

**SCARSDALE HIGH SCHOOL FACULTY BY DEPARTMENT
2017-2018**

**Mr. Kenneth Bonamo, Principal
Dr. Christopher Griffin, Assistant Principal
Ms. Andrea O’Gorman, Assistant Principal
Mr. Christopher Renino, Assistant Principal**

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Ms. Sheilah Chason
Ms. Jeanne Cooper
Mr. Michael Giordano
Ms. Fallon Plunkett

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Dr. Peter Faustino, Psychologist
Ms. Marcy Flamholtz
Mr. Michael Hiller
Ms. Ava D’Elia
Mr. Aaron Mooney
Ms. Jennifer Morgan
Ms. Kristin Oliverio, Psychologist
Mr. Matthew Sweeney
Mr. Mitchell Thompson
Ms. Nancy Thompson
Dr. Jennifer Walker, Psychologist

ENGLISH

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Ms. Stacey Dawes
Mr. Seth Evans
Ms. Natalie Farina
Ms. Amanda Filley
Ms. Nicole Jakymiw
Ms. Eileen Kelly
Ms. Pamela Kroll
Ms. Kathleen McGreal
Mr. Stephen Mounkhal
Mr. George Olivier
Mr. Wesley Phillipson
Ms. Jennifer Rosenzweig
Mr. Ben Sawyer
Ms. Susan Silver
Ms. Rachel Stark

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Ms. Lisa Scavelli

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Mr. Kevin Blake
Ms. Maggie Bryant
Mr. Alexander Greenberg
Ms. Jessica Levenberg
Ms. Jennifer Roane
Mr. David Scagnelli
Mr. James Synowiez
Mr. James Tulley

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Ms. Jodi Giroux, Head Computer Teacher
Mr. Greg Leong
Mr. Douglas Vermes

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Ms. Katja Rossi
Mr. Elizabeth Waltzman

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Mr. Gregory Apostle
Mr. Serge Azor
Ms. Lauren Barton
Ms. Erica Castellano
Ms. Elise D’Ammora-Nelson
Ms. Laura Estersohn
Mr. Aaron Ginsburg
Mr. Samuel Greenberg
Mr. Joseph Nista
Ms. Monica Palekar
Ms. Jessica Pulford
Ms. Jamie Quinn
Ms. Linda Rich
Ms. Elizabeth Ungar
Mr. Adam Wagner
Mr. John Waters

NURSE

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Ms. Sharon Zaicek

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Mr. Benjamin Drexel
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Ms. Susan Hollander
Ms. Rika Konishi
Mr. Vincent Licciardello
Ms. Tammy Marchini
Mr. Daniel Meiselman
Mr. Dylan Prendergast
Ms. Margaret Regan Siegrist
Mr. Christopher Sipe
Mr. Jeremy Szerlip
Mr. Joseph Vaughan
Mr. Kevin Viviano
Ms. Jennifer Wagner
Mr. James Williams

2017-18 SCARSDALE HIGH SCHOOL FACULTY BY DEPARTMENT

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Ms. Kendra Claussen
Ms. Maggie Favretti
Mr. Patrick Healy
Ms. Kate Krahl
Mr. Brendan Lee
Mr. Thomas Maguire
Ms. Nicola Minchillo
Mr. Andrew Morgan
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Ms. Catherine Flores
Ms. Jessica Levine
Ms. Cara Kopatz
Mr. Thomas List
Mr. Vincent Modafferi
Mr. Adam Singer

STEAM

Ms. Lisa Yokana, Coordinator
Mr. Brian McDonald

WORLD LANGUAGE

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Ms. Laura Bell
Ms. Loyda Bernardez
Ms. Robin Bray
Ms. Sandra Chan
Ms. Carol D'Angelo
Mr. Donald Di Domenico
Mr. Richard Gelles
Ms. Wenhui Gu
Ms. Brittan Tramontana
Mr. Jose Carlos Lamela
Ms. Mary Leech
Ms. Maria Moreira
Mr. Javier Ormazabal-Orta
Ms. Barbara Reef, ENL
Ms. Judith Tanen
Mr. John Van Way
Mr. Robert Weldon

YOUTH OUTREACH

Ms. Allison Hartman
Ms. Lauren Pomerantz

SECRETARIES

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Ms. Rose Fazzolari
Ms. Patricia Frusciant
Ms. Patricia Gaffney
Ms. Maria-Elena Koulouris
Ms. Karen Lucente
Ms. Dawn McGraw
Ms. Rita Muccino

Ms. Debbie Rifelli
Ms. Gwen Roberts
Ms. Elizabeth Saperstein
Ms. Sandra Skalaski
Ms. Rebecca Skolnik
Ms. Pam Trenholm
Ms. Faye Turitz

AIDES

Attendance

Ms. Rene Behar

Cafeteria

Ms. Elizabeth DiPenice
Mr. Ray Fitzpatrick
Mr. Faizal Lockram

Classroom

Ms. Eileen Ackerman
Ms. Rosalie Debitetto
Mr. Myles McDowell
Ms. Jody Melendez

Computer

Mr. Alan Killian
Ms. Luciana Melo

CSE

Ms. Karen Austin
Mr. Arthur Flam
Ms. Shelia Gerard
Ms. Roberta Goldberg
Ms. Gloria LaManna

English/Social Studies

Ms. Kathy Murphy

Learning Resource Center

Ms. Pennie Broncati

Library

Ms. Sharon Byers
Ms. Ann Carroll
Ms. Marguerite Kivel
Ms. Adele Maresco
Ms. Joyce Tortorello

Math

Ms. Eleanor Landau

Parking

Mr. Nicholas Antonicelli

Science

Mr. Martin Marks
Ms. Angela Santomauro

Study Hall & Supervision

Ms. Priscilla Garrett
Ms. Alicia Graham
Ms. Debbie Mintzer

World Languages

Ms. Christine Cohen
Ms. Wilma Royall

CUSTODIANS AND CLEANERS

Mr. Anthony Smith, Head
Mr. Angus Bradshaw
Ms. Paullette Clarke
Mr. German Garcia
Mr. Joseph Gianelli
Mr. Vito Gianelli
Mr. Hector Granda
Mr. Jeffrey Koenig
Ms. Novlette Johnson
Mr. Michael Lockram
Mr. Epifanio Marino
Mr. Luis Marino
Mr. Taylor Rosales
Mr. Dillon Wallace

ACADEMIC ASSISTANCE: PROTOCOLS AND RESOURCES

The high school faculty and staff are committed to helping students succeed academically throughout their high school careers. In order to assist all students, certain protocols have been put in place and numerous resources are available.

Academic Resources

Tutorial System

One of the unique features of Scarsdale High School is our tutorial system. All teachers are expected to provide academic assistance to students during unscheduled time during the regular school day. Teachers may meet with students in their offices, classrooms and/or department centers either under a sign-up system or a drop-in system or both. If students do not have free periods that coincide with their teachers' free periods, arrangements can be made to meet before or after school.

Deans

The high school deans act as student advocates and provide guidance and support for their assigned students. They conduct freshman seminars and sophomore groups and provide individual counseling. If students need help in arranging meetings with their teachers or in obtaining academic assistance, they should meet with their dean to develop strategies and gain confidence in becoming self-advocates.

Department Resource Centers

The Math and World Language departments maintain department centers that are staffed by aides who are able to provide additional academic assistance in those areas.

Signifer Tutors

The high school honor society provides individual tutors for students who request them. Students should see either their deans or the individual department chairs to make these arrangements. Signifer also provides student assistants during periods two through five.

Academic Intervention Services

The AIS Program provides remediation for students who have scored below the state performance level on one or more state tests, students with limited proficiency in English, and students who are at risk of not achieving required performance levels on upcoming state exams.

Therapeutic Intervention Program

The TIP program is designed to assist students whose education has been inhibited or interrupted by significant health issues. The program teacher coordinates the academic work and the school psychologist serves as the liaison between the family, the school, and outside clinicians.

Learning Resource Center

The Center provides academic support services for students with special needs who have been classified by the Committee on Special Education.

Scarsdale Support Program

The Support Program provides academic and emotional support for students with special needs.

Academic Support Center

The ASC program is designed to provide support to students whose academic performance at Scarsdale High School is impeded by disabilities but who may not meet the criteria for 504 accommodations or qualify for Special Education services.

Protocols for Resolving Academic Issues

If students encounter academic problems or need assistance, their first contact should be with the classroom teacher. Most problems can be resolved in a meeting between the teacher and the student.

- If that does not resolve the issue, the student should seek the assistance of his/her dean.
- If that does not resolve the issue, the student and the dean should seek the assistance of the department chairperson.
- If the issue remains unresolved, the student and the dean should confer with an assistant principal or the principal.

In all such situations the high school encourages students to become self-advocates. If the student feels uncomfortable at any point in this process, the parents should become involved and follow the same protocol.

“Mercy Rule”

Students who have three or more exams and/or major assignments due on the same day should follow the process outlined above to reschedule one or more of the assignments.

Testing Procedures

1. The purpose of assigning departmental test days at the end of each quarter is to enable students to devote most of their study time to no more than two or three subjects each night. Accordingly, during the quarterly testing periods, teachers must schedule tests and due dates for papers and projects only on their departmental testing days; however, they may conduct homework checks or administer brief pop quizzes based on the previous day's work on any day of the testing period.
2. The January and June test schedule may be altered if there are changes to the Regents testing schedule.

ACADEMIC INTEGRITY

Your teachers are aware that they are working each day with young people who possess a multitude of talents, and they have every confidence that they can support you in your academic endeavors. In most instances, if you apply yourself and attend to your studies, you will likely succeed. Seek out your teachers for extra help and/or meet with your counselor if you are experiencing difficulty. This approach works fine as long as you don't look for shortcuts that lead to acts of dishonesty, such as cheating. Although cheating harms the entire school community, violates the district's Code of Conduct, and compromises the integrity of the academic and extra-curricular programs, the person most harmed is the cheater himself.

Cheating and Plagiarism

What is cheating?

This is easy, and all of you know the answer. You have seen it since you were small children. Cheating occurs when you tell the other tennis player that the ball was out when you know it was really in. Cheating happens when you look at your classmate's paper during a test or let a classmate copy your answers. Cheating is handing in your older brother's science report. Cheating can also extend beyond what you have known from the day you understood right from wrong:

- copying your friend's homework and passing it off as your own
- handing in an essay that your parent or your tutor wrote
- sneaking a peek at that little piece of paper with all the formulas on it during a test
- not doing your part in a group project but accepting the group's grade
- copying material from the Internet and claiming it as your own work
- splitting up a homework assignment with your classmates and e-mailing the answers to each other (unless your teacher has given you permission to do so)
- copying your partner's lab report
- using a cell phone or similar device to transmit or receive exam information

What are the penalties for cheating?

