a staff member immediately, with the assurance that all information will be kept confidential.

INAPPROPRIATE CLOTHING

In accordance with Project SAVE legislation, all school districts were required to adopt a Code of Conduct (see Appendix) to improve school safety and to promote an effective learning environment in the schools.

Included in the Code are general provisions regarding appropriate dress in school and at school events. Clothing should be safe, appropriate, and not disrupt or interfere with the educational process. Tops should cover the midriff (front and back) and bottoms should fully cover the upper thigh and buttock areas. Clothing which promotes or endorses the use of alcohol, tobacco, or illegal drugs, or which encourages illegal or violent activities is not allowed. Similarly, clothing which includes items that are vulgar, obscene, libelous, or that denigrate others in any manner is also not allowed. All underwear is to be completely covered with outer clothing, and footwear is required at all times. Students may wear hats in common areas. Wearing hats in the classroom is at teacher discretion. Failure to comply with a teacher's request will be considered insubordination.

Students who come to school wearing inappropriate apparel will be required to cover or change the offending garment and given a verbal warning. Repeated incidents will be addressed with parents/guardians and may result in disciplinary consequences.

VANDALISM/DEFACING SCHOOL PROPERTY

Students or other persons who knowingly damage the school building, on-campus vehicles, or the school grounds are subject to penalties, which range from financial restitution to suspension from school. Such actions on the part of non-students will result in criminal prosecution. Damage from reckless behavior (e.g. - a broken window) will likewise result in the student or students being held financially responsible for the repairs, to the limit set by Education Law. Any accidental damage to school property should be reported to the main office immediately.

FIRE DRILLS

Fire drills are announced by the sounding of the fire alarm bells. These drills are conducted at various times during the year to acquaint pupils with the correct procedures to follow in case of fire. The prescribed fire drill route for each room is posted near the door of the room. Students should be aware of the proper route for each class. During a fire drill, students are expected to remain with their class during the exit and return to the building. Students should remain silent. Talking during a fire drill makes emergency instructions on the PA system impossible to hear and follow. Move quickly along the drill route and away from the building, far enough to be safe in the event of a true emergency. No one should block fire lanes; they may be needed by fire equipment. Unauthorized use of fire safety equipment or the fire alarm system is a very serious offense. Unauthorized use of the fire alarm system by a student will result in a five-day suspension from school and a hearing with the Superintendent of Schools. Law enforcement authorities may be likewise involved.

THEFT

Stealing District property or the property of other students, school personnel, or any other person lawfully on school property or while attending a school function is unacceptable and will not be tolerated. Students engaging in this behavior will receive consequences ranging from detention to suspension. Additionally, parents will be notified of the infraction as well as law enforcement, if deemed necessary. Students may also be required to pay restitution.

VISITORS

All visitors are required to sign in at the main office and obtain a visitor's pass. Students should never open a door to let someone in the building. Doing so could lead to disciplinary action. Please do not plan to invite other students to visit this school without making arrangements in the main office at least one day in advance. Such a request, however, will not be granted if it is judged to be frivolous in its purpose and potentially disruptive to the school environment. Students from neighboring school districts with a day off when we are in session will not be allowed to visit Westhill.

GAMBLING

Gambling is prohibited on school grounds. This includes dice games and card games associated with the exchange of money or goods. Online gambling is also prohibited on Westhill High School campus.

BUS RULES

The afternoon bus dismissal is at 2:16 PM for all students. Following the end of 11th period, students wishing to ride a bus home should go directly to the front bus loop, as buses will leave promptly. Bus rules are posted in each bus; they should be read and obeyed. If parents want a student to ride home at night on a bus different from the one that brought him/her to school, the student must bring a written request to the main office. If the request seems in order, a special bus pass will be issued, good for one day only.

Bus drills are conducted each year so that all students will be familiar with the location and operation of emergency equipment on the buses. Listen to directions carefully so that you will know what to do in case of an emergency.

TRANSPORTATION FOR SCHOOL ACTIVITIES

Our policy requires that all transportation of students to school-sponsored activities away from school must be by school-owned vehicles or by adult-operated cars and approved by the Principal. If a student is competing in an away contest and wishes to ride home with another student's parent, a note must be written by the first student's parent, presented to the Principal or Assistant Principal for approval, and then presented to the coach. (A student does not have to have a note to ride home with their own parent. However, it is expected that the student will inform the coach of the ride arrangement.) The school will not, and cannot, approve a student request to drive him/herself to such activities.

DEFIBRILLATORS (AEDs)

The high school has three Automatic External Defibrillators (AED) installed and accessible in case of an emergency. One is located outside the Learning Commons on the second floor, a second is on the wall near the door to the Athletic Director's

Office, and the third is outside the gymnasium near the training room. A defibrillator is only to be used by a person who has had appropriate training, to include several high school staff members as well as coaches. Obviously, and as is the case with Fire Alarm equipment, defibrillators are not to be tampered with. Rather, it is imperative that they be kept in perfect working condition in order to perhaps someday save someone's life.

PROM/BALL DANCE RULES

Students are not admitted to the building before the announced starting time nor later than one hour after the dance has begun. Dances terminate promptly and no later than 11:00 PM. Please do not plan to leave the building during a dance. Students leaving before a dance concludes will not be readmitted.

The Prom/Ball are ordinarily restricted to Westhill High School students unless special permission has been obtained from the main office and a Westhill student has obtained a guest pass. For the past several years, the Ball has been a senior-only event with no outside guests permitted. Such will be the case this year. The Westhill student is responsible for the conduct of their guest. Middle School students are not invited to high school dances. Additionally, guests over the age of 20 on the day of the event are not permitted at high school dances.

Adult chaperones will monitor students upon their entry to a dance. Students will be required to sign in; tickets should be sold on a pre-sale basis only, if appropriate. No book bags, backpacks, etc. should be brought into school during a dance.

It is the understanding that all attire worn to a school dance is to be "in good taste". Guidelines for such dress will continue to be communicated to students and parents. Any questions should be directed to an administrator prior to the night of the event.

Dancing that is deemed to be unsafe will not be allowed. A student who is dancing inappropriately will be warned and told to stop. Should the behavior then continue, the student would be required to leave the dance following the notification of a parent.

The District Drug and Alcohol Policy (see below) is in effect for all school events, including school dances. Its terms and consequences apply to all students, regardless of quantity of substance used or possessed. A breathalyzer and a police officer will generally be present at all school dances. The breathalyzer will be administered to any student who exhibits behavior, which creates suspicion of alcohol use. Refusal to take a breathalyzer test may, in any case, result in a determination of guilt. A parent will be contacted in all cases.

DRUG AND ALCOHOL POLICY

The Board of Education of the Westhill Central School District acknowledges the need for the entire school community to provide an educational environment that is healthy and safe for its young people. To do so requires the prohibition and elimination of drug use and abuse by our students, to be facilitated by an increased awareness for parents, educators and students alike of the physical, social, emotional, intellectual, and legal consequences of such actions.

Prevention and Awareness

The following are among the components of our prevention program, the purpose of which is to have our young people refuse to begin the use/abuse of drugs:

1. A K-12 curriculum which provides accurate and age-appropriate information to students about drugs, including alcohol and tobacco; also, skills and techniques are discussed and developed which will enable them to make good decisions and thus refuse to participate in the use/abuse of these substances.
2. Both within and outside of the curriculum described above, efforts will be made to develop and promote positive student self-esteem, which is recognized as critical for resistance to negative peer pressure and the temptation to use drugs and alcohol.
3. The district promotes and encourages communication with parents, community agencies and legal authorities in an effort to maintain a consistent message to our young people, both in and out of school. In addition, school programs in which the consequences of substance abuse and the promotion of positive self-esteem are discussed, and substance-free alternative activities are to be encouraged. Parent involvement in such activities, to whatever extent it is practical, is beneficial and desired.

Disciplinary Measures

If students should become involved in the use of, be under the influence of, possess, or distribute drugs or alcohol on school premises or at school events, the following procedures shall result. Such use is defined as the consumption, possession, or distribution of drugs or drug paraphernalia.

1. Information received by school officials concerning the use of drugs or alcohol by students in school or at school-supervised activities will be communicated to parents.
2. Students determined to be involved in drug or alcohol use and/or distribution on school premises or at school events will be suspended immediately for five (5) school days, such suspension being in accordance with Section 3214 of the New York State Education Law.

When appropriate, the matter will be referred to the legal authorities. In all cases the following requirements must be met as a prerequisite for readmission:

- a. a parent/student conference with the Superintendent of Schools, which may take the form of a Superintendent's Hearing.
- b. evidence that a satisfactory program of action has been developed to prevent recurrence of the problem, and periodic reviews will take place.
- c. other conditions for reinstatement may be established by the Building Principal or Superintendent of Schools if deemed necessary to secure the health, safety or welfare of the student or of others.
- d. if the above requirements are not immediately met, the Superintendent may call for a formal hearing according to law.
3. If the student is involved in drug or alcohol use or distribution on a second occasion during the same school year, the Superintendent will conduct a formal hearing.
 - a. If the student is 16 years of age or older, the suspension will be for a minimum of twenty (20) school days.
 - b. If the student is under 16 years of age, the suspension will be for a minimum of twenty (20) school days and home tutoring will be provided.
4. If the infractions occur over a period of more than one school year, the student will be suspended for a minimum of five (5) days and a Superintendent's hearing will be held, at which time a determination of any further consequence will be made.