The first question is really, “Why are there penalties for cheating?” This, too, is easy, and all of you know the answer: you should not receive credit for someone else's work. After a first-time determination that you cheated on an exam or an assignment, your teacher will consult with the department head to determine a consequence for your action and will notify your parents and your counselor. You should be aware that all violations of the Academic Integrity Policy are reported to your counselor. If a second incident of cheating should occur—even if it occurs with another teacher—your parents will be called for a meeting with you and the principal, you will not be considered for the honor society (or will be removed if you are already a member), and you will receive a “zero” on that task. If there are subsequent incidents, you will be asked to appear before the Academic Integrity Committee. This committee has the power to recommend consequences to the principal, and these recommendations might include the assignment of a failing grade for the assignment, the assignment of a failing grade for the course, and removal from extra-curricular and/or inter-scholastic activities. Further acts of dishonesty—academic or otherwise—will result in disciplinary consequences that could include suspension and even disclosure to post-secondary institutions. (See Disclosure Statement.)

What is plagiarism?

Although most of you probably have a pretty good idea about this as well, plagiarism is a bit harder to comprehend, and you need some guidance to help you avoid it. Basically, plagiarism is a form of cheating that takes place when you present someone else's words or ideas as your own. In its most obvious form, plagiarism occurs when you copy

a sentence from a book and fail to surround the words with quotation marks to acknowledge that someone else wrote the words. Plagiarism can take other forms as well:

- copying the answers to your homework from SparkNotes or similar sources
- submitting a term paper you copied from the Internet or purchased
- expressing someone else's idea in your words without properly citing the originator of the idea
- cutting and pasting someone else's words without appropriate citation

The challenge when you are doing research and writing a paper occurs when you are no longer quite sure if you are expressing your own opinion or the opinion of one of the sources you have read. Your teacher, therefore, will help you to understand appropriate guidelines to research and writing. Similarly, look to your teachers for guidelines regarding collaborative projects with committees, lab partners, etc.

What are the penalties for plagiarism?

Essentially, the penalties are the same for plagiarism as they are for cheating. The major difference is that the school understands that not all students have completely grasped the concepts of proper research and writing techniques when they enter high school. Therefore, an underclassman's infractions for minor plagiarism will be dealt with more flexibly until training for underclassmen is complete. That is, your teachers will assume that there will be aspects of plagiarism which will not be totally clear to you when you enter the high school, and they will help you to develop an understanding of what is expected. After that, it will be up to you to apply appropriately the guidelines you have learned.

Responsibilities of Students

- Be sure that you understand each assignment. If you do not, ask questions.
- Be prepared and manage your time well. Lack of time and the desire to maintain high grades can lead one to take shortcuts, and shortcuts rarely work.
- Seek out your teachers during free periods and before and after school. Their assistance will make it easier for you to approach your subject matter.
- Before beginning to write, take notes that contain the sources of your information.
- Be honest with yourself and about yourself. It is better to learn honestly than to achieve dishonestly.

Responsibilities of Parents

- Be realistic about your child's abilities. It is no more reasonable to expect your child to excel in every subject than it is to expect her to excel in every sport.
- Help your child to learn, but do not do her work for her.
- Encourage your child to seek out her teachers for extra-help sessions if she is experiencing difficulty. Your child's classroom teachers are in the best position to provide support outside the classroom.
- Remember that your desire for your child to succeed is shared by her teachers and the entire school community.
- Be realistic about your child's time commitments.
- Remember that life is not a race but a process.

Disclosure of Disciplinary Records to Colleges

Scarsdale High School generally believes in maintaining confidentiality in matters of student discipline. Our goal is to help students learn from their mistakes, most of which are minor violations of school rules, and thus we consider most disciplinary infractions an internal matter among students, their parents, and the institution. We tell students to respond honestly on a college application to any question regarding their disciplinary history, and the deans answer such questions when asked directly by the college admission office. The deans provide opportunities to discuss student responses within the counseling relationship, and, when asked, place the violation in the context of a student's overall record.

While Scarsdale High School does not send disciplinary records to post-secondary institutions, we are committed to collaborating with our college counterparts to ensure a responsible environment for learning in their institutions. In exceptional circumstances that surround a particularly egregious infraction that raises serious questions about a student's academic integrity, citizenship, or ability to display appropriate conduct in a college community, we will consider disclosing information. At the principal's discretion, a subcommittee of deans, faculty, and other administrators will be convened to consider such situations. Prior to the disclosure of information, parents and students will be afforded the opportunity for an informal conference. The committee will make a recommendation to the principal, whose decision regarding disclosure shall be final.

ALTERNATIVE SCHOOL

The Scarsdale Alternative School is an experimental laboratory school of eighty-two sophomores, juniors, and seniors that represent a cross-section of the Scarsdale High School population. SAS is NOT designed to meet the specific needs of a particular clientele. Its emphasis is on academics, but within a participatory, democratic structure.

Students meet in both small groups (Core Group) and Community Meetings weekly throughout the school year in order to make decisions together regarding many areas of school life. SAS believes that this high level of student and teacher participation in the governance of their school helps create a strong sense of community toward which all participants feel increased responsibility and commitment.

SAS is a college preparatory school; approximately ninety-nine percent of its students go on to four-year colleges or universities. It offers the courses typically taught in high school in English, social studies, mathematics, and science. SAS operates on the same time schedule as Scarsdale High School, although it runs its own internship program toward the end of the first semester.

A Career Internship Program is required for one month of each school year. Students may intern with teachers, lawyers, doctors, administrators, journalists, architects, lab researchers, publishers, politicians, accountants, business people, or a range of other mentors.

The major purpose of evaluations at SAS is to allow individuals and groups to analyze their strengths and weaknesses as they strive to realize common objectives. The transcript consists of teacher evaluations, a personal statement written by each student, and a summary statement written by the Core Group teacher. Core Group meetings usually take place in students' homes, but the school district is not able to provide transportation. A parent who objects to his youngster driving to these meetings should contact the Alternative School Director so that an in-school meeting location may be arranged.

Students who are interested in applying to the Alternative School should speak with their dean, who can provide them with complete admission policies and procedures.

ATHLETIC PROGRAM

Athletics at Scarsdale High School is considered an integral part of the school's educational program. Interscholastic and intramural competition provide students with physical, mental, and emotional experiences which benefit not only the individual but also the school and the total community.

Objectives of the Interscholastic Athletic Program

Our goals are:

1. To develop and maintain the highest level of sportsmanship.
2. To develop proper attitudes toward winning and losing, success and failure.
3. To encourage and develop respect for fellow athletes whether they are teammates, members of other Scarsdale teams, or members of opposing teams.
4. To assure that the amount of time required for athletic participation does not interfere with academic success.
5. To develop proper attitudes toward individual health habits, appearance on and off the field, and citizenship in and out of school.
6. To encourage competition not only for the tangible rewards but also for the development of positive attitudes that make athletic competition valuable and worthwhile.
7. To orient all athletic staff members to abide by the rules, regulations, and officials' decisions that govern each sport.
8. To maintain the highest standard of ethics, recognize each participant as an individual who will conduct him/herself in a manner befitting his/her responsibilities, and develop the kind of rapport with the broader school community that will improve the total educational program.

Student/Spectator Conduct at Athletic Events

Student spectators represent their school just as the athletes do. The conduct of student spectators and others at athletic contests is important to the climate of sportsmanship, as is the quality of athletic play on the field. All spectators, therefore should:

- refrain from abusive remarks;
- recognize fine play and sportsmanship on the part of each team;
- be considerate of opposing teams, players and coaches;
- exercise self-control and personal responsibility in relation to others;
- show respect for the judgment of officials, referees and coaches;
- acknowledge fields, courts, and equipment are the players' and coaches' domain during contests.

Interscholastic Sports Requirements:

The "*Interscholastic Sport Clearance Card*" (a.k.a. Gold Card), is the document issued by the Health Office and required by the Athletic Department in order for a student to try out for/participate in any sport. A separate, validated "*Interscholastic Sport Clearance Card*" is needed for each sport. Athletes are not allowed to try out for two sports simultaneously during a season.

HOW TO OBTAIN THE “INTERSCHOLASTIC SPORT CLEARANCE CARD”:

Gold Cards

A Gold Card is provided to a student after all necessary documents have been received and approved by the school nurse. The card signifies that the student can safely tryout and participate in a specific sport for a specific season.

Online Registration Process

Student athletes must apply for a Gold Card by completing Health History and Parent Consent Forms through the online registration process. Forms that require parent and student signatures are available for electronic completion and submission prior to the start of each season. Forms that require a doctor's signature will need to be scanned and uploaded prior to submission.

Completed Gold Cards will be sent to the Athletic Department and distributed to coaches. There is a minimum requirement of 48 hours to process all forms.

Online registration information can be found at www.scarsdaleschools.org → Scarsdale High School → School Information → School Nurse → Gold Card Information and Consent Forms.

Any questions about the process to obtain a Gold Card should be addressed to the School Nurse's office at (914) 721-2550.

N.B. The school physician has the final authority to determine the physical capability of a student to participate in a sport.

The coach may not allow any students to participate in a sport, even to practice, without a valid Gold Card.

Student Absences

A student-athlete who has been absent from school all day may not practice or compete in his/her sport after school. In order to participate a student-athlete must attend 4 periods of the day. Extenuating circumstances will be given special consideration by the athletic director.

Participation in the athletic program is a privilege granted students in return for compliance with certain rules and conditions:

Attendance at Practices and Contests - Athletes are required to attend all practices and contests unless excused by a coach in conjunction with a parent. Athletes are expected to be present at practice unless excused by the coach or trainer.

Freshman Teams - Student-athletes are expected to make a five-day per week commitment to the team. Practices and contests will occur Monday through Friday.

Junior Varsity Teams - Student-athletes are expected to make a six-day per week commitment to the team. Practices and contests will occur Monday through Saturday. JV teams do not compete during vacation periods.

Varsity Teams - Student-athletes are expected to make a six-day per week commitment to the team. Practices and contests will occur Monday through Saturday. Varsity athletes are required to be at all games and practices during vacation periods. (Occasionally, varsity teams will have a Sunday contest.)

Competing on Non-school Teams in Season - Scarsdale student-athletes' first commitment is to the school program and the team. If conflicts arise, athletes are required to compete on the high school team.

Travel - Student-athletes are required to travel to and from athletic contests on the team bus under supervision of a coaching staff member. Extenuating circumstances will be given special consideration by the Athletic Director.

Valuables - Student-athletes should leave all valuables at home, not in the locker room. All lockers must be locked properly. Students are responsible for providing their own locks.

Equipment - Student-athletes are responsible for returning all equipment and uniforms issued during the season.

1. A uniform and equipment deposit in the amount of \$150.00 made payable to the Scarsdale Board of Education will be collected before uniforms/equipment are issued at the start of the season.
2. Checks will be returned to the student-athlete once all equipment and uniforms have been returned.
3. The student-athlete/family is responsible for lost or stolen athletic equipment/uniforms.