INTERNET USE GUIDELINES

1. Students are to use the Internet for educational purposes only. Internet use is a privilege, not a right. Student misuse of the Internet is a form of insubordination resulting in discipline procedures currently outlined in Westhill Board of Education Policy on student conduct.
2. Students are encouraged to evaluate the information obtained through the Internet with regard to accuracy and quality. Students are to document all Internet sources when used for research.
3. Students are to adhere to proper use of any copyrighted material in accordance with the guidelines for fair educational use.
4. During class time, students must have permission from the classroom teacher in order to access the Internet.
5. Students are not to access sites that are questionable in nature (i.e. pornographic, threatening, gratuitously violent, and/or obscene). While the district does provide filtering software, the district cannot guarantee that all potentially objectionable sites are restricted.
6. Students are to report accidental entry into an unacceptable site immediately to the teacher, librarian, or staff member on duty.
7. Students are not to access non-school/personal Internet accounts from school for e-mail purposes or other purposes unless a teacher has set up an email situation as part of the curriculum.
8. Students are not allowed to access chat rooms unless a teacher has set up a chat room situation as part of the curriculum.
9. Students are not to share their own or others' confidential information including last name, address, and/or telephone number.
10. Students are not to download software to any computer's hard drive.
11. Students are not to play games on the Internet.
12. Students are responsible for the appropriate use of the computer. Vandalism is a serious offense and includes damage to computer equipment, software or files.
13. The school district and its employees are released from the liability associated with inappropriate use, copyright violations, or inaccuracy of information found on the school computer system.
14. Students may not use the Internet in school for any of the following activities:

- Commercial activities, including solicitation
- Revealing material protected by trade secret
- Political or special interest lobbying
- Proselytization (converting others to your beliefs)



WESTHILL HIGH SCHOOL STUDENT PRIORITIES:

To help students prioritize their busy schedules and commitments, we are providing this list of priorities for reference. When your responsibilities seem overwhelming, refer to this list and take care of your obligations starting from the top and moving down.

- Responsibilities to yourself, your community, and your family- take care of yourself and your loved ones.
- Make your bed! You will be glad you did!
- School is your next important responsibility during your high school years:
 - Honors, AP, or college credit bearing classes need to be prioritized
 - Core academic subjects (ELA, Math, Science, Social Studies, World Language)
 - Health and PE- you need them to graduate!
 - Elective courses- these credits are crucial but the curriculum has more flexibility- Talk to your teachers if you are getting overwhelmed!
 - Use your study halls to meet your needs- get work done, take a break (sometimes), or escape into a book!
 - Use the IA period to your advantage! Teachers must be available M,T, W, F for student conferencing.
- Extra-curricular activities, **including athletics**, are a lower priority than all academics!
 - Westhill High School programs (JV/Varsity Sports, Fall Drama, Spring Musical, etc) are your top priority in this area.
 - Club sports or activities with outside organizations come after your school connected commitments.
- Other outside commitments like a job or volunteering, while important, should not be prioritized above your commitments here at school.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that the school corrects records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - ⇒ School officials with legitimate educational interest;
 - ⇒ Other schools to which a student is transferring;
 - ⇒ Specified officials for audit or evaluation purposes;
 - ⇒ Appropriate parties in connection with financial aid to a student;
 - ⇒ Organizations conducting certain studies for or on behalf of the school;
 - ⇒ Accrediting organizations;
 - ⇒ To comply with a judicial order or lawfully issued subpoena;
 - ⇒ Appropriate officials in cases of health and safety emergencies; and
 - ⇒ State and local authorities, within a juvenile justice system;
 - ⇒ Pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

SECTION FOUR

THE SCHOOL BUILDING AND FACILITIES

COUNSELING CENTER

Counseling and student services are available to support all students at Westhill High School.

School counselors are available during the school day for assistance. Conversations with a counselor are considered confidential, as long as the health or safety of a student is not in jeopardy. Students are seen immediately if a crisis arises. Our goals are the same as that of our school as a whole - to help each of our students reach their maximum growth, learn to get along with others, and become increasingly independent and responsible.

Counselors help students cope with personal and psychological issues that affect their school performance, behavior and socialization. They are trained to assist with a variety of mental health and behavioral concerns in the school setting. The counseling staff focuses on early identification of students in need, assessment, and short-term individual counseling. Students who would benefit from more intensive or highly specialized services are referred to appropriate community resources. Students may self-refer or be referred by parents, school personnel and others. These services are offered to enhance the social and emotional growth and academic outcomes of all students.

Each counselor has students from all four grade levels, and students are assigned a counselor based on their last name and grade. Students keep the same counselor throughout high school. Counselors are located in the Counseling Center and can be reached at 315-426-3130.

Counselors 26-27:

Kelly Fifield	Tracy Bitner	Jonathan Pridmore
09 - A - F	09 - G - M	09 - N - Z
10 - A - G	10 - H - P	10 - Q - Z
11 - A - F	11 - G - N	11 - O - Z
12 - A - D	12 - E - N	12 - N - Z

The following includes some of the typical reasons for visiting your school counselor:

- a. discuss social and/or personal concerns, i.e.: conflicts with other students, teachers, or parents
- b. academic planning and advisement
- c. college and career planning
- d. course selection and scheduling

School Counselors

- Assist students in coping with emerging personal, social and emotional problems.
- Annually review with each student their educational progress and career plans.
- Conduct presentations each Spring to all students regarding graduation requirements and course offerings for the upcoming school year. Assist students with elective course requests.
- Provide information to assist students with post high school planning.
- Manage college applications/submission of supporting documents - initial, mid-year and final reports
- Provide Case Management to students with a 504 Plan.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Coordinate parent/teacher/student/counselor conferences as requested.
- Refer students and families to resources in the community that are available to meet their needs.
- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Programs

Naviance

College and career exploration software for students. Counselors annually review and utilize Naviance with all grade levels, and the software provides access to:

- Career exploration and planning activities
- Resume builder to document student accomplishments
- Personality and learning style inventories
- College search and comparison tools
- Submission of student documents to colleges/universities (i.e. transcripts, counselor letters of recommendation)

Counseling Center Google Classrooms

The Counseling Center maintains a Google Classroom with News & Resources for each grade level. Important announcements and opportunities for students are posted regularly.

Counseling Center Website

Comprehensive resource for students and families, where you can find information regarding:

- BOCES CTE Program Offerings
- Community Mental Health and Crisis Intervention Resources
- Course Catalog
- Driver's Education
- Employment
- Graduation Requirements
- New Student Information
- Post High School Planning
- Scholarships
- Summer Opportunities
- Summer School Programming
- Transcript Requests
- Volunteer Opportunities
- Working Papers

CAFETERIA

Compiling menus based on good nutrition and variety is the responsibility of our school's cafeteria manager. You, as a student, have the following responsibilities in the cafeteria:

1. Keep tables and chairs clean. Neatness is especially important.
2. Avoid unruly behavior. Loud talking and running around have no place in the cafeteria.
3. Use good table manners.
4. Take your place at the end of the line when entering the cafeteria. "Cutting in" on the line is not allowed.
5. Dispose of debris in waste cans when you are finished eating.
6. Eat your lunch in the cafeteria. Do not take food to any other part of the building, although on days of good weather you may eat outside in front of the school. (Trash goes in the receptacles provided.) The privilege of eating lunch in the cafeteria will be denied to those who misuse the facility.

Students are required to stay in the cafeteria during their lunch period. Students are permitted outside, in front of the cafeteria, or in the courtyard as weather permits.

Snacks are available during periods 1 through 3 in the cafeteria. However, students may not be late to class as a result of stopping to buy food; as with any situation involving tardiness, the consequence of such may include assignment to a teacher's detention during IA. Students may be dismissed from study hall, with a pass, to come to the cafeteria for a snack.

ELEVATOR

An elevator is located at the north end of the academic wing. Its primary purpose is to provide students on crutches or in a wheelchair to gain access to the second and third floors. Students who need to use the elevator will be assigned a key by the School Nurse, and will be allowed to have one student accompany him/her on the elevator to assist with books. The key must be returned to the Health Office at the end of the day, unless specific arrangements have been made with the nurse. A \$10.00 charge will be assessed for a lost elevator key.

LAVATORIES

Students may use school lavatories either during passing time or at other times by creating a SmartPass. Teachers' expectations around Smartpass usage must be followed. Loitering and socializing are not appropriate. Smoking is prohibited, as is any action, which enables another student to smoke. The bathrooms on the first floor are available for your use during lunch periods. .

LOCKERS

All students will be assigned a locker. These lockers are used for the storage of coats, hats, books, etc., and especially, cell phones and other personal electronic devices. The student has the responsibility of keeping the locker clean and neat. It should be understood, however, that lockers remain the property of the school and as such are subject to inspection by school officials.

There is a potential for loss of students' property. You are responsible for your own books, etc. and should keep your locker locked at all times. Do not disclose your combination to anyone or share your locker with anyone. Disclosing or sharing your combination with others or intentionally defeating the locking mechanism to provide easier access to your locker places your personal property at risk of being stolen. You are strongly cautioned against this behavior.

DRIVING TO SCHOOL/PARKING LOTS

Driving to school is a privilege, which is extended to **Westhill juniors and seniors**. Sophomores who get their driver's license and have parent approval will be issued parking passes on a case by case basis and will be parking at St. Ann's. Student parking on campus is limited to yellow lined spaces only. Students are not allowed to drive their cars unless their parents have sent a written request to the main office for approval. Forms are available in the main office. Any student who does receive approval for driving to school must purchase a \$4.00 numbered sticker. This is to be placed on the driver's side rear door window. Students may receive permission to drive a motorcycle to school and park in a specially designated area. Student cars should be registered as soon as possible. Students who are not registered to park are not to drive to school; after one warning, the penalty for driving to school without permission will be an assignment to one late detention.

Cars may be used only while driving to and from school. Once you arrive at school, you may not hang around in the parking lot; similarly, at no time during the day may any student sit in a car parked in the parking lot. If you are observed coming in from the parking lot, or going out to the parking lot, during the school day and without permission, it will be a fair assumption that you left or were attempting to leave school illegally, and appropriate penalties will be imposed. The parking lot is generally off limits, except for arriving at and leaving school, unless further permission has been granted in the main office.

Those who drive cars or motorcycles to school must use extreme caution while on the school grounds or near the school. Evidence of any reckless driving will be reported to the authorities. Parking of student cars on private property is in violation of school policies.

Any violations in these expectations may result in your driving privileges being revoked.

LOST AND FOUND

Articles found should be brought to the main office, where they will be stored until claimed. Students should avoid bringing valuables and large amounts of money to school. All personal property is the sole responsibility of the student.

OUTSIDE PRIVILEGES

Students are allowed to be outside the building on the Onondaga Blvd. side (between the building and the driveway - not out in the parking lot) or the courtyard during days of favorable weather for lunches. All other outside areas of the campus are off-limits during school hours. The outside noise level must not be a distraction or disturbance to the classrooms adjacent to the area.

TEXTBOOKS

The Westhill Central School District furnishes your basic textbooks. They represent an investment of thousands of dollars. You are responsible for loss or damage to the textbooks assigned to you. Keep them clean and handle them carefully. Make sure your name and teacher are written in the books in case they are misplaced.

While you are in your Gym class, make sure you lock up all of your belongings - don't leave them on the bench in the locker room. Locks for your gym locker will be supplied by the school

LIBRARY

The library is available to students during their study halls as an alternate place to work. Students are expected to follow the rules and regulations set forth by the Library staff. If a student fails to follow these rules, they are subject to consequences, which could include removal of library privileges out of study hall. The Library expectations are listed below.

1. Tell a library staff member when you arrive and ask for permission if you need to leave.
2. Have something productive to do while you are here.
3. Keep the furniture where it is - no moving it. Sit in chairs or on stools - not on the floor or tables.
4. No photo, video, or audio recording without library staff member approval.
5. No food or drink except for water in covered water bottles. Snacks may be provided by a staff member.
6. Be conscious of your noise level and be respectful of others using the space.

IF YOU WANT:

Your locker number or combination
A pass for dismissal during school
Club meeting room
Working papers
College and testing information
Visitor's pass
Assignments during a long illness, call
BOCES information
To submit an excuse for an absence
Musical instrument rental
Guest pass to Prom or Ball
A morning snack
Yearbook information
To schedule an activity
To discuss a private situation

THEN GO TO:

Counseling Office or Main Office
Health Office
Advisor
Counseling Office
Counseling Office
Main Office
Counseling Office
Counseling Office
HR or Health Office
Room 57 (Band Rm)
Main Office
Cafeteria
Ms. Regitano or Mrs. Modrow
Ms. Snell
Counseling Office, Health Office, Main Office

SECTION FIVE

STUDENT ACTIVITIES AND SCHOOL SPIRIT

TRADITIONS AT WESTHILL

A number of student activities have become traditions since the opening of Westhill in 1961.

Senior Tailgate:

Senior Tailgate will happen Thursday, September 24th at 5pm.

Homecoming:

Our homecoming activities will take place on the evening of September 25th, 2026.

Wolfpack Day:

We have a half-day of classes and an afternoon of fun activities and student competitions on May 28th, 2027.

Academic Awards Ceremony

At this evening program, scheduled to take place in the Spring, most of our academic awards will be presented.

CLUBS AND ACTIVITIES

Student Council

The purpose of Student Council is to develop a school government with a positive and supportive school spirit. As a service organization, it is our goal to assist the school and organizations within it in fundraising and other activities. Activities will include the Bonfire and more!

ADVISOR:	Mr. Maimone
OFFICERS:	President – Matthew Henesey
	Vice President – Lucy Murphy
	Secretary – Reagan Rogers
	Treasurer – Reilly Coleman

Senior Class (2027)

The main objective of Senior activities this year is to raise needed money for the Senior Ball and the Senior Breakfast. Among the fundraisers will be the sale of refreshments during basketball season and the annual Talent Show.

ADVISORS:	Mrs. Connors, Mrs. Miedema
OFFICERS:	President – Lucan DeLine
	Vice President – Andrea Kodoe
	Secretary – Mariana Nagraj
	Treasurer – Sophia Lasher

Junior Class (2028)

Planning and committee work will continue all year in anticipation of the Junior Prom.

ADVISOR:	Ms. Rodgers
OFFICERS:	President – Evan Chaddock
	Vice President – Fiona Starowicz
	Secretary – Grace Stroman
	Treasurer – Shealyn Morse

Sophomore Class (2029)

The goal of the Sophomore Class is to plan activities that will make Junior Prom and Senior Ball affordable.

ADVISOR:	Mr. Kiggins
OFFICERS:	President – Annie Horning
	Vice President - Brian Rogers
	Secretary – Giada Auringer
	Treasurer – Kierra Manning

Freshman Class (2030)

The goals of the Freshman Class will be to begin fundraising for the Junior Prom and Senior Ball and to create class spirit with a magazine sale, and to promote responsibility with a class service project.

ADVISOR:	Mrs. Galey
OFFICERS:	President – Tobi Konkol
	Vice President – Ethan Freund
	Secretary – Conner Fogerty
	Treasurer – Ella Stash

Art Club

Designed to encourage an interest in Art and give students related social and cultural experiences.

Special activities may include any of the following: a N.Y.C. trip, visits to various area museums, drawing excursions, etc. Money is raised by selling art items made by the club.

ADVISOR:	Ms. Ramos-Burrows, Ms McHale
MEETING PLACE:	Room 50
MEETING TIME:	I.A. Tuesdays

Future Teacher's Club

The Future Teacher's Club participates in activities that include shadowing in the classrooms at the high school and elementary levels. This club organized the Holiday party where community members and children participate in games and many fun activities organized by the group.

ADVISOR:	Mr. Gilmore
MEETING PLACE:	Room 316

Drama Club

Learn to act on stage and/or produce theatre; add drama to your life in the best possible ways. Participate in fall drama production and spring musical.

ADVISOR:	Mr. Keating (spring musical)
	Mr. Keating (fall drama)
MEETING PLACE:	Auditorium

ECOS (Environmentally Conscious Organized Students)

This group works to encourage many types of recycling, helps to maintain the high school courtyard, and works with other clubs on environment-oriented service projects.

ADVISOR: Mr. Gilmore, Mr. Maimone
MEETING PLACE: Room 316

French Club

The French Club encourages interest in French culture and in speaking French. Club activities will include game days, conversation groups, film days, peer tutoring, French Contest preparation, and Christmas celebrations.

ADVISOR: Mme Jimenez
MEETING PLACE: Room 311

DECA (formerly FBLA)

DECA provides an opportunity for business education students to develop leadership and business skills in a social setting. The club also is concerned with developing civic and personal responsibility.

Special activities include: the provision of gifts and food for needy Westhill families, sponsorship of special-event speakers, attendance for eligible members at district and state competitions held each spring, various fundraising activities, and possible field trips.

ADVISOR: Mrs. Ryan
MEETING PLACE: Room 4

Character Education

Character Education plans activities both in and out of school to promote spirit, service, and a positive lifestyle. The organization also encourages substance-free activities and choices. Some members attend a weekend conference known as Teen Institute to further develop leadership skills and substance-free living. Volunteer work through the Rescue Mission, We Rise Above the Streets, Ronald McDonald House and the Toys for Tots program have been other activities of the group. Character Ed sponsors the annual Penny War, which raises money for charity. Students from all grade levels are invited to participate.

ADVISOR: Mrs. Weinsztok
MEETING PLACE: Room 310

Literary Magazine

The goals of the "lit mag" staff are: to stimulate student expression through creative writing, to work together toward a common goal, to share similar interests, to establish confidence, to learn the basics of printing, art and literary editing, and to produce a superior quality magazine.

ADVISOR: Ms. Donegan
MEETING PLACE: Room 218
MEETING TIME: 1A Wednesdays

Math Team

To promote Mathematics through competition with other students at a local, state, and national level. Teams compete with other schools in the Onondaga County Math League with four area meets and an All-County meet. There are six contests as part of the New York Math League and the American High School Math Exam is given in March.