ATHLETIC TEAMS AND INTRAMURAL PROGRAMS

FALL INTERSCHOLASTIC SPORTS

<u>SPORT:</u>	<u>LEVELS:</u>
Cheerleading	Var, JV
Boys' Cross Country	Var. only 9-12
Girls' Cross Country	Var. only 9-12
Field Hockey	Var, JV, JVB
Football	Var, JV, JVB
Boys' Soccer	Var, VarB, JV, JVB
Girls' Soccer	Var, JV, JVB
Girls' Swimming	Var. only 9 - 12
Girls' Tennis	Var, VarB, JV
Girls' Volleyball	Var, VarB, JV, JVB

WINTER SCHOLASTIC SPORTS

<u>SPORT:</u>	<u>LEVELS:</u>
Boys' Basketball	Var, JV, Fr.
Girls' Basketball	Var, JV, Fr.
Boys' Bowling	Var. only 9-12
Girls' Bowling	Var. only 9-12
Cheerleading	Var, JV
Girls Gymnastics	Var. only 9-12
Ice Hockey (Boys')	Var. only 9-12
Boys' Ski	Var. only 9-12
Girls' Ski	Var. only 9-12
Boys' Swimming	Var. only 9-12
Boys' Indoor Track	Var. only 9-12
Girls' Indoor Track	Var. only 9-12
Wrestling	Var, JV

SPRING INTERSCHOLASTICS

<u>SPORT:</u>	<u>LEVELS:</u>
Baseball	Boys Var, JV, Fr.
Boys' Golf	Var. only 9-12
Girls' Golf	Var. only 9-12
Boys' Lacrosse	Var, JV, Fr
Girls' Lacrosse	Var, JV, JVB
Softball	Var, JV, Fr
Boys' Tennis	Var, VarB, JV
Boys', Track & Field	Var. only 9-12
Girls' Track & Field	Var. only 9-12
Crew	Students 9-12

Roles and responsibilities

A. Athletic Counselor (Lauren Pomerantz – 721-2468)

The athletic counselor provides a supportive and confidential environment for student athletes to discuss substance use issues or problems related to personal or team matters.

B. Captains

Captains are leaders and role models in their sports. They help their team function as a unit and assist in developing team goals and responsibilities.

C. Coaches

Coaches foster positive attitudes and goals with their teams. They communicate and consistently enforce all rules regarding the behavior of players, and specifically, the terms of the Standards for Extracurricular and Interscholastic Athletic Participation.

D. Parents

Parents should understand the Standards for Extracurricular and Interscholastic Athletic Participation as essential to the athletes and their teams and should support it.

E. Administrators and Teachers

Administrators and teachers should be aware of the Standards for Extracurricular and Interscholastic Athletic Participation and its provisions. They should communicate concerns about an athlete's behavior to appropriate school personnel.

Athletic Web Site User Information

For athletic information pertaining to schedules, directions, athletic policies and procedures, directory of coaches and teams, go to www.scarsdaleschools.org. Click on High School and then the athletic link. For game schedules, click on "GAME SCHEDULE" from the BOCES link. Games are updated daily on this site.

ATTENDANCE

Daily attendance in all classes is considered indispensable to academic success and also represents each student's most basic responsibility as a member of the Scarsdale High School community. Therefore, every student is expected to attend all classes, unless legitimately absent from school. To that end, all teachers take attendance each day during each period. Telephone calls are made to parents to report unauthorized class absences, regular reports are mailed home to parents, and attendance reports can be viewed at any time through the Infinite Campus parent portal.

If a teacher is absent and a substitute teacher is called, all classes meet as usual. If a teacher is absent without a substitute, 11th & 12th graders are excused; 9th & 10th graders will be supervised in their classrooms by an aide. If an adult fails to appear for a scheduled class, students should wait quietly for 10 minutes, after which a representative should inquire about the situation in one of the administrators' offices. Students are NOT automatically excused, even after waiting for 10 minutes.

Legal Reasons for Absence or Tardiness

In accordance with New York State Law and the Regulation of the Commissioner of Education, the following are legal reasons for absence or tardiness in Scarsdale High School.

1. Sickness (Please note that students may not dismiss themselves from school when they are feeling ill. Such dismissal must be made through the Health Office. Similarly, students may not call themselves in sick.)
2. Sickness or death in the family
3. Impassable roads or weather making travel unsafe (only the Superintendent of Schools is authorized to rule on this provision)
4. Religious observance
5. Quarantine
6. Required appearance in court
7. Remedial health treatment
8. Pre-approved or pre-validated college visits*

*College Visits: It is important for students to visit colleges they might like to attend. While days missed from school to visit colleges are considered legal absences, students must realize that their schoolwork can suffer if they are out of class too often. Therefore, visits should be planned for school vacations. Students must supply a note to the attendance clerk in the General Office *prior* to the college visit in order for it to be considered a legal absence.

In the Event of an Absence

- A parent or guardian should call the Attendance Office (721-2510) either before the date of the absence, if this is known, or before noon on the actual day of the absence.
- If a call is not made, the student must bring a note written and signed by a parent, guardian, or doctor to the Attendance Office on the day he/she returns to school. The Attendance Office will provide an "admit" pass to be presented to subject teachers.
- Students whose absences have not been excused within 48 hours will be considered truant or cutting and will face disciplinary consequences.
- It is the student's responsibility to meet with teachers immediately upon returning to school to establish a make-up schedule for missed work due to a legal absence.
- If a student is absent on a regular basis or for a prolonged period, the school may request a doctor's note.

In the Event of Tardiness

- Students who will be late to school must have a parent call the Attendance Office in advance (721-2510) or must have a note written by a parent with them when they arrive to school.
- Regardless of the circumstances, all latecomers must report to the Attendance Office immediately upon arrival for sign-in purposes.
- On the day of a legal tardy, it is the student's responsibility to meet with teachers to establish a schedule to complete missed work.

Illegal Absence or Tardiness

When a pupil is absent from or tardy to school with the knowledge of parents for other than a legal reason, it is considered a case of "unlawful detention." Excuses which indicate, "travel," "vacation," "work," or "needed at home"

are examples of such detention. The school acknowledges the occasional legitimacy of such absences. On such occasions, parents are obligated to inform the school in advance of any anticipated absence so the student can make arrangements to make up work, reschedule tests, etc. at the discretion of the classroom teacher. If pre-notification is not made the student will be given a zero for all work missed. In the event that the "unlawful detention" provision is abused, the student will be subject to disciplinary action.

Cutting

Cutting refers to unexcused absence from a subject or activity to which a student has been assigned, including homeroom and assembly. There are no permitted cuts in Scarsdale High School.

Classroom Consequences of Cutting

- A grade of "zero" will be assigned to any work not completed or due on the day of the cut.
- Students cannot expect their teachers to assist in making up work missed because of a cut.

Disciplinary Consequences of Cutting

Failure to attend class (cutting) will not only jeopardize a student's academic performance but will lead to disciplinary actions, including:

- In-school detention
- The loss of permission to participate in sports or extracurricular activities on the day of the cut or on subsequent days
- After-school detention
- In-school suspension
- Out-of-school suspension
- Parental conference
- Elimination of free periods and assignment to supervised study
- Loss of parking privileges
- Loss of eligibility for teams, clubs, school activities
- Possible withdrawal from the class in question

Lateness and Its Consequences

- Unexcused latenesses, which result in missing classes, are considered cuts.
- After a student has been late to class three times, each subsequent tardiness will be considered a cut.
- A student who arrives after a significant portion of the class has elapsed may be considered to have cut the class.

Truancy

Absence without the knowledge and consent of the parent or guardian is considered truancy. A student who is truant is considered to be cutting all classes missed and will be subject to the appropriate disciplinary action as outlined above.

ATTENDANCE POLICY RESPONSIBILITIES

Responsibilities of Students

- You must attend all classes, including homeroom, assemblies, and forums.
- Be sure your parent calls to inform the Attendance Office that you will be absent.
- If an absence call is not made, a note written and signed by a parent must be brought to the Attendance Office on the day you return to school.
- Students whose absences have not been excused within 48 hours will be considered truant or cutting and will face disciplinary consequences.
- You may not dismiss yourself from school. Instead, report to the Health Office or the assistant principal. Students who dismiss themselves from school will face disciplinary consequences for cutting.
- You may not call yourself in sick.
- On the day that you return from an absence, arrange with your teachers a schedule to complete work missed.
- If you are late to class, see that the teacher changes the absence notation to a tardy notation.
- If you are absent from school, you may not participate in any after-school activity.
- If you are absent on a regular basis or for a prolonged period, the school may request that you submit a doctor's note.
- If a student must miss part or all of the school day for a doctor's appointment, he/she must bring a doctor's note verifying the visit to the Attendance office.

Responsibilities of Parents

- Please make every effort to have your child in attendance each day.

- If your child must stay home, please call the Attendance Office (721-2510) no later than 12:00 noon on the day of the absence.
- If you are unable to call, please supply a written note with your child's name and the reason for absence on the day he/she returns to school. If the child had a doctor's appointment or a court appearance, please provide the appropriate documentation.
- Students whose absences have not been excused within 48 hours will be considered truant and will face disciplinary consequences.
- Remind your child to check with teachers on the date of return regarding make-up work and exams.

Responsibilities of Teachers

- Take attendance by period daily.
- Send appropriate notes and make appropriate calls to parents when warranted.
- Review attendance/cutting policy with students on the first day of school.
- Address attendance concerns with deans and assistant principal.
- If a student's cutting may have been overlooked, notify the assistant principal.

Responsibilities of Club Advisors and Coaches

- Review attendance/cutting policy with students on the first day of practice.
- Check school attendance daily to ensure that club/team members are entitled to participate.

Responsibilities of Administration

- Process attendance daily.
- Address cutting as quickly as possible with consistent consequences.
- Disseminate the attendance policy to staff, parent and students.
- Provide each student with an "admit" pass after the receipt of an absence note.
- Provide form letters for correspondence with parents.
- Provide a forum for periodic review of the attendance policy's effectiveness.
- Establish a means of communicating with coaches

BOCES

The Board of Cooperative Education Services, a public school system, is one of forty-six in New York State. In the region, BOCES provides its member school districts with educational programs that they could not effectively or economically support individually.

BOCES offers programs in: Occupational Education; Special Education; Basic Occupational Education: Instructional Materials; Educational Communications; Data Processing; In-Service Programs; Instructional Services; Shared Teachers; Computer Programs; Adult Education; Management Training.

Students should consult with their counselors for a list of courses offered in Occupational Education.

Upon successful completion of a one-year program, a student may earn three credits. It should be remembered, however, that while BOCES provides course grades to students, Scarsdale High School is the credit-granting institution. Students who are excessively absent from their BOCES program will have their records reviewed and face partial or full loss of credit for their work.

The Scarsdale Public Schools provide bus transportation to and from all BOCES programs, and students are encouraged to use the bus rather than their own cars. If a parent requests that a youngster be allowed to drive to BOCES or to ride in another student's vehicle, this request must be made in writing and presented to the Assistant Principal for Student Services during the first week of school.