ADVISORS: Dr. Hatt & Mr. Caloia
MEETING PLACE: Room 202

Mock Trail Team

Participate in area competitions, debating various points of view

ADVISORS: Mrs. McPeak, Mrs. Starowicz
MEETING PLACE: Room 215

National Honor Society

A faculty committee selects members from the Junior and Senior classes. A cumulative **academic** average of 88.0% or higher is required. Service, character, and leadership are also factors that are considered. For a further description, see Section Two of this Handbook. Activities include a fall and spring induction, sponsoring an Indian foster child, peer tutoring here at Westhill High School, and various community service projects.

ADVISOR: Ms. Bitner
MEETING PLACE: Auditorium

Pep Band

Perform in an instrumental group at Westhill home football games, the WHS bonfire, and other special occasions.

ADVISOR: Ms. Althen
MEETING PLACE: Room 57

Shakespeare Recitation Competition

Sponsored by the English-Speaking Union, this is an international, multi-level competition. It is held in December, with the school winner advancing to the area competition in March at Syracuse University. A soliloquy of at least twenty lines is performed from memory. The area competition requires the recitation of a sonnet in addition to the monologue.

ADVISOR: Mrs. Murphy
MEETING PLACE: Room 213

Pride Club

The WHS Pride Club offers LGBTQ+ students and allies a safe space to talk, share community resources, as well as educate and raise awareness about LGBTQ issues within the Westhill school community.

ADVISOR: Mrs. Bower
MEETING PLACE: Room 103

HOSA

HOSA (Health Occupations Students of America) is a student-led club that helps students develop skills and knowledge in preparation for careers in the health industry. Students participate in health-related volunteer and enrichment activities as well as competing in a yearly competition against other New York State HOSA Chapters.

ADVISOR: Mrs. Johnson

MEETING PLACE: Room 101



INTERSCHOLASTIC ATHLETICS

Students are encouraged to consider joining a Westhill athletic team and, in fact, most do so at some point in their high school careers. Numerous sports are available in each of the three sports seasons. If interested please see Ms. Smarrelli or the appropriate coach. Sign-ups will take place at the beginning of each season on FamilyID.com.

Fall:

- Soccer
- Volleyball (G)
- Tennis (G)
- Football (B)
- Cross Country
- Golf (B)

Winter:

- Basketball
- Indoor Track and Field
- Hockey (B)

Spring:

- Lacrosse
- Track and Field
- Softball
- Baseball
- Tennis (B)
- Golf (G)

ALMA MATER

Among the tall and verdant hills all “valed”
in majesty of colors white and blue
so true we pledge our loyalty.

Where guiding hands of knowledge lead with tender care,
treasured friendship, love and memories, always we will share.
Our Wolf Pack pride will guide our ways, O fair Westhill.

Composers: Nick Godzak, Gina Fortunato, Cody Chester
Edited by: Tonette Orlando

School Colors – Royal Blue and White

APPENDIX

STUDENT EXTRACURRICULAR CODE OF CONDUCT

The establishment of this code is an outgrowth and reflection of the school district's concern for the safety, well-being, and conduct of all students including those participating in athletics and other extracurricular activities. The rules and regulations that are contained in the code are developed with the students' best interests.

The creation of such rules and regulations necessitates the need for the responsibility for enforcement. Adherence to the Student Extracurricular Code requires the cooperation and support of the family, the student, and the school district. Together we can work toward mutual goals of healthy sportsmanship, keen competition, and the personal and physical development of our students. Additionally, we can work together in preventing and reducing the risks of possible penalties that occur if the provisions of the code were not followed. Please read the code and discuss its contents with your son/daughter. Should you have any questions, please feel free to contact any coach, club advisor, the athletic director, or a school administrator.

Philosophy and Expectations for students participating in athletics and other extracurricular activities

Interscholastic athletics and other extracurricular activities are an integral part of the educational experience. They serve as a uniting force for the student body, the faculty, and the entire community. Interscholastic athletic activities and extracurricular activities provide realistic opportunities to promote the physical, mental, moral, social, and emotional well-being of all the students at Westhill.

It is a privilege for a student to represent his or her school through participation in interscholastic teams and extracurricular activities. With this privilege comes responsibilities that include the following expectations: adherence to all rules of the sport/club and to the school's code of conduct; cooperation and sportsmanship among all individuals involved; respect for officials and authority; an obligation to give one's best effort in the pursuit of individual, team and club goals.

Students participating in extracurricular activities represent the school in a special and unique way. Students must maintain a high standard of conduct, both in and out of school, on or off the playing field, as a host or guest, and in all activities in the community.

Because the use of alcohol and other drugs prevents the normal development of a healthy mind and body, the "Student Extracurricular Code of Conduct" has been established for those participating in Westhill athletics and other extracurricular activities. The use, possession, consumption, or distribution of alcohol, illegal drugs or the unauthorized use of prescription or nonprescription drugs is strictly prohibited on and off school grounds. This Code of Conduct will be instituted over the entire school year. A school year is defined as the start of the fall sport season (including practices in the summer) through the last day of the school year.

ACADEMIC ELIGIBILITY POLICY

The faculty and administration of Westhill Central Schools are committed to providing every one of our students with the finest academic opportunities possible. Academic achievement is, indeed, our primary goal as an institution, and should be the primary goal of all students.

It cannot be forgotten, however, that participation in interscholastic and extracurricular activities is also an integral part of becoming a well-rounded young adult. To that end, academics and extracurricular activities work hand-in-hand as each of our students strives for excellence in their own personal way.

The following policy is set forth in order to serve as the determinant as to whether or not each student has demonstrated sufficient academic achievement to be considered eligible to participate in interscholastic or extracurricular activities

1. A student who is failing two or more courses at the end of the first, second, or third ten-week marking period (as indicated by a grade of less than 70%) will be ineligible to participate in interscholastic or co-curricular activities for the next five weeks. In such a case, a student and parent may request entry into the “two week protocol” to continue participation in interscholastic and co-curricular activities and attempt to raise grades to passing. If, at the end of the protocol the student is still failing two or more subjects (any subjects), or, at any time the conditions of the protocol are not met, the student will be ineligible to participate for the remainder of the marking period.
 - a. Fall Sports only: Grades will be run at the 5 week mark and if students have below a 70 in two or classes, you will be eligible for the protocol
2. The “two week protocol” is a signed agreement which allows the student to continue participation in interscholastic or co-curricular activities for an additional two weeks as long as the following criteria are met **each week for each class the student is failing**. Parents, students, and administration all sign the agreement.
 - a. The student must attend all classes and arrive on time.
 - b. The student must be actively engaged in all learning activities.
 - c. The student must complete and hand in all assignments including homework.
 - d. The student must attend at least one Instructional Assistance period with the teacher of the class.
 - e. The student must have each teacher sign off that the above criteria were met.

At the end of the protocol, if a student is still failing two or more subjects (any subjects), they are ineligible for the remainder of the 5 week period.
3. At the end of the semester, final averages for semester courses only will be used in conjunction with second quarter averages (for yearlong courses) to determine eligibility for the 3rd quarter.
4. For the fourth quarter only, final averages will be used instead of quarter grades to determine eligibility for the next school year. Summer school grades may be substituted for such averages in order to improve a student’s eligibility status. The same eligibility standards as outlined above will be applied to final averages and/or summer school grades.
5. Students may not drop courses they are failing to escape becoming ineligible. Grades of drop/fail and incompletes, which are assigned due to lack of academic effort, count as failures. When such incompletes are changed to passing grades, a student’s status will be re-evaluated.
6. Ineligible students may not attend rehearsals or practices, nor are they to sit on the bench during athletic contests.
7. The activities to which this policy pertains are interscholastic and co-curricular activities which meet or occur outside of the instructional day (7:30 a.m. - 2:10 p.m.) .
8. Academic eligibility will not be based on disciplinary considerations. Such cases will be evaluated on an individual basis by the school administration.
9. **Students are responsible for completing the requirements of the protocol. If a student has been on the protocol for 1 season/quarter and is participating in another (or multiple productions), they may be required to start the protocol at the beginning of the season. If a student has been on the protocol for 2 sports seasons/quarters, there will be a discussion with Administration, parents and the Athletic Director/Drama Producer if the student should be permitted to participate in extracurriculars.**

PROCEDURES

1. A list of all participants in each interscholastic or extracurricular activity should be submitted to the Assistant Principal by the Athletic Director or activity advisor within one week after such a roster may be determined.
2. In return, the Athletic Director or advisor will receive from the Assistant Principal at the end of each five-week period a list of students who are ineligible. It will be the primary responsibility of the coach or advisor to notify any such student of their status, and provide an explanation of the implications of such status.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are activities that are organized by the school to engage students beyond the parameters of the classroom for which participation is voluntary. Examples of such activities include, drama and musical productions, all athletic-associated events, regional or state competitions attached to clubs, and overnight trips. Not considered extracurricular are those activities that are part of a course curriculum for which course credit is awarded. Such activities include participation in band and chorus concerts and class field trips.

INTERSCHOLASTIC ATHLETICS

The athletic program at Westhill is conducted under the following principles as set forth by the University of the State of New York:

1. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
2. To stress values derived from playing the game fairly.
3. To show cordial courtesy to visiting teams and officials.
4. To respect the integrity and judgment of sports officials.
5. To encourage leadership, use of initiative, and good judgment by the players of the team.
6. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well being of the individual players.
7. To ensure that coaches' conduct reflects integrity and fair play.