Students in BOCES (or other alternative programs) may not loiter on school grounds. They may be at school only for official school business and with the permission of an administrator.

BULLETIN BOARDS/SIGNS AND POSTERS

Announcements publicizing a school-related event and any signs or posters must be approved by an administrator. Advertising a profit-making, private, or non-school-related enterprise is prohibited. Designated bulletin boards are to be used for all flyers.

CLASSROOM BEHAVIOR

Students are expected to move to class promptly and to have with them all necessary materials, including a notebook, pen or pencil, and any books they were instructed to bring. If, because of serious misconduct, a student is

sent out of class by a teacher, he/she is to report directly to the Assistant Principal's office and is to remain there until seen by an administrator.

CONTROLLED SUBSTANCES

The faculty and staff are devoted to providing the education and support that contribute effectively to the intellectual, social, and emotional development of all our students. The use of controlled substances (alcohol and drugs) by young people can interfere with this development. The school's policies and procedures regarding substances have been shaped with a primary concern for preserving students' rights and confidentiality, while at the same time protecting their physical and mental vitality.

Drug and alcohol education and substance abuse prevention are taught as an integral part of the district's comprehensive health education program. This program includes educational experiences for students, staff, and parents.

Response to Behaviors of Concern

A) Role of Teachers

In situations where a high school staff member observes that a student's performance and behavior show an obvious pattern of deterioration that could be related to substance use (e.g., persistent drowsiness, distraction, declining quality of work, nervousness, hyperactivity), but the teacher is unable to determine whether the student has used drugs or alcohol, the teacher should act in one or more of the following ways:

- 1) Inform the student privately that this behavior has been noticed.
- 2) Inquire of the student about his or her health and circumstances.
- 3) Discuss these observations with the student's parents.
- 4) Consult with the school nurse, counselor, school psychologist, or other appropriate school personnel.
- 5) Confidentially report the behavior to Scarsdale's Youth Outreach Counselor at the high school.

B) Role of Students

Students are an important resource in the prevention of substance abuse. They often become aware of a friend's need for help before parents or teachers are alerted to the situation. Students may help in one or more of the following ways:

- 1) Share their concern with their friend.
- 2) Talk with a member of the friend's family about their concerns.
- 3) Consult with a member of the school staff with whom they feel comfortable.
- 4) Confidentially report their concerns to Scarsdale's Youth Outreach Counselor at the high school.

C) Role of Parents

Parents may become concerned about the behavior of their children or their children's friends. At the same time, parents may feel isolated from the support networks which operate among adolescents and in the schools. To bridge the isolation, parents should deal with their concerns in one or more of the following ways:

- 1) Share their concerns with the student(s).
- 2) Discuss their perceptions directly with the parents of the student(s)
- 3) Consult with school personnel with whom they feel comfortable.
- 4) Confidentially report their concerns to Scarsdale's Youth Outreach Counselor at the high school.

D) Role of the Youth Outreach Counselor

The Youth Outreach Counselor is a key person at SHS to work with students, parents, and teachers. Upon the school's receipt of reports by different individuals (student, parent, or staff member) on different occasions about the same student, confidential referrals will be made to the Youth Outreach Counselor, who, upon receiving such referrals, will act in one or more of the following ways.

- 1) Meet with the student to discuss the referrals.
- 2) Recommend that the student participate in a series of counseling sessions.
 - a) The nature and content of these sessions shall be determined by the Youth Outreach Counselor and the student.
 - b) These sessions shall be confidential.
 - c) These sessions may include but not be limited to a consideration of the student's use of drugs and alcohol.
 - d) This counseling action shall not appear on any written school report.

E) Additional Procedures

- 1) Continued reports of a student's withdrawal and distraction in classes will necessitate a conference with the students, school administration and the parents to determine which additional actions might be necessary to address the difficulty.

- 2) Common sense and knowledge of a student may dictate more cautious or rapid movement through the steps outlined above. In critical situations, immediate action will be taken by the Youth Outreach Counselor/other appropriate school personnel.

POSSESSION OF ILLEGAL SUBSTANCES AND BEING UNDER THE INFLUENCE OF DRUGS OR ALCOHOL

Any student who is found to be in possession of drug paraphernalia or in possession of or under the influence of drugs or alcohol while in school, on school grounds, or while participating in a school activity on or off campus is subject to disciplinary action, including immediate suspension. In such cases, parents will be phoned to remove the student from school, and an appointment will be made for a conference to discuss the conditions of the student's return. In addition, students suspended for drug or alcohol violations are required to attend a minimum of two mandatory and confidential counseling sessions with the Youth Outreach Counselor.

Students are urged to exercise sound judgment in their own conduct. It is a student's responsibility to remove him/herself from an area in which drug or alcohol use is taking place. Those who remain in close proximity to others who are drinking, using drugs, or transferring illicit materials must accept the risk of being held responsible as participants.

COUNSELING SERVICES

The guidance counselors, school psychologists, nurse, and youth counselors are available to work with students who are experiencing problems beyond the scope of regular staff responsibility. They meet with students confidentially, help them to articulate concerns, initiate discussion, or discuss staff referrals that might have been directed to them. The psychologists' rooms are 371 and 372, and the Youth Outreach Counselors have an office in the Commons. The primary objective of counseling is to provide support and assistance for students and to coordinate timely, appropriate, and constructive involvement of parents and/or teachers.

The Counseling Office is organized to assist all pupils in making a satisfactory adjustment in school, in planning their educational program, and in making sound college and vocational choices. To achieve these goals, the Counseling Office provides a variety of services, including individual and group counseling. All students are assigned a counselor upon entering Scarsdale High School. The assignment is normally kept for the four years of high school to permit the counselor to become thoroughly familiar with students' talents, interests, and educational goals. Counselors are trained in personal, academic, career, and college counseling. Their responsibilities are many, and their overriding concern is always to work with students to help them make realistic choices and decisions that are in keeping with their individual abilities and goals. Students are encouraged to talk with their counselor about any problems they are having with school and to stop in at any mutually convenient time to develop a closer relationship. Certain decisions students make in their high school careers must be made in consultation with their counselors and, in virtually all instances, with their parents' approval.

Course Selection

Course selection is one of the most important activities in which students participate. Careful selection facilitates the realization of sound educational goals, while poor course selection can produce frustration and unhappiness. Each year at the beginning of the second semester, students will select courses to plan their program for the following year. This selection will be based on graduation and college entrance requirements and on students' own special needs and interests. At a mandatory conference with the counselor scheduled sometime between January and March, students will develop a general plan of studies for their years at the high school. Please consult the official high school course catalog for a complete description of the course selection process.

Advanced Placement Exams

Any student may register for AP exams. Students for whom the registration fee for the AP program represents a financial hardship are eligible to apply for a fee reduction through the Counseling Department. Such requests will be handled confidentially.

Changing Courses

When a change of course is absolutely essential, students must confer with their counselor and then follow the procedures that they outline. Failure to follow those procedures means that no official course change has occurred, and students will continue to be marked illegally absent from the course they planned to drop and are subject to disciplinary action and a failing grade for not fulfilling course requirements.

Withdrawal from Classes

Students should plan their course of study carefully, in consultation with counselors, parents, and teachers. This care in planning should significantly reduce the need for students to withdraw from classes; however, should circumstances lead a student's counselor and parents to consent to a withdrawal, the following rules apply:

- A. Year-long courses:
 1. A student may drop a year-long course up to one week after the issuance of the second-quarter report card.
 2. A student may not drop a course beyond that date except by prior written agreement among the student, parent, teacher, department head, and counselor to extend the drop date to the end of the third quarter, beyond which withdrawal is not permitted.
- B. Semester-long courses:
 1. A student may drop a semester-long course up to one week after the issuance of the first quarter grades for the course.
 2. A student may not drop a course beyond that date except by prior written agreement among the student, parent, teacher, department head, and counselor to extend the drop date to the end of fifteen weeks, beyond which withdrawal is not permitted.

Students experiencing difficulty in a course should monitor their achievement and, as early as possible, work with the teacher to come to a decision about dropping, changing level, or continuing. Please bear in mind that Board of Education policy requires that a student carry 5, 5, 4½, and 4 credits during ninth, tenth, eleventh, and twelfth grades, respectively. Additionally, students must be enrolled in at least 20 periods of class time per week, aside from physical education.

College and Career Center (Room 336)

Administered jointly by the PTA and the High School Counseling Department, this center contains materials for the use of students, parents, and staff. It houses a complete reference library of college catalogues, supplemental information, and reference guides. The Naviance Computer Program is available to assist students, parents, and counselors with college decisions. Short profiles of many colleges may also be viewed on media or online. In addition, the Center keeps updated information about prep schools, careers, vocational training, and military opportunities, along with an index of summer programs and activities for high school students. Open on school days from 9:30 a.m. to 1:30 p.m., the Center is staffed by PTA volunteers. The office telephone number is 721-2542. Parents, students, and staff are all welcome.

College Planning

Students who plan to continue their education in college sometimes find that the selection/admission process can, at times, seem overwhelming and confusing. The counselor can provide students and their parents with the guidance and information necessary to make this important process manageable and understandable. Many colleges send admissions office representatives to SHS. The dates and times are posted outside the counselors' offices. The Counseling Center schedules college planning nights during the year for students and parents. All students interested in going to college are provided with a complete packet of information to help them in the decision-making process.

Small Group Counseling

Throughout students' four years in Scarsdale High School, counselors conduct numerous small group-counseling sessions in addition to their individual meetings with students and their parents. Freshman Seminar, for instance, is a weekly meeting in the fall of the ninth grade in which freshmen are introduced to the many facets of the high school experience. Students meet administrators and key staff members, tour the building, and discuss important issues to facilitate their adjustment to their new school. Small group sessions are also held to discuss college testing, application procedures, and test score interpretation.

ENL Placement

At the time of registration, all ENL students will undergo a language proficiency assessment by the ENL teacher and/or an administrator or counselor to determine the student's ENL placement.

DELAYED OPENINGS

In the event that we must delay the opening of school, the administration will post an adjusted schedule on the high school website and notify parents / students via e-mail. Teachers will post the adjusted schedule in their classrooms.

DIVERSITY

Scarsdale High School takes pride in the diversity of the student body. We respect our individual differences and believe that intolerance has no place in our community. We call on all members of the SHS community to support an accepting environment for learning. All members of the SHS community must be able to live, work, study, and participate in all aspects of high school life freely without interference from others.

The school will respond to violations of this essential right. Harassment of others on the basis of race, religion, ethnicity, gender, disability, or sexual orientation is inappropriate behavior and will be addressed firmly by the school administration. Students or parents who believe an incident of harassment has occurred should contact the Principal's office for assistance. Board Policy 90102 outlines the specific procedures for students who believe they have been victims of sexual harassment.

DRESS CODE

Students are expected to dress modestly and in a way that does not interfere with learning. Students may not wear any attire with expressions or insignias that are obscene or libelous, that denigrates others on account of race, color, religion, national origin, sex, sexual orientation, or disability, or that promotes, endorses, or encourages the use of alcohol, tobacco, controlled substances, illegal drugs, or other illegal or violent activities. Clothing and/or apparel that is revealing or distracting is unacceptable. Footwear must be worn at all times (Health Department requirement).

EARLY DISMISSAL

The school strongly urges parents to schedule appointments for their children after school or on weekends. In exceptional circumstances, students may be excused before the close of school if a note from a doctor, dentist or parent explaining the situation is presented to the Attendance Office before 11:00 a.m. A phone number must be included in the note to verify the early dismissals, and retroactive notes are not accepted. In the event that a student must visit a physician early in the school day, the student is expected to return to school after the appointment and must sign in with the attendance clerk in the General Office.

In the event of illness during the school day, a student must report to the nurse who will arrange for early dismissal, if required. A student may not dismiss himself.

EVENING/AFTER SCHOOL ACTIVITIES

Students attending evening or after-school activities are held to the same standards of conduct that apply during the school day.

EXTRACURRICULAR ACTIVITIES

Scarsdale High School offers numerous opportunities for students to become involved with activities outside the classroom to enrich their school experience. In order to participate in any extracurricular activity, a student must be a good school and community citizen, one whose academic work, attitude, attendance and behavior are consistent with school expectations and norms. Students may not attend nor participate in any activity on the day of an absence.

Extracurricular activities fall into the following categories:

School Government

The school government structure of Scarsdale High School has, as the representative unit, a House, composed of five elected officers, student delegates elected from each grade, and adults from each of the employee groups and the PTA. Extracurricular and social activities are overseen by the Student Activities Committee.

The House officers for 2017 are:

House officers:

President:	Andrew Shao
Vice-President:	Amir Levitsky
Treasurer:	Michael Liu
SAC Secretary:	Maximus Han
House Secretary:	Dermot Kantor
6 th reps:	Charles Lau and Sydney Vleck
Advisor:	Ms. Lauren Barton, Mr. Ben Sawyer

Class Government

Seniors select a president, vice-president, two treasurers, and two secretaries in the spring of the junior year. The responsibilities of senior class officers are numerous and important: raising money for AFS and scholarship funds, planning social events such as the senior prom, organizing graduation, overseeing the senior class play, etc. Senior class officers for the 2017-18 school year are:

Senior Class:

President:	Blake Goldstein
Vice-President:	Matt Greenberg
Treasurers:	Emily Dershowitz and Lily Steckel
Secretaries:	Perri Thaler and Rhea Kothari
House Reps:	Fayez Merchant, Katie Reisman, Joseph Weintraub, Steven Wetchler
Advisors:	Ms. Sandra Chan, Ms. Elise D'Ammora (Nelson)

Juniors and sophomores elect a president, vice-president, secretary, and treasurer in the spring, and the freshmen elect their officers in the fall. Underclass officers provide leadership to their classmates by planning social events and organizing other activities. Officers for the 2017-2018 school year are:

Junior Class:

President: Ben Klein
 Vice-President: Ishwar Mukherjee
 Treasurer: Aliza Mehlman
 Secretary: Bogdan Marginean
 House Reps: Katie Karp, Carly Kessler, Joey Lane, Anaya Barmecha
 Advisor: Ms. Carol D'Angelo, Mr. Mike Egan

Sophomore Class:

President: Isabella Lelis
 Vice-President: Justin Mandel
 Treasurer: Rishabh Gharekhan
 Secretary: Lily Kronenberg
 House Reps: Aliza Klein, Josh Mandel, Andy Morin, Alison Chan, Kelly Kim
 Advisor: Mr. Alex Greenberg, Ms. Linda Rich

SIGNIFER

Signifer is Scarsdale High School's academic honor society. The organization recognizes students who have a minimum of an unrounded 3.70 grade point average, a record of participation in at least three school or volunteer community activities, and have completed at least two years at Scarsdale High School. It is also a service organization providing opportunities for members to give back to the high school community. Signifer inductees are expected to provide academic tutoring or to participate in other service projects sponsored by the organization throughout their tenure as members. Elections to Signifer occur at the beginning of junior or senior year.

Student Clubs

Scarsdale High School offers a wide variety of SAC-sanctioned clubs which cater to diverse student interests. Students who wish to begin a new club may do so by speaking with a member of SAC, who can give them all the needed information. Listed below are the current high school clubs and the presidents or faculty advisors (where available).

2017-2018 Student Clubs

<u>Club</u>	<u>Advisor</u>
A Broader Way Club	Ms. D'Ammora
Adopt a Grandparent	TBD
African Education Project	Mr. Modafferi
AFYA	Ms. Ellison-Connolly
American Red Cross	Mr. Lamela
Amnesty International	Mr. Prendergast
Anime Club	Ms. Scavlli
Art Club	Ms. Johnsen
AV (Computer Television) Club	Mr. Berry
Baby2Baby	Ms. Siegrist
Back to Work	Mr. Apostle
Bandersnatch	Ms. Dawes, Ms. Silver
Bridge	Ms. D'Ammora
Business Club	TBD
Cakes 4 Cause	Mr. Pai
Charity Water	Ms. Plunkett
Chess Club	Mr. Harrison
Children's Hope Chest	Ms. Quinn
Creative Writing Club	Ms. Filley
Cure Epilepsy	TBD
Dance Team	Ms. Kopatz
Domestic Abuse Stops Here	Ms. Levenberg
Drama Club	Ms. Malecki
Edward Williams Tutoring Club	Mr. Licciardello
Empower Club	Ms. Tanen

Empower Young Americans
Film Club
Food Allergy Club for Teens (FACT)
For Good Measure (A Cappella)
F.O.R. A. (Funding for Orphan Resources & Aid)
Free the Children
GiGi's Playhouse
Girl Code
Girls Learn International
Habitat for Humanity
Harlem Lacrosse and Leadership
Hawthorne Cedar Knolls (HCK)
HELP Animals
High School Democrats of America
Human Rights Coalition
Improv Club
International Club
Jabberwocky
Junior State of America (JSA)
Liberty in North Korea
Limitless
LINKS
Mace Club
Maroon
Math Team
MFC Hospital Club
Midnight Run
Miracle Feet
Miracle League
Mock Trial
Model United Nations
Music Education
National Art Honor Society
Neighbors Link
Noteworthy A cappella
Off the Street
One Life
Outdoors Club
Parks and Rec
Passion for Fashion Club (PFC)
PaulieStrong
Pencils Of Promise YEAH!
Photography Club
Ping Pong
Power Over Poverty
Pratham
Project Green
Publicolor
Quiz Bowl
S.T.A.R.
Scarsdale Esports
Scarsdale Hellfish Ultimate Frisbee
Scarsdale STEAM Club
Schools Helping Schools
Science Bowl
Science Olympiad
Scientific Scarsdalian
Script to Screen
Shakespeare Club
SHS Sports For a Cause
Spanish Club
Spectrum of Friends
Speech & Debate Team
SSGWI
STEM scale and model club
STEP club
Student Dignity Committee (formerly GLOW)
Students for Refugees

Mr. Bedoya
Ms. Chason
Ms. Levenberg
Mr. Vermes
Ms. Marchini
Mr. Olivier
Ms. Ellison-Connolly
Ms. Yokana
Ms. Marchini
Ms. H. Waters
Mr. Blake, Mr. Synowiez
Mr. Licciardello
Ms. Bell
Ms. Wright
TBD
Ms. Malecki
Ms. Reef
Ms. Cooper
Dr. J. Walker
TBD
Ms. Schaefer
Ms. Konishi
Mr. Vermes
Ms. Claussen, Mr. Maguire
Ms. Estersohn
Mr. Viviano
Mr. Mounkhal, Mr. Licciardello
Ms. Blood
Mr. Feld
Ms. Valentin
Mr. Healy
Mr. A. Williams
TBD
Ms. Leech
Ms. Pomerantz
TBD
Ms. Siegrist
Ms. Chason
Ms. Levenberg
Ms. Colleary
Ms. Marchini
Ms. Chan
Ms. Hofstetter
Mr. J. Waters
TBD
Mr. Prendergast
Ms. Block
Mr. Singer
Mr. Egan
Ms. Pomerantz
Mr. Szerlip
Mr. Pappalardi
Mr. McDonald
TBD
Ms. Blood
Ms. J. Wagner, Mr. J. Williams
Mr. Licciardello
Mr. Singer
Mr. Bedoya
Mr. Synowiez
Ms. Almanzar
Mr. Mounkhal, Mr. Singer
Mr. Vaughan
Mr. Prendergast
Mr. McDonald
Mr. Sawyer
Ms. Butler
Ms. Favretti

Sustainable Garden Club
The Chinese Club
The Cutting Edge
The French Club
The Literary Criticisms Club
Tri-M Music Honor Society
YarnWork Club

Ms. Favrett, Ms. Ellison-Connolly
Ms. Gu
TBD
Ms. Bell, Ms. Tramontana
Mr. Phillipson
Mr. A. Williams
Ms. Siegrist

EXTRA HELP

Students are encouraged to seek extra help when they are having difficulty keeping up with their studies. Assistance is available from subject-matter teachers, department centers, and peer tutors. Specific locations are listed below.

The Computer Center- Room 350

The Center is available Monday through Thursday from 8 a.m. to 4 p.m. and on Friday from 8 a.m. to 3 p.m. Students may walk in and work at any time the Center is open.

ENGLISH

Teachers' schedules are posted on their office doors or in their classrooms. Teachers meet with students before school, during school, and after school.

MATH

Schedules of all math teachers are posted in the Math Center (room 217). In addition, each teacher posts his or her hours in the classroom or on the office door. It is best to contact the teacher to arrange a mutually convenient time to meet for help.

The Math Center- Room 217 (phone no. 721-2570)

No appointment is necessary. The hours for tutoring are posted on the office door.

SCIENCE

Schedules of all science teachers are posted in the Science Seminar Room. In addition, most of the teachers have their schedules posted on the office or classroom door along with a sign-up sheet. If the sign-up sheet is not on the door, then the teacher brings it to class for students to arrange a time for help. Most science teachers are available before and during school; some are available after school. It is best to contact the teacher to arrange a mutually convenient time.

SOCIAL STUDIES

All social studies teachers post their schedules on the office doors or in the classrooms. It is best to contact the teacher to arrange a mutually convenient time to meet for help.

WORLD LANGUAGES

Schedules of all world languages teachers are in the World Languages Center (room 415). In addition, all teachers post their schedules on their office doors or classrooms. Meetings can take place before, during, and after school depending on student and teacher schedules.

THE WORLD LANGUAGES CENTER - ROOM 415 (PHONE # 721-2555)

The Center is open Monday through Friday from 9 a.m. to 3 p.m. Tutoring is available in French, Latin, Mandarin, and Spanish, on a drop-in basis or by appointment

FAIRNESS COMMITTEE

The Fairness Committee was created to allow members of the school community to take responsibility for issues and concerns that affect the entire community. The Fairness Committee is a shared decision-making body composed of students, teachers, and an administrator that is responsible for assigning consequences to students in response to certain violations of school rules. The administration selects the cases that are to appear before the Fairness Committee, with cases eligible for committee review including but not limited to vandalism, theft, disrespectful behavior, fighting, parking violations, and smoking.