ATHLETIC ELIGIBILITY (as determined by the NYSPHSAA)

1. **Registration** - A student athlete is eligible for interschool competition when they are a bona fide student of the high school represented and must be taking at least four subjects including Physical Education.
2. **Duration of Competition** - A student athlete shall be eligible for senior [19 years of age prior to July 1] high school competition in a sport during each of four consecutive seasons of such sport commencing with the pupil's entry into the ninth grade prior to graduation, except as otherwise specified by the Commissioner's Regulations. A pupil enters competition in each year when the pupil is a member of the team in the sport involved, and that team has completed at least one contest.
3. **Physical Examinations** - A student eligible for interschool competition shall receive an adequate health examination and health history update when required, and may not practice or participate without the approval of the school medical officer. NOTE: Physicals for participation in school sports may be scheduled at any time during the calendar year.
 - If the 12 month period for the physical expires during a sports season, participants may complete the season as long as a health history was conducted prior to the season.

EXPECTATIONS FOR ATHLETIC PARTICIPATION

1. **Attendance/Routine Practice** - Regular attendance at practice is mandatory. If an athlete misses more than two practices without permission, he or she shall be suspended from the team for the amount of time to be determined by the coach.
2. **General Attendance** - A student is expected to attend all classes on his or her schedule on the day of a contest and the next school day following the contest. Habitual absence before and after a contest may result in suspension from the team. To be eligible to participate in daily practices or a contest, the athlete must be present in school by 11:00 AM unless the student has been excused from school attendance for such reasons as a doctor appointment, field trip, college visitation, driver test, or such reasons other than illness. The purpose of this clause is to keep a student from participating when he or she is ill.

3. Injuries and Illness - An athlete must report any injury immediately to the coach. If an athlete sustains a significant injury, he or she must have a written release from the attending physician. Should there be any question concerning the decision about an athlete's participation due to illness or injury, the final decision will be made by the school physician. Any student who has been absent from school for five or more consecutive days due to illness or injury must be released for participation by the athlete's attending physician and again qualified for participation by the school physician.
4. Transportation To and From Athletic Contests - All team members will travel to and from "away" contests by means of school-provided transportation. After the conclusion of an away contest, athletes may be released to their parent or guardian only with full knowledge and approval of the coach. Any other exceptions to this must be made in writing to the building principal.
5. Care of School Equipment - The athlete is responsible for all equipment issued to him or her. All lost, stolen or damaged equipment must be paid for by the athlete. All equipment issued to an athlete must be returned at the end of the sport season. Failure to return lost, stolen or damaged equipment may jeopardize further participation in the interscholastic athletic program.
 - a. This equipment is intended for use in practices and contests only! General use of school equipment outside of the normal practice and contest needs is not permitted.
6. Quitting a Team - If an athlete quits or is suspended from a sport, he or she will not be eligible to participate in another sport during the same season. A student who is not successful in making a team after participating in a tryout program is eligible to try out for, and participate in, another sport during that season. Students will not be allowed to quit a sports team to avoid penalty for a violation of the Student Code of Conduct.

****** It is to be noted that, should the infractions take place during school hours or at school activities or otherwise occur in a manner that provides a lawful basis for additional discipline, the penalties outlined above will be applied concurrently with and/or in addition to any school or district penalties. Thus, for example, high school graduation, which is not deemed to constitute an extracurricular activity for purposes of this Extracurricular Code of Conduct, would not be treated as an activity from which a student would automatically be suspended for a violation of this Code. However, depending on the misconduct committed by a particular student, the same misconduct that results in the student's suspension from attending or participating in extracurricular activities in accordance with this Code, may also provide grounds for additional discipline (in accordance with the student's due process rights), including, but not necessarily limited to, a student's suspension from attending or participating in the high school graduation ceremony.

Students who are suspended from extracurricular activities may not participate in any practices, games, rehearsals, performances, or meetings unless noted in the consequences above. These suspensions will begin on the date of notification from school administration.

Violations will be cumulative for a student high school career (Grades 9-1)

PENALTIES FOR VIOLATION OF THE EXTRACURRICULAR STUDENT CODE

It is the responsibility of coaches, club advisors, the student body, athletes, and parents to ensure that these code rules are observed. Any violation of the district's drug and alcohol policy should be reported immediately to the principal. If a violation of the Extracurricular Student Code of Conduct occurs in relation to use, possession, consumption, distribution of alcohol, illegal drugs and prescription or nonprescription drugs, the following consequences will occur:

FIRST OFFENSE

<u>Initial Consequence</u>	<u>Reduction Clause</u>
PENALTY The student will be immediately suspended for 60 calendar days from all school sponsored activities.	PENALTY The student will be suspended for 30 calendar days from all school sponsored activities.
CONDITIONS Students are prohibited from attending practice, games, meetings and events during the suspension period. Students will be allowed to participate in any tryouts if such occurs during the suspension period.	CONDITIONS The student will complete a minimum of 5 hours substance abuse counseling/awareness. The cost of this program will be covered by the student's parents/guardians. Students are prohibited from attending practice, games, meetings, and events during the suspension period. Students will be allowed to participate in any tryouts if such occurs during the suspension period.

SECOND OFFENSE

<u>Initial Consequence</u>	
PENALTY The student will be suspended for 90 calendar days from all school-sponsored activities.	PENALTY The student will be suspended for 60 calendar days from all school-sponsored activities.

CONDITIONS Students are prohibited from attending practice, games, meetings and events during the suspension period. Students will be allowed to participate in any tryouts if such occurs during the suspension period.	CONDITIONS The student will complete a minimum of 10 hours substance abuse counseling/awareness. The cost of this program will be covered by the student's parents/guardians. Students are prohibited from attending practice, games, meetings, and events during the suspension period. Students will be allowed to participate in any tryouts if such occurs during the suspension period.
--	--

THIRD OFFENSE

PENALTY The student will be suspended for one calendar year and must satisfy conditions stated.
CONDITIONS The student will complete drug/alcohol counseling with a school-approved counselor until released from the program at the counselor's discretion. The cost of this program will be covered by the student's parents/guardians.

COURSE OF ACTION

Once a violation of the Student Code of Conduct has been found, the following course of action will take place:

Step 1: The principal will notify the student and their parents/guardians of the violation and penalty. Prior to suspending a student's privilege of participating in and attending school sponsored activities, the student and his or her parents will be given the opportunity to discuss the suspension with the principal or the person who is authorized to impose the suspension.

Step 2: If the student and their parents/guardians feel it appropriate to apply for the reduction in penalty they may do so by applying in writing to the building principal stating why they feel a reduction in suspension time is appropriate.

Step 3: If granted a reduction in penalty, the student must complete the conditions noted under the reduction clause and submit documentation of completion of the substance abuse counseling/awareness. If not granted a reduction in penalty, the student will serve the suspension noted under initial consequence.

Step 4: The principal will determine when all conditions have been met and will notify the student and their parents/guardians in writing with the date the student is allowed to return to participation.

APPEAL PROCESS

Students who are suspended from participation may appeal to the Superintendent of Schools within five days of notification of the suspension. Such an appeal must be in writing and must state the specific reasons for the appeal. Further appeals must be filed with the Board of Education before they are filed with the Commissioner of Education or the court system.

PENALTY FOR BEHAVIOR RELATED DISCIPLINARY REFERRAL

A behavior related incident is considered but not limited to the use of profanity, being disrespectful to any staff member and or game official, violating school rules, unlawful behavior, and flagrant conduct related to school sponsored activities as well as non-school based activity. Students who consistently violate the code of conduct and/or whose behavior causes disruption to the school day will forfeit their privilege to participate in extracurricular activities. School administration will be responsible for communicating with the student, parent, coach, or club advisor prior to limiting the student's ability to participate.

ROLE OF PARENTS IN EXTRACURRICULAR ACTIVITIES

In order to promote a positive extracurricular experience parents/guardians of Westhill students will:

1. Demonstrate knowledge of the Student Code of Conduct and the commitment your child has made to Westhill and as a member of the community.
2. Demonstrate understanding of the consequences of any Student Code of Conduct violation and to assist in the enforcement of the Code.
3. Be supportive/respectful of your child, the coach, the club advisor, the officials, and the administration.
4. Hold your child accountable for their actions and help them in proper decision making skills.
5. Know the team and club rules and expectations and address concerns regarding your child or your child's program to the coach or club advisor.
6. Exhibit sportsmanship at all contests or activities and encourage your child and their teammates.
7. Not consume alcohol or tobacco products on school grounds or at school events, to include chaperoning away contests/events.

Definitions of Terms:

Illegal Drugs: Controlled drugs (substances) not prescribed by a physician or substances whose use is against the law.

Offense Reduction Clause: If a student and their parents/guardians decide they would like to apply for a reduction in suspension time they may do so by participating in the offense reduction clause. The student will apply in writing to the building principal for the offense reduction. A student can receive an offense reduction after their first or second offense but cannot apply for one after their third offense. The offense reduction clause will reduce the amount of suspension time and will also involve the student completing drug/alcohol-counseling sessions.

School Sponsored Activities: Any school sponsored or authorized extracurricular event or activity, regardless of where such activity or event takes place.

WESTHILL HIGH SCHOOL CODE OF CONDUCT

In accordance with New York State Project SAVE legislation, the following is a summary of various behavioral offenses and the penalties, which may be imposed as a result of their commission by a student at Westhill High School.