FIRE DRILLS

When the fire alarms sounds, follow these procedures:

- If you are in class, exit in an orderly, quiet fashion with the entire class. **DO NOT GO TO LOCKERS FOR JACKETS, BOOKS, ETC.** You must remain with your class and teacher during the evacuation.
- If you are unscheduled, proceed to the nearest exit and stand at least fifty yards from the building.
- Re-enter the school only after being recalled by a school administrator.

GRADE REPORTING POLICIES

Student achievement is assessed and reported quarterly in order to provide students and parents with regular, ongoing updates about the student's level of achievement. Some combination of the quarterly grades and final exam grade (if applicable) comprises the final grade, according to criteria established by each department. In some courses, later quarters may be emphasized more heavily than earlier quarters when determining the final grade. The same system for determining the final grade will be used by all teachers of a particular course.

Written descriptions of grading criteria for each course will be available to students and retained by department heads and counselors, whom parents can consult when they have questions.

Grading System

Letter Grade	Numerical Equivalent	Grade Point Equivalent
A+	97 and above	4.4
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.4
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.4
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.4
D	65-66	1.0
F	below 65	0

Promotion to the Next Grade

Students are required to have accumulated a minimum number of academic credits and physical education units in order to enter the next grade's homeroom and enjoy the privileges associated with that grade, including open campus.

A student will need for promotion:

- 4.0 academic credits and 3 PE units at the end of 9th grade
- 8.5 academic credits and 6 PE units at the end of 10th grade
- 14.0 academic credits and 10 PE units at the end of 11th grade

Incompletes

Students should not view "incompletes" as extensions of deadlines; however, under circumstances of protracted legal absence, it may be necessary for a student to apply for an "incomplete" from his/her teacher.

Students whose teachers have granted permission for them to receive "incomplete" are to inquire specifically what work must be made up and submit that work within two weeks into the next marking period, unless another arrangement has been agreed upon with the teacher and department chairperson involved. If these conditions are not met, the "incomplete" will automatically become an "F."

PASS/FAIL

No course required for graduation may be taken as "Pass/Fail." One elective course beyond the 5, 5, 4½, 4 credits required each year for 9th, 10th, 11th & 12th graders, respectively, may be considered for "Pass/Fail." An exception may be made for ENL students or for a student whose chronic health condition affects his or her performance for more than one marking period. If, during the quarter in which the condition initially arises, the teacher has not received enough work from the student to be able to issue a quarterly letter grade, the teacher will give "No Grade" (NG). If the condition continues into the next marking period and the decision is made to implement the P/F grading option, it will remain in effect for the duration of the school year and the final course grade will be either Pass or Fail. The school will consider implementing the P/F grading option only after consultation among student, teacher, department head, parent, and counselor, and only if an application has been filled out and submitted to the counselor.

GRADUATION REQUIREMENTS

A total of 22 credits (including the following) are required for graduation.

English.....4 credits	world language.....1 credit
social studies.....4 credits	health..... ½ credit
mathematics.....3 credits	arts and/or music.....1 credit
science.....3 credits	physical education.....2 credits
(biology, physical science, and one additional science)	Senior Options

Students should consult the annual course catalogue for a complete description of sequence requirements and the high school's offerings.

Graduation Exercise Policy

The graduation exercise serves the purpose of formally granting diplomas to those students who have completed all graduation requirements established by the Scarsdale Board of Education and the New York State Board of Regents.

1. A student who should be graduating in June but lacks the prescribed number of credits and/or required courses may be considered for participation in graduation exercises only if he/she meets both of the following requirements.
 - a) the student has a minimum of 18½ credits and has completed a minimum of 12 of the 16 units required in physical education (or the equivalent), and
 - b) the student has presented to his/her counselor an approved summer school program that offers him/her the opportunity to earn all credits and meet all requirements by the end of August.
2. If a student meets these conditions, the counselor will present the student's request to participate in the graduation exercises to the full committee of counselors and the high school principal for final approval.
3. The student's request must be submitted to the full committee no later than noon, two days prior to graduation.

HALL LOCKERS

Upon entering the high school, each student may select a school locker to hold books and clothing. Students must provide their own locks. Lockers are the property of the school and may be examined by school authorities at any time, if deemed necessary. Locker problems should be reported to an assistant principal. In June each year, lockers must be cleared of all belongings.

LIBRARY/IDENTIFICATION CARDS

All students should carry their photo identification library card with them whenever they are in school, on school grounds, or at a school-sponsored extracurricular activity and must produce this card when requested to do so by any staff member. Failure to identify oneself upon request is considered a disciplinary matter. This card, which is issued free of charge, will also serve as identification for SAT exams. If lost, a replacement will be issued upon payment of a \$5.00 fee.

LOITERING

For obvious safety reasons, students may not loiter in parking areas or in their cars.

LOST AND FOUND

Because there is limited space in the General Office in which to retain lost-and-found materials, it is important that students visit the lost-and-found as soon as they become aware that an item is missing. When items are marked with identification, every effort will be made to notify the owner. Unclaimed items will be donated to charity.

LOST BOOKS

A book card will be filled out for each book borrowed. Students MUST be sure to receive those cards back from their teachers when they return their books. Students must pay for all lost books by the end of June. If a student's account is not cleared before school opens in September, he/she will not receive a schedule.

NURSE

Students must report to the Nurse's office for permission to leave school due to illness. Failure to do so results in reported unexcused absences. Elevator passes may be obtained in the Nurse's office by those in need due to a medical condition.

To administer any medication, the school nurse must have a copy of the prescription from the physician and a letter of permission from the parent. In addition, the medication must be properly labeled.

OPEN CAMPUS

Although Open Campus privileges are limited to juniors and seniors, no student will be required to report in the morning until his or her first scheduled obligation. Juniors and seniors leaving the high school campus during the school day are not the responsibility of the school district while they are off school grounds. Students may be required to present a valid school identification card to a security monitor to be admitted to the school building during the school day.

Once freshmen and sophomores have arrived at school, they may not leave school grounds until the end of their scheduled classes and/or other obligations for the day.

When the teacher of a first-period class for 9th and 10th graders is absent, the class meets as usual with aide or substitute teacher coverage. Last period classes for all grades with absent teachers are dismissed unless a substitute teacher has been called for the day. In such cases, all classes meet as usual all periods.

Freshmen and sophomores who violate the school's Open Campus policy will be assigned three days of after-school detention, and a second violation will automatically result in a school suspension. Juniors and seniors who transport freshmen and sophomores off campus are in violation of the school's Open Campus policy and are subject to the same disciplinary procedures as underclassmen.

In addition, juniors and seniors are reminded that their Open Campus status is a privilege, subject to revocation for repeated violation of school rules.

PARKING

Only seniors will be allowed to park on campus, and that parking will be limited to the spaces to the east of the track, in the Harcourt lot, and to spaces designated for students in the gravel lot. Such parking will be accessible only to seniors with permits.

Students are subject to traffic laws when driving on school property. Illegally parked cars may be ticketed by the police, as may cars exiting or entering school property illegally. The speed limit on school grounds is 15 m.p.h. Seniors who violate parking regulations will have their parking stickers revoked and, along with underclassmen, are subject to disciplinary action. Any student may be banned from parking or driving on school property for irresponsible use of an automobile. Sophomores and juniors who park on campus are subject to disciplinary consequences and may forfeit parking privileges when they become seniors. Post Road parking is exclusively for visitors. Parking on the grass is strictly prohibited.

RADIOS/CELLPHONES/HANDHELD TECHNOLOGY DEVICES

Students are not permitted to play radios (those without individual headphones) on school grounds. Cell phones and/or handheld technologies must be turned off during class. Teachers will confiscate cell phones that are used while in class and turn them over to the principal or assistant principals. The administrator will return the phone to the student at the end of the student's scheduled classes for that day with a warning and a recording of the infraction. If a student repeats the infraction, the cell phone will be held by an administrator until a parent comes in to claim the phone. In addition, cell phones should be used in places in the building where phone conversations will not disturb classes, such as the cafeteria, the commons, the Brewster lobby, and the lobby area near Post Road. They should not be used in the library or in hallways where there are classes in session. Finally, cell phones and other digital technologies may not be used to record audio or images in the classroom. Teachers should feel free to ask students to move away from areas where cell phone use disturbs classes.

Proposed revision: 6/12/17; re-adopted: 7/06/17

Policy 5300

SCARSDALE SCHOOLS CODE OF CONDUCT

Introduction (5300.05)

The Board of Education is committed to provide safe and orderly schools where students may receive and staff provide quality service without interference. To achieve this goal, all members of the school community and visitors must act responsibly. School personnel will use restorative (mediation, counseling, and education) and/or punitive (detention, suspension) measures to address violations of the Code of Conduct, as appropriate under the circumstances.

Scarsdale has long-standing expectations for conduct that reflects qualities of character: civility, decency, good citizenship, respect, tolerance, and integrity. The Code of Conduct ("Code") defines these expectations, consequences for unacceptable behavior, and processes for prompt and fair discipline. The Code applies to all students, staff, parents, and other visitors on school property or at school functions. It replaces all previous Board disciplinary policies. The Superintendent and the principals are authorized to adopt regulations and procedures for conduct and discipline, provided they are not inconsistent with the Code.

Definitions (5300.10)

Definitions of terms (e.g., among others, "Disruptive student," "Violent student," "parent," "school property," and "school function") are found in **Regulation 1**.

Student Rights and Responsibilities (5300.15)

Students have the right to:

Students have the responsibility to:

- | | |
|--|--|
| • A free, appropriate education | Attend school regularly and on time, behave appropriately, do their work |
| • A clean, safe, orderly environment | Come to school neat, clean, and treat buildings and grounds carefully |
| • Work, listen, and learn unimpeded | Observe school rules and not interfere with others' learning |
| • Speak and be heard | Listen to others |
| • Freedom from teasing and mockery | Refrain from teasing and mockery |
| • Freedom from verbal or physical abuse | Refrain from abusing others |
| • Respectful treatment by adults | Treat adults with respect |
| • Say "no" to a group | Refrain from pressuring others to do something they don't want to |
| • Have their possessions protected | Respect others' possessions |
| • Be free from harassment | Refrain from harassing others |
| • Be free from bullying | Refrain from bullying others |
| • Be free from discrimination by staff members or students | Refrain from discriminating |

Additionally, at the Middle School and High School,

Students have the right to:

- Express their views orally as long as they do not interfere with others' rights or disrupt normal school operations
- Use symbolic expressions of speech (buttons, flags, decals, etc.)
- Express their views in writing as long as they sign what they have written
- Assemble peacefully

Students have the responsibility to:

- Refrain from actual or symbolic speech containing obscenities or personal attack; refrain from inciting others to harm property or people
- Refrain from actual or symbolic speech that disrupts normal school operations or others' rights
- Assume responsibility for what they write and follow Board policy
- See that on-campus meetings are part of the formal educational process or are authorized by the school administration; interference with normal school or classroom operations is prohibited

- | | |
|---|--|
| <ul style="list-style-type: none"> • Invite and hear speakers of their choosing | <p>Obtain permission from administration before inviting speakers; accept the presentation of other opinions</p> |
| <ul style="list-style-type: none"> • Follow personal standards of dress | <p>Follow approved dress codes and grooming</p> |
| <ul style="list-style-type: none"> • Use school facilities subject to routine operating procedures | <p>Use facilities safely and within routine procedures, assuring such use does not interfere with others' use</p> |
| <ul style="list-style-type: none"> • Be informed of school policies and rules | <p>Act in accordance with the rules, after reasonable notification</p> |
| <ul style="list-style-type: none"> • A procedure for considering and deciding about student problems (due process); process will be designed to protect against arbitrary action and to ensure the right to be heard | <p>Be aware of the steps of due process; cooperate with authorities by providing full information needed for a prompt, fair decision</p> |

No student shall be subjected to harassment by employees or students on school property or at a school function; nor should any student be subjected to discrimination based on his or her 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.” Specific responsibilities related to harassment and discrimination are found in **Regulation 2**

Essential Partners (5300.20)

Parents, professional staff, and the Board of Education are partners in the education of Scarsdale’s students. All are expected to cooperate and to contribute what their perspectives and personal abilities enable them to offer. The goal is to help students learn and grow in a decent, purposeful, and caring climate that empowers them to become effective, contributing adults. Success depends on a mutual commitment to put the greater good ahead of self-interest and to communicate respectfully with one another.

A specific definition of expectations is found in **Regulation 3**.

Prohibited Student Conduct (5300.25)

All students will conduct themselves appropriately and civilly, with due regard for the rights and welfare of all others in the school community, as well as for its facilities and equipment.

Effective, contributing adulthood depends on a sense of values and on self-discipline. Adults should guide and encourage students to learn to make responsible decisions for themselves. Discipline should be used only as needed, with emphasis on helping the student acquire positive values and a sense of self-discipline.

Students are subject to discipline up to and including suspension or exclusion from school when they engage in conduct that is disorderly, insubordinate, disruptive, violent, or that endangers the

safety, morals, health, or welfare of others. They are subject to the same range of penalties when they engage in academic misconduct. Examples of these behaviors are found in **Regulation 4**.

Discipline for violations of Board policy and/or District regulations will occur in the student's home school, regardless of the site of the violation. Nonetheless, the student may still be responsible to any other school where a violation has occurred, or to community authorities. Student athletes and students who participate in extracurricular activities are held to the standards set forth in the Student Handbook. The individual student and/or the parent or guardian(s) may be responsible for the financial costs of any injury to another individual in a District school or of damage or destruction to any building or grounds of the District.

Dress Code (5300.30)

Responsibility for dress and general appearance rests with individual students and parents. However, the District shall adopt standards for health and safety, and attire may not obstruct others' rights, advocate illegal action, or interfere with learning. A student may be required to remove, cover, or replace offending dress. Refusal to comply with the dress code may result in discipline up to and including suspension from school. Procedures are found in **Regulation 5**.

Reporting Violations (5300.35)

Any student who is aware of a code violation is encouraged to report it to a teacher, counselor, the principal or other administrator.

Any student who is the victim of discrimination, harassment and/or bullying is encouraged to report any incident to a teacher, counselor, administrator and/or the Dignity for All Students Act Coordinator.

Students' help is essential in promoting order and preventing violence on school property and at school functions. A student who is aware of any threat of violence must report it to these individuals or any other responsible adult.

A student who observes another person with a weapon or another student with alcohol or an illegal substance must report this information immediately to a teacher, the principal, the principal's designee, or the Superintendent of Schools. Any weapon, alcohol, or illegal substance found in a student's possession shall be immediately confiscated, if possible. The parent or guardian will then be notified and discipline imposed.

A student who witnesses or is subjected to discrimination, harassment and/or bullying by another student, by any staff member and/or by any other visitor, is expected promptly to report the matter to a teacher, guidance counselor, the building principal or his or her designee. Staff members who are not authorized to impose discipline are to report violations of the Code of Conduct and/or discrimination, harassment and/or bullying against any student promptly to their supervisor, who shall impose discipline if authorized, or refer the matter to a staff member who is authorized.

Any other person who witnesses or receives a report of a violation of the code of conduct or discrimination, harassment and/or bullying by a student, staff member or visitor is expected to promptly report the matter to a staff member. Any person who is the object of or who knows of discrimination and/or harassment should report the behavior as soon as possible after the incident. School officials will promptly and equitably investigate all complaints of harassment and discrimination, formal or informal, verbal or written.

The Principal or his/her designee shall as soon as reasonably practical notify the appropriate law enforcement agency when a Code violation constitutes a crime and/or substantially affects the order or security of the school. Notification shall be made by phone and verified by mail.

Principals are to report regularly to the Superintendent on all data related to incidents of harassment, bullying and discrimination in their Buildings. Formal reporting shall occur once per school year.

Disclosure Statement

Scarsdale High School does not send disciplinary records to post-secondary institutions. We counsel students to answer honestly any question regarding their disciplinary history on a college application. However, information concerning a student's academic integrity or a particularly egregious infraction will be disclosed when we determine that it indicates a behavior that might impact directly on the student's ability to display appropriate conduct in a college setting.

This statement will appear on the school profile sent with all applications.

Disclosure of Disciplinary Records to Colleges

Scarsdale High School generally believes in maintaining confidentiality in matters of student discipline. Our goal is to help students learn from their mistakes, most of which are minor violations of school rules, and thus we consider most disciplinary infractions an internal matter among students, their parents, and the institution. We tell students to respond honestly to any question regarding their disciplinary history on a college application, and the deans answer such questions when asked directly by the college admission office. The deans provide opportunities to discuss student responses within the counseling relationship, and, when asked, place the violation in the context of a student's overall record.

While Scarsdale High School does not send disciplinary records to post-secondary institutions, we are committed to collaborating with our college counterparts to ensure a responsible environment for learning in their institutions. In exceptional circumstances, we will disclose information that raises serious questions about the student's academic integrity or a particularly egregious infraction and the ability of the student to display appropriate conduct in a college community. At the principal's discretion, a subcommittee of deans, faculty, and other administrators will be convened to consider such situations. Prior to the disclosure of information, parents and students will be afforded the opportunity for an informal conference before such records are disclosed. The committee will make a recommendation to the principal whose decision regarding disclosure shall be final.

Penalties, Procedures, Referrals and Remedial Measures (5300.40)

Penalties--Staff members will deal fairly, impartially, and directly with an issue when and where it occurs. Those authorized to impose penalties will consider the following in administering discipline:

- The student's age
- Nature and circumstances of the offense
- The student's prior record
- The effectiveness of other forms of discipline
- Information from parents, teachers, others as appropriate
- Other circumstances

In general, discipline will be progressive; a second violation will merit more severe consequences than the first, and so on. This shall not prevent the District from taking the most severe measures in a first event of serious misconduct.

If a student's conduct is related to a disability or suspected disability, the case may be referred to the Committee on Special Education. In the case of any out-of-school suspension of student with a disability, the CSE will be notified by the principal or his designee. Any discipline shall be administered consistent with the section of this code relating to students with, or presumed to have, a disability.

Penalties may range from an oral warning to permanent suspension from school. A representative list is found in **Regulation 6**.

Procedures--The due process a student is entitled to receive before a penalty depends on the nature of the penalty. In every case, the school authority empowered to impose a penalty must inform the student of the alleged misconduct and investigate so that a reasonable person would deem the review fair. The student may have an opportunity to present his or her version of the facts to the authority before a penalty is imposed.

A student who is subject to a penalty other than oral or written warning or a written notification to a parent is entitled to added rights before the penalty is imposed. These rights and related procedures are found in **Regulation 7**.

Under certain circumstances, the District may pursue a person-in-need-of-supervision (PINS) petition in family court for a student under the age of 18. These circumstances include:

- Habitual truancy
- Ongoing conduct that makes the student ungovernable or habitually disobedient and beyond the school's lawful control
- Knowingly and unlawfully possessing controlled substances
- The Superintendent must refer a student to the appropriate law enforcement agencies if the student qualifies for juvenile offender status.

Remedial Measures --As appropriate, school officials shall take remedial measures to correct behavior, prevent a reoccurrence of problem behavior, and protect the object of the act(s). Remedial measures include:

1. Peer support groups, corrective instruction and/or other learning or service experiences;
2. Supportive intervention;
3. Behavioral assessment(s) and/or evaluation(s);
4. Behavioral management plans;
5. Student counseling and parent conferences.

Alternative Instruction (5300.45)

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will take immediate steps to provide alternative means of instruction for the student, and instruction shall be provided as soon as practicable.

Students with Disabilities (5300.50)

In disciplining a student with disabilities, the Scarsdale Schools will follow procedures consistent with, but no greater or less than, the safeguards provided by applicable law and regulation.

The Board of Education, the Superintendent, or the principal may suspend or remove a student from an educational placement, substituting placement in an interim alternative educational setting (IAES), another setting, or suspension from school, subject to certain conditions. Such a student will receive no greater penalty than a student who is not classified. (Specific provisions are found in **Regulation 8**)

Corporal Punishment/REASONABLE PHYSICAL FORCE (5300.55)

Employees are forbidden to use physical force to punish a student.

Reasonable physical force may be used to:

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

The District will file complaints consistent with New York State regulations.

Interrogation and Search (5300.60)

Questioning--A school official authorized to impose discipline may question a student about alleged violations of the Code of Conduct or the law. A student is not entitled to any "Miranda-type" warning, nor must the official contact a parent before questioning occurs. The official will inform the student of the reason for the questioning.

Searches--The Superintendent, the principals, other administrators, and the nurses are authorized to search students and their belongings if there is reasonable suspicion that the search will produce evidence a student violated the Code of Conduct or the law. Procedures for searches are found in **Regulation 9**.

School Property--Lockers, desks, and other school storage spaces are school property, and students have no reasonable expectation of privacy there. School officials retain complete control over these spaces and may search them at any time without prior notice to or consent from students.

Documentation and Custody of Items--Officials conducting a search shall promptly document certain information about it, take responsibility for custody of confiscated items, and personally deliver dangerous or illegal items to the police. (Specific procedures are found in **Regulation 10**).

Police and Children's Protective Service (CPS) Involvement in Search and Interrogation -- Police and CPS workers may participate in search, interrogation, and investigation subject to certain conditions that may be found in **Regulation 11**.

Visitors (5300.65)

Parents and other residents are encouraged to visit the schools subject to certain limits. All visitors are subject to these limits. Principals are authorized to develop procedures for regulating public access consistent with the following:

- A visitor is anyone who is not a regular staff member or student
- All visitors to the elementary schools must report to the office of the principal upon arriving at school
- Visitors will report to security personnel (for the high school and middle school) before attending PTA meetings or other public gatherings that are held during the school day.
- Visitors may observe classes only with the principal's advance approval; visits must minimize disruption and be educationally appropriate in the principal's judgment
- Teachers should not take class time to discuss individual matters with visitors
- Any unauthorized person will be reported to the principal or a designee, who will ask the individual to leave; police will be called if necessary

Public Conduct (5300.70)

All persons (students, teachers, District personnel, others) on school property or at school functions shall conduct themselves in a respectful, orderly way. No person, alone or with others, shall:

- Purposely injure or threaten to injure another
- Purposely damage or destroy District or personal property, including graffiti and arson
- Disrupt the orderly conduct of classes, programs, or other school activities
- Distribute or wear materials that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or disrupt the school program.
- Intimidate or harass any student or discriminate against any student on the basis of actual or perceived race, color, weight, creed, national origin, ethnic group, religion, age, religious practice, gender (identity or expression), sex, sexual orientation or disability.
- Enter any portion of school premises without authorization or remain in any facility after it is closed
- Obstruct the free movement of any person anyplace this code applies
- Violate traffic, parking, or other vehicle laws, regulations or restrictions
- Possess, consume, sell, distribute alcoholic beverages or controlled substances on school property
- Be under the influence of alcohol or controlled substances
- Loiter on or about school property
- Gamble on school property or school functions
- Refuse to comply with a reasonable order of an identifiable school official performing his or her duty
- Willfully incite others to commit any act prohibited by this code
- Violate any New York State or federal statute, local ordinance, or Board policy
- Use a cell phone or any electronic device to record, store, or transmit any information or images that infringe upon the rights of others under this code, or are disruptive, or otherwise inappropriate in an educational setting.

Penalties--The following penalties shall be imposed if the above rules of public conduct are violated:

- Visitors shall be directed to leave school premises and shall be subject to ejection and arrest
- Students shall be subject to discipline as the facts may warrant, consistent with due process requirements
- Tenured faculty shall be subject to discipline as the facts may warrant, consistent with Education Law 3020-a and any other applicable legal rights
- Employees subject to Civil Service Law 75 shall be subject to immediate ejection and discipline as the facts may warrant, consistent with that law and any other applicable legal rights
- Other staff members shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant, consistent with any applicable legal rights

Enforcement--The principal or his or her designee is authorized to enforce this Code consistent with procedures found in **Regulation 12** . If an individual refuses to comply or

poses an immediate threat of injury to persons or property in the judgment of the school official, he or she shall have that person removed immediately, contacting the police for help if necessary. The District reserves the right to pursue criminal or civil action against violators.

Dissemination (5300.75)

The District will provide summaries and copies of this code to students, staff, parents, and others as provided in **Regulation 13**. It will provide in-service education for all staff to ensure the Code's proper implementation, to promote a safe and supportive school climate while discouraging prohibited behavior, and to guide staff members in providing a safe, supportive classroom environment. The Superintendent may solicit staff recommendations about in-service programs on student behavior.

The Board of Education will review and update this Code every year. The review will consider how well the Code has worked and whether it has been applied fairly. The Board will hold at least one public hearing before adopting any Code revisions.

The Board may appoint an advisory committee including student, teacher, administrator, parent organization, school safety staff, and other staff representatives to help review the Code and the District's response to violations.

The Code and amendments will be filed with the Commissioner of Education consistent with statute.

REGULATIONS

Regulation 1 – Definitions of Terms

“Controlled substance” is a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and New York State law and regulations applicable to this Code.

“Cyberbullying” is the repeated use of information technology, including e-mail, instant message, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate others.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in the context of employment, the term is limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the individual from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“Discrimination” means using actual or perceived race, color, creed, national origin, religion, gender (identity or expression), sex, sexual orientation, disability, weight, ethnic group or religious practice as the basis of treating a person or persons negatively.

“Disruptive student” means any student under the age of 21 who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom.

“Employee and/or Staff member” means any person receiving compensation from the Scarsdale Public Schools, or employee of a contracted service provider, or worker placed within the school under a public assistance employment program, for the provision of educational or related services to Scarsdale Public Schools, its students or staff.

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Illegal drugs” mean any controlled substance except those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

“Repeatedly substantially disruptive” means engaging in conduct that results in classroom removal pursuant to Education Law 3214 (3a) and to this Code on four or more occasions in one semester or three or more occasions during a trimester.

“School bus” means every motor vehicle owned and operated by the Scarsdale Public Schools for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity and a motor vehicle privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school functions.

“School function” means any school-sponsored event or activity on or off school property.

“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.

“Sexting” “Sexting” means sending, recording, possessing, and/or forwarding sexually suggestive language and/or nude or nearly nude photos through electronic means, such as texting, e-mail, or instant messaging.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality.

“Student with a disability” means a student who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. This phrase does not include a student whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors.

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

1. Commits or attempts to commit an act of violence on a school employee
2. While on school property or at a school function commits or attempts to commit an act of violence on another person lawfully on school property or at the function
3. Possesses or displays what appears to be a weapon on school property or at a school function
4. While on school property or at a school function, threatens to use a weapon, device, instrument, material, or substance that can cause physical injury or death
5. Knowingly and intentionally damages the personal property of any school employee or person lawfully on school property or at a school function
6. Knowingly and intentionally damages or destroys School District property.

“Weapon” means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act

Regulation 2 – Procedures for Addressing Harassment and Discrimination

All staff will:

1. Maintain a climate of 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.
2. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
3. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, or any person who is lawfully on school property or at a school function.
4. Report incidents of discrimination and/or harassment they witness or of which they're aware, in a timely manner to the Complaint Officer or the Building Principal.

Administrators will:

1. Along with the Complaint Officer, investigate incidents of discrimination and harassment they witness or of which they become aware, in a timely manner.”

Parents are expected to:

1. Discuss with their child(ren) the importance of respect and dignity for their peers regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Reporters and officials should:

1. Document any incident as soon as they are aware of it, in as much detail as possible including: the nature of the incident(s); date, time, place of occurrence; name of the alleged perpetrator(s); witnesses; and the response of the person who was the object. If, after investigation, the appropriate official finds that a student, staff member or another party has violated the code of conduct, he or she will take prompt action in accordance with this code of conduct, applicable collective bargaining agreements, District policy and state law.

Regulation 3 – Procedures for Essential Partners

All partners are expected to:

1. Recognize that children's education is a mutual responsibility of all involved
2. Reflect regularly on their own responsibility and whether they are contributing positively, cooperatively, and effectively to the child's growth
3. Understand that the education of individual children occurs in the context of groups, and that common expectations, actions, and rules are necessary for the individual and the group
4. Help students to accept responsibility for their own actions, consistent with their readiness
5. Model the values of caring, reason, respect, love of learning

Parents:

1. Send children to school ready to take part and learn
2. Ensure children attend school regularly and on time
3. Ensure absences are excused
4. Insist children be dressed and groomed consistent with the dress code
5. Help children understand that in a democracy, rules are required for safety and order
6. Know school rules and help their children understand them
7. Convey to children a supportive attitude toward education and school

8. Build good relationships with teachers, other parents, and their children's friends
9. Help children deal effectively with peer pressure
10. Inform school officials of home changes that could affect a child's work or actions
11. Provide a quiet place for student and ensure homework is completed

Teachers and other professional staff:

1. Know their students well
2. Maintain a climate of respect and dignity
3. Be prepared to teach
4. Demonstrate interest in teaching and concern for student achievement
5. Know school policies and rules; enforce them fairly
6. Communicate to students and parents: course objectives and requirements, marking and grading procedures, assignment deadlines, expectations for students, classroom discipline plan
7. Communicate regularly with students, parents, other teachers about student growth, achievement

Counselors:

1. Know their students well
2. Regularly review their educational progress, personal and career goals
3. Provide information to help students with life planning
4. Encourage students to benefit from the curriculum and extra-curriculum
5. Initiate conferences with teachers and students; parents, teachers, and students to address issues
6. Help students cope with peer pressure and emerging, personal, social and emotional problems

Psychologists:

1. Assess students' social, emotional, intellectual growth; intervene where needed to promote it.
2. Confer with parents, teachers, administrators about children's social and emotional development and make recommendations for in- and out-of-school support
3. Recommend ways teachers can adapt to students' learning styles and potential
4. Identify and analyze problem behaviors; make recommendations to improve them
5. Develop specific behavioral plans for students at risk of committing violent acts and work with building teams (principals, teachers, counselors, et al.) to implement them
6. Consult with teachers to establish consistent classroom climate with positive behavior and support
7. Conduct groups on relevant topics (social skills, conflict resolution, peer counseling, e.g.) to enable students to be problem solvers
8. Contribute to team strategies for student success

Support Staff:

1. Treat students with respect
2. Bring problems of student misbehavior promptly to a supervisor's attention
3. Make suggestions to administrators for the improvement of school climate and student behavior

Dignity of All Students Act ("DASA") Coordinator:

1. Ensure that all students are provided with a safe, supportive, and positive school climate
2. Accept reports of any discrimination, harassment and/or bullying incident from any student, teacher, counselor or administrator
3. Investigate reported incidents of discrimination, harassment and/or bullying

4. Facilitate collaboration and cooperation between students, teachers, counselors and administrators for the prevention of discrimination, harassment and/or bullying incidents and identify alternative programs to prevent future negative behaviors affecting the school community

Principals, Assistant Principals, Teachers-in-Charge, Directors, Coordinators:

2. Promote a safe, orderly, and stimulating education
3. Support active teaching and learning
4. Evaluate programs regularly and use this information to improve them
5. Work to create programs that minimize misconduct and are sensitive to student needs
6. Ensure that students and staff have regular opportunity to communicate with them
7. Ensure that students and staff may approach them for redress of grievances
8. Support the development of and student participation in extracurricular activities
9. Enforce the Code of Conduct, ensuring that cases are resolved promptly and fairly

Superintendent, Assistant Superintendents:

1. See expectations for principals, above, and
2. Review with administrators the laws and Board policies relating to school operations
3. Work with District administrators to enforce the Code and ensure cases are fairly and promptly resolved
4. Inform the Board about educational trends in student behavior and discipline

Board of Education Members:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines the expectations for students, the partners, and visitors on school property
2. Adopt and at least annually review the code to evaluate its effectiveness and the fairness and consistency of its implementation
3. Lead by example, conducting meetings in a professional, courteous, respectful manner

Regulation 4 – Examples of Unacceptable Conduct

The following conduct is unacceptable on school property or at school functions:

Academic Misconduct – Examples of academic misconduct include:

1. Cheating
2. Plagiarism
3. Copying
4. Altering records
5. Using electronic communication for the purpose of cheating; e.g., cell