A complete copy of the Westhill Central School District Code of Conduct is available in the high school main office and on the district website for all interested persons.

School and Class Attendance and Punctuality

Unexcused absence from school (truancy)

- first offense -late detention
- subsequent offenses - multiple late detentions
- If no excuse is presented for a claimed legal absence, it will be processed as unexcused within a week of the student's return to school.

Unexcused tardiness to school

- Third offense – warning
- 6th – 12th offenses – 1A detention
- subsequent offenses: late detention, parent conference with Assistant Principal, review of driving privileges/Late Arrival

Unexcused absence from class (i.e. - class cut)

- first offense - teacher assigns Instructional Assistance; parent is notified by letter from teacher
- second offense (same class) - late detention; warned of consequence of third cut; parent is notified by phone and by follow-up letter from Assistant Principal
- subsequent offenses - three late detentions

Unexcused tardiness to class

- first, second, third offense - teacher assigns Instructional Assistance
- subsequent offenses - teacher assigns IA at their option, or the student may instead be referred to the Assistant Principal to be assigned detention(s); parent should be notified by teacher

Unexcused absence from Study Hall

- first offense - detention, letter to parent from Assistant Principal
- second offense - two detentions, letter to parent from Assistant Principal
- subsequent offenses - late detention

Leaving school without permission

- first offense - late detention, class cuts if appropriate; student loses free time, if he/she has any, for a minimum of twenty weeks
- subsequent offenses - two late detentions, class cuts if appropriate, loss of free time if appropriate

Forgery

- first offense - two detentions, class cut if appropriate, loss of free time for a minimum of twenty weeks
- subsequent offenses - late detention, class cut if appropriate; if a student leaves school as a result of the forgery, penalties for truancy will be in effect

Insubordination and/or Disruptive Behavior

Insubordination (refusal to follow the requests of staff members) – not repeatedly and substantially disruptive, not violent.

- first offense – depending on the nature of the insubordination – teacher-assigned Instructional Assistance to suspension
- subsequent offenses – late detention to suspension

Insubordination or Disorderly Conduct (classroom) - not repeatedly and substantially disruptive, not violent

- first three offenses - teacher assigns Instructional Assistance; offenses may be recorded in main office via referral; teacher should contact parent
- subsequent offenses - multiple detentions or late detention

Repeatedly and substantially disruptive/violent behavior in classroom

- Students may be removed immediately from class by a teacher according to the Project SAVE legislation and the District Code of Conduct. Pending proper notification of a parent, this removal may be for five days or more.

Disruptive behavior in Study Hall, hallway or during IA

- first offense - one or two detentions, depending on offense
- second offense - two detentions or late detention
- subsequent offenses - late detention to suspension and parent notified

Fighting

- first offense (after determination of blame and extent of each student's involvement) - penalty may range from exoneration and warning to suspension, parent notified; legal authorities may be contacted as appropriate
- second offense - suspension up to five days, parent notified, legal authorities may be contacted; more serious situation may be referred to Superintendent for further action

Using rude/disrespectful/profane language/body language (when speaking to staff member or other adult visitor)

- lesser offenses may minimally require an apology, assignment to detention(s), late detention.
- first offense (if profanity directed at staff member) - suspension not less than one day
- subsequent offenses - suspension of five days, conference with Principal and/or Superintendent

Using rude/disrespectful/profane language (directed to, or in reference to another student)

- first offense – depending on severity, penalty may range from warning to late detention to suspension
- subsequent offenses - penalty may range from detention(s) to late detention(s) to suspension from school

Using rude/disrespectful/profane language (casually - in halls, classrooms, in conversation with other students)

- first offense – depending on severity, penalty may range from warning to detention(s) to suspension
- subsequent offenses - penalty may range from detentions to late detention to suspension

Physical harassment of another student, staff members or adult visitors

- first offense – depending on severity, penalty may range from a warning to late detention to suspension
- subsequent offenses - late detention or suspension

Harassment: Bullying, Peer Abuse/Cyberbullying/Hazing

- first offense – depending on severity, penalty may range from a warning to late detention to suspension
- subsequent offenses – late detention or suspension
- The District's full and complete policy pertaining to Dignity for All Students: Prohibiting Harassment and Discrimination of Students (Policy #7552) is set forth as Appendix "A" to this Code of Conduct, and is hereby expressly incorporated into this Code.
- The District's full and complete policy pertaining to Hazing (Policy #7553) is set forth as Appendix "B" to this Code of Conduct, and is hereby expressly incorporated into this Code.

Classroom disruption with cell phone, beeper, use of CD player or electronic internet device

- first offense- the device will be confiscated and brought to the Main Office by the teacher or administrator. Device will be returned to the student at the end of the day.
- second offense- the device will be confiscated and brought to the Main Office by the teacher or administrator. Parents/guardians will need to come to the school to pick up the device.
- subsequent offences- the device will be confiscated and brought to the Main Office by teacher or administrator. The device will be stored in the office for multiple days. Parents may pick up the device each day but may leave it in the office for multiple days. Failure to comply with this plan will be considered insubordination per the Code of Conduct

Cafeteria - unruly/disrespectful behavior, to include but not limited to: leaving a mess behind, cutting in line, and eating in hall

- first offense (depending on seriousness) - detention(s) or late detention
- second offense - detention(s) or late detention; student may be assigned to spend lunch period in the main office

Cafeteria - instigation of, or participation in a food fight

- first offense - late detention, required to clean up mess, assigned to eat lunch in main office, and depending on severity, suspension from school
- second offense - suspension from school, parent notified, assigned to eat lunch in main office

Disruptive and/or uncooperative behavior on school bus

- first offense - warning or detention(s), depending on nature of offense; parent may be contacted; more serious offenses may require penalty as described below
- second offense - late detention or suspension; student may be removed from all Westhill transportation for 30 days

Disruptive and/or uncooperative behavior at school functions

- all offenses - penalty may be applied similarly to offenses listed above; student may be removed from the event, with no refund of any admission charge

Failure to attend assigned Instructional Assistance period

- first three offenses - student is reassigned to IA and also assigned to one detention. If either is missed, late detention is assigned.
- second three offenses - student is reassigned to IA and also assigned to two detentions. If any is missed, late detention is assigned.
- subsequent offenses - student is assigned to late detention

Academic Dishonesty - includes copying from other sources (including Internet sites) or allowing someone else to copy one's own work

- first and subsequent offenses - penalty may range from a warning to a late detention; student should receive a zero for assignment; teacher should notify parent
- suspension from school may also occur as a penalty for "cheating"

Drugs and Alcohol (also, see Code of Conduct)**Violation of the Drug and Alcohol Policy - use and/or possession of drugs, drug paraphernalia and/or alcohol at school, on school grounds, or at any school activity:**

- first offense - five-day suspension from school, parents notified, authorities notified if appropriate, parent/student conference with Superintendent of Schools and depending on the nature and severity of the drug or alcohol offense, long term suspension from school
- second offense (same school year) - parents notified, authorities notified if appropriate, parent/student conference with Superintendent of Schools
 - a. the suspension will be for a minimum of twenty (20) school days
 - b. other conditions for reinstatement may be established by the Building Principal or Superintendent if deemed necessary to secure the health, safety or welfare of the student or others
- The District's full and complete policy pertaining to the Student Extracurricular Code of Conduct set forth in the Student/Parent Handbook is hereby expressly incorporated into this Code of violations of the district's drug and alcohol policy.
- If the infractions occur over a period of more than one school year, the student will be suspended for a minimum of five (5) days and a Superintendent's hearing will be held, at which time a determination of any further consequence will be made.
- Penalties also imposed for participation in extracurricular activities, refer to Pg. 14.

Theft

- first offense – judgment of administrator – penalty may range from detention to suspension; authorities notified as appropriate; student may be required to pay restitution

Smoking/Use of Electronic Cigarettes**Smoking in school, on school property, and/or at off-campus school activity**

- first offense - two late detentions
- second offense - two-day suspension from school
- third offense - three-day suspension, parent conference with administrator
- fourth offense - five-day suspension and conference with Superintendent

Enabling another student to smoke (including but not limited to providing cigarettes or other tobacco products to another student)

- first offense - late detention
- subsequent offenses - two late detentions, notification of parent

Smoking on school bus

- penalties as assigned above
- in addition, student is removed from transportation for 30 days

Detention/Late Detention

Failure to attend Detention (no legal excuse)

- first offense - two detentions; if either of these is missed, a late detention is assigned
- second, third offense - judgment of administrator - two detentions as above, or immediate assignment to late detention
- subsequent offenses - student is assigned to late detention

Failure to attend Late Detention (no legal excuse)

- first offense - student is suspended from school for one day
- subsequent offenses - student is suspended for two days or more

Tardiness to Detention or Late Detention

- first offense – warning; 1st five minutes, time to be made up by extending detention. Beyond 5 minutes late, students will be assigned another detention.
- subsequent offenses - additional late detentions will be assigned

Disruptive behavior in Detention or Late Detention - includes eating, sleeping, talking, making noises

- first offense - detention
- subsequent offenses in detention – late detention
- subsequent offenses in late detention - one-day suspension from school

Parking Lot/Unauthorized Areas

Parking on Campus without permission (not obtaining a parking pass)

- first offense- warning
- second offense- Late Detention, parents notified
- subsequent offenses- Insubordination- student subject to suspension from school.

Loitering in parking lot or other unauthorized area without permission during school hours

- first offense - student is assigned to two detentions, loss of free time if appropriate (whether or not the offense took place during the free time); if it can be determined that student was returning from having left school without permission, penalties for truancy will be in effect (see above). Similarly, if it is determined that the student was smoking (to include smoking in a car), the appropriate penalty for smoking shall be imposed.
- subsequent offenses - student is assigned to late detention. Student loses free time if appropriate.

Reckless/Dangerous Driving on School Property

- first offense – warning or detention(s), depending on nature of offense
- second offense – detentions, authorities notified if appropriate, parents notified, driving privilege revoked

Student Use of Computerized Information Resources (Violation of the Internet Use Policy)

- first offense - two detentions
- second offense - two detentions, removal of school internet use privileges
- depending on the nature and severity of the violation of District policy, suspension from school

Inappropriate Dress

Criteria (any or all of the following) - insufficient coverage; promoting drug/alcohol use or sexual activity; profane; or disruptive to educational process:

- first offense - warning, request to remove or cover the offending article; detention(s) if no compliance
- second offense - detention(s), parent notified
- subsequent offenses - late detention, parent notified, possible suspension from school.
- Suspension from school may also occur for a first, second or subsequent offense, under circumstances where a student's dress is exceptionally profane, vulgar or indecent or where the student persists in dressing inappropriately.

Vandalism/Defacing School Property

- penalty depends upon intent as well as seriousness of offense, from a warning to a suspension; authorities may be contacted
- student is responsible for financial restitution to the limit set by Education Law

Possession or Use of a Weapon

- first offense – Parents notified; authorities contacted in accordance with Article IX, Subsection “D.” of the Code of Conduct; five-day suspension from school, and depending on the severity of the offense, referral to the Superintendent for hearing and possible long-term suspension from school
- second offense – suspension from school pending further action by Superintendent of Schools, authorities contacted

Activation of School Fire Alarm System (without due cause)

- Minimum five (5) day suspension; authorities will be contacted, and Superintendent will be notified for consideration of Superintendent's hearing and possible long-term suspension from school
- second offense - suspension from school pending further action by Superintendent of Schools; authorities contacted

Any Offenses Not Listed Above

- A penalty will be imposed appropriate to the offense, with notification of parents and/or authorities by an administrator if it is judged to be necessary.

Addendum

The following offenses (i.e. - crimes) are itemized on the annual New York State BEDS Report, but are not included above. It is likely that, in the event of such incidents, a lengthy suspension would be imposed, along with criminal penalties. As listed, they include: homicide, rape, arson, kidnapping, assault and battery, bomb threat, threat of bio-terrorism, and threat of harm to an individual.

Reporting Illegal Activities

Any student observing a student possessing a weapon, alcohol or illegal substance on Westhill Central School property or at a Westhill Central School function has the responsibility to report this information immediately to a teacher, a Westhill Central School administrator, or the Superintendent. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

A building administrator must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that constituted a crime.

What does the Governor's cellphone ban entail?

Governor Hochul implemented a "bell-to-bell" ban on *internet enabled devices* for schools going into effect September 1, 2025. This means any personal smartphone, tablet, laptop, smartwatch, or other device capable of connecting to the internet and allowing the user to access content on the internet is not allowed to be used by students on school grounds from 740am-255pm. *This also includes wireless headphones and earbuds that connect to an internet enabled device.*

How will I get in touch with my child during the school day?

You can call the WHS Main Office anytime at (315) 426-3100 and we will get a message to your child as quickly as possible. You can also email whs.main.office@westhillschools.org, which goes directly to our three building secretaries who can relay messages or share information with you.

How will my child get in touch with me during the school day?

Your child can call you from our office phones or a classroom phone at any point during the day, even if you have a long distance number.

Where will my child store their device?

All devices will need to be stored in student-assigned lockers from 7:40am-2:55pm. Students will receive their locker assignments from their homeroom teachers on the first day of school. Ideally, your child will store their device at home or in their vehicle during the school day. If your child needs to have a device for after school responsibilities, it should not be seen in the building during the day.

What are the consequences if the device is seen?

If a student is seen using their internet-enabled device between 7:40-2:55, a staff member will ask the student to turn over the device and bring it to the main office for the remainder of the day. Your child may pick it up at the end of the day after the first offense only. For subsequent incidents, the parent must come into the office to pick up the device. If your child continues to use their device, they may be required to store it in the main office upon arrival to school for longer periods of time. Staff will utilize SchoolTool referrals to keep track of and document each student infraction.

First Offense: The device is brought to the main office and is stored for the remainder of the day. The student may bring it home. Parents will be notified by an administrator.

Second Offense: The device is brought to the main office and is stored for the remainder of the day. A *parent or guardian* must pick it up.

Third and Future Offenses: Device is brought to the main office and is stored in the office for a determined amount of time. The parent may pick it up at the end of each day. We may have a parent conference and your student may be required to turn their phone into the main office when entering the building for an extended period of time. Failure to comply with reasonable staff requests and disruption to the educational setting will result in consequences per the student Code of Conduct.

Why is this happening?

It's the law and as a public school we are bound to follow it.

What about an emergency situation?

Safety experts and law enforcement officials have found that student access to cellphones can actually impede safety during crisis situations and can make situations more dangerous, confusing, and hectic. As you know, parents already receive detailed information from the building principal, Superintendent, or other district official via ParentSquare during any emergency situation. We will continue to notify you when drills are taking place as well as any emergency situation that occurs on campus.

APPENDIX II
Westhill Central School District
Board of Education Policies

Students 7552
Adopted 06.18.12
Amended 07.09.12
Amended 08.08.12
Amended 11.13.18

Dignity for All Students: Prohibiting Harassment, Bullying and Discrimination

The Board of Education ("Board") is committed to providing a safe and productive learning environment within its schools. In accordance with New York State's "Dignity for All Students Act" (the "Dignity Act"), the Board is committed to creating a school environment that is free of harassment, bullying and discrimination.

Policy Definitions:

"School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus.

"School bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

"School function" means a school-sponsored or school-authorized extra-curricular event or activity regardless of where such event or activity takes place, including any event or activity that takes place in another state.

"Discrimination" means discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

"Cyberbullying" means harassment or bullying as defined immediately above, including paragraphs (a), (b), (c) and (d) of the above definition, where such harassment or bullying occurs through any form of electronic communication.

"Material Incident of Discrimination and/or Harassment" means a single incident or a series of related incidents where a student is subjected to discrimination and/or harassment by a student and/or employee on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such severe or pervasive nature that:

- (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical wellbeing; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color,

weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in the Dignity Act shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Disability" means a disability as defined in New York Executive Law Section 292(21).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

"Gender" means actual or perceived sex and includes a person's gender identity or expression.

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

Harassment, Bullying and Discrimination of Students Prohibited

No student shall be subjected to harassment or bullying by employees or students on school property or at a school function (or off school property, as set forth in this Policy); nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function. However, this shall not be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Section 3201-a or Section 2854(2)(a) of the New York Education Law and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et. seq.); nor shall this be construed to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

Remedial Disciplinary Consequences

In addition to any other disciplinary consequences set forth in the District's Code(s) of Conduct, the Board and District are committed to implementing remedial responses to harassment, bullying and discrimination that are aimed at addressing the root causes of harassment, bullying and/or discrimination and correcting and preventing the recurrence of the problem behavior. Appropriate remedial consequences may include, but are not limited to:

- peer support groups;
- corrective instruction or other relevant learning or service experience;
- supportive intervention;
- behavioral assessment/evaluation;
- behavioral management plans, with goals for improvement that are closely monitored;
- student counseling and parent conferences.

Environmental Remediation

In addition to imposing appropriate disciplinary consequences and remedial efforts aimed at addressing harassment, bullying or discrimination by particular students, building-wide and/or school-wide environmental remediation can be an important tool to prevent harassment, bullying and discrimination. Environmental remediation strategies may include, but are not limited to the following:

- supervisory systems which empower school staff with prevention and intervention tools to address incidents of harassment, bullying and discrimination;
- school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- adoption of research based systemic harassment, bullying and discrimination prevention programs;
- modification of schedules;
- adjustment in hallway traffic and other student routes of travel;
- targeted use of monitors;
- staff professional development;
- parent conferences;
- involvement of parent-teacher organizations; and

- peer support groups.

Designation and Training of Dignity Act Coordinators/Dissemination of Names & Contact Information

The Board of Education shall appoint one or more staff members in each school building to be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The designated individual(s) in each building shall be referred to as the Dignity Act Coordinator(s).

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:

- listing such information in the Code of Conduct and updates posted on the District's Internet web site;
- including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;
- including such information in at least one District or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent District or school mailing as soon as practicable thereafter;
- posting such information in highly-visible areas of school buildings; and
- making such information available at the district and school-level administrative offices.

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

Shared Responsibility for Reporting Known and/or Suspected Harassment, Bullying and Discrimination

Any student who believes that they are being subjected to harassment, bullying or discrimination or who witnesses harassment, bullying or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination orally or in writing to any staff member or to the designated Dignity Act Coordinator for the student's school building. School staff at all levels are responsible for reporting harassment, bullying and discrimination of which they are aware. Any staff member who is assigned to and regularly works within a particular school building who witnesses harassment, bullying or discrimination or who receives an oral or written report of harassment, bullying or discrimination shall orally notify the designated Dignity Act Coordinator for his or her school building and thereafter shall file a written report with the designated Dignity Act Coordinator. All other school staff who witness harassment, bullying or discrimination or receive an oral or written report of harassment, bullying or discrimination shall orally notify either their immediate supervisor, who in turn shall notify the designated Dignity Act Coordinator for the supervisor's school building (if applicable), or the Superintendent of Schools, and thereafter shall file a written report with the same person to whom the oral report was made.

In addition, every teacher and every other professional educator (i.e., all certified personnel), whether employed by the District, or working under contract with the District, is required to:

1. At all times maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, so as to strengthen students' confidence and promote learning; and
2. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

Parents and other members of the school community are likewise encouraged to address their own personal biases and to behave as role models for their own children and other District students by maintaining and promoting a climate of mutual respect for others without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Parents, community members and other persons are encouraged to promptly report (either orally or in writing) to school staff, any incident(s) of harassment, bullying or discrimination that they observe while they are on school premises or at a school function. Parents, community members or other persons who engage in such misconduct on school premises or at a school function shall be admonished by school staff in charge of the event or activity and may be directed to leave the District's

premises and limited or prohibited from attending future school events and activities for a period of time and/or in a manner that is commensurate with their misconduct.

Investigating and Responding to Complaints of Harassment, Bullying and Discrimination

The Dignity Act Coordinator to whom a report is made or the Superintendent (if the report is made directly to the Superintendent by school staff who are not assigned to a particular school building) shall promptly investigate or cause an investigation to be made into the complaint, regardless of whether the complaint is made orally or in writing.

The parents of the student who is alleged to be the target of the alleged harassment, bullying, or discrimination shall be notified immediately of the fact that a complaint has been made and that an investigation is being conducted. If the complaint alleges that other students engaged in acts of harassment, bullying, or discrimination, the parents of those students shall also be notified.

All complaints will be handled confidentially, except for disclosure necessary to thoroughly investigate and resolve the complaint.

The parents of the student who is alleged to be the target of the alleged harassment, bullying or discrimination, and the parents of any accused students, will be informed of the outcome of the investigation. The Superintendent of Schools will also be informed of the outcome of the investigation. If any students or parents are not satisfied with any procedural aspect of the District's investigation of a complaint, they may appeal such procedural issues to the Board of Education. The appeal must identify the specific action being appealed, explain the basis of the appeal, and must be delivered to the Superintendent of Schools within ten (10) days of the date the student or parent is informed of the outcome of the investigation.

When an investigation verifies that the alleged harassment, bullying or discrimination occurred, the Dignity Act Coordinator or Superintendent (as applicable) shall take prompt action, or cause prompt action to be taken, that is reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Such actions shall be consistent with District guidelines developed in accordance with this Policy.

In addition, whenever a Dignity Act Coordinator or the Superintendent (as applicable) believes that any harassment, bullying or discrimination constitutes criminal conduct, he or she shall promptly notify the appropriate local law enforcement agency.

Maintaining a Record of Allegations of Harassment, Bullying and Discrimination and Reporting "Materials Incidents" of Harassment, Bullying and Discrimination to the Commissioner

A record shall be made by the District's Dignity Act Coordinators of each allegation of harassment, bullying or discrimination (regardless of whether the allegation is made orally or in writing), together with a summary of the finding(s) of the investigation into each such allegation, and the disposition of the matter. If an allegation of harassment, bullying or discrimination is substantiated, at a minimum, the record shall include information about:

- the nature of bias or biases involved (e.g., whether the harassment, bullying or discrimination was based on actual or perceived race, color, weight, national origin, ethnic group, religion, disability, gender, sexual orientation);
- whether the incident resulted from student and/or employee conduct;
- whether the incident involved physical contact and/or verbal threats, intimidation or abuse;
- the location(s) where the harassment, bullying or discrimination occurred.

The District will annually report "material incidents" of discrimination and harassment to the State Education Department in the manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or such other date as determined by the Commissioner.

In addition, the District's Dignity Act Coordinators shall regularly report on data and trends related to harassment, bullying and discrimination to the Superintendent.

Retaliation Strictly Prohibited

The Board prohibits retaliatory behavior directed at any such person having reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student on school property or at a school function (or off school property, as set forth in this Policy), who acting reasonably and in good faith, either: 1) reports such harassment, bullying or discrimination to: a) school officials, b) the Commissioner of Education, or c) law enforcement authorities; or 2) initiates, testifies, participates or assists in any formal or informal proceedings with respect to such harassment, bullying or discrimination. In addition, all such persons shall have immunity from any civil liability that may arise from the making of such a report or from

initiating, testifying, participating or assisting in such formal or informal proceedings. Follow-up inquiries and/or appropriate monitoring of the alleged wrongdoer and victim shall be made to ensure that the harassment, bullying or discrimination has not continued or resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

Development of Administrative Guidelines with Respect to Training Programs for School Employees

The Superintendent is authorized and directed to cause administrative guidelines to be prepared for approval by the Board of Education for school employee training programs to promote a positive school environment that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function. These guidelines shall include, but are not be limited to, providing employees, including school and district administrators and instructional and non-instructional staff, with training:

- Relating to the development of nondiscriminatory instructional and counseling methods for use by District faculty and counseling staff;
- Relating to the development of measured, balanced and age-appropriate responses to instances of harassment, bullying or discrimination by students, with remedies and procedures following a progressive model that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors, and are consistent with the District's Code of Conduct; and
- To be used in school training programs to discourage the development of harassment, bullying and discrimination, and to make school employees aware of the effects of harassment, bullying, cyberbullying and discrimination on students and that are designed:
 - a. to raise the awareness and sensitivity of school employees to potential harassment, bullying and discrimination, and
 - b. to enable employees to prevent and respond to harassment, bullying and discrimination.

Training may also address:

- 1) social patterns of harassment, bullying and discrimination, including but not limited to acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;
- 2) the identification and mitigation of harassment, bullying and discrimination; and
- 3) strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

Training may be implemented and conducted in conjunction with existing professional development training.

In addition, the Superintendent or Superintendent's designee(s) shall assure that the District's curriculum in grades kindergarten through twelve (k-12) provides for instruction in civility, citizenship and character education in accordance with Section 801-a of the Education Law, including an instructional component for all students that supports development of a school environment free of discrimination and harassment, as required by the Dignity For All Students Act, including but not limited to instruction that raises awareness and sensitivity to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex

- NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board of Education
#7310 -- District Code of Conduct
#7553 -- Hazing of Students
#8242 -- Civility, Citizenship and Character Education/Interpersonal
Violence Prevention Education

Hazing of Students

The Board of Education is committed to providing a safe, productive and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and interfere are inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior as defined pursuant to District policy, regulation and/or law.

For purposes of this policy, the term "hazing" among students is defined as any humiliating or dangerous activity expected of a student to join a group and/or participate in a group activity regardless of their willingness to participate. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

Incorporated within this definition are various forms of physical, emotional and/or sexual abuse, which may range in severity from teasing/embarrassing activities to life threatening actions.

Even if the hazing victim participated "willingly" in the activity, or there was no "intent" by the hazer(s) to harm or injure another individual, hazing is still hazing and against District policy, the District Code of Conduct, and also may be in constitute criminal misconduct violation of New York State Law. However, hazing of students does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions. Any hazing activity, whether by an individual or a group, shall be presumed a forced activity and in violation of Board policy, regardless of the real or purported "willingness" of the student to participate.

Any student who believes that he/she is being subjected to hazing behavior, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of hazing, shall report the incident to any staff member or the building principal. Anonymous student complaints of hazing behavior will also be investigated by the District. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses hazing behavior) shall investigate the complaint/incident and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to promptly investigate allegations of hazing. Investigations of allegations of hazing shall follow the procedures utilized for complaints of harassment within the School District.

Prohibition of Retaliation

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of hazing. Follow-up inquiries and/or appropriate monitoring of the alleged hazer(s) and victim(s) shall be made to ensure that hazing behavior has not resumed and that all those involved in the investigation of allegations of hazing have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Students who knowingly make false accusations against another individual as to allegations of hazing may also face appropriate disciplinary action.

District Responsibility/Training

Personnel at all levels are responsible for taking corrective action to prevent hazing behavior of which they have been made aware at School District sites; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Further, as may be applicable, personnel are to report such hazing behavior to their immediate supervisor. Staff training shall be provided to raise awareness of the problem of hazing within the schools and to facilitate staff identification of, and response to, such hazing behavior among students. Prevention and intervention techniques within the District to help prevent hazing behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention

will be provided by appropriate staff members to hazers, victims and their parents to help ensure that the hazing stops.

This policy shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct and may also be incorporated in staff and student handbooks. In addition, allegations of hazing behavior may result in referral to law enforcement officials as necessary.

New York State Penal Law Sections 120.16 and 120.17
Education Law Sections 1709-a, 2503-a, 2554-a and 2801
New York Code of Rules and Regulations (NYCRR)
Section 100.2(l)(2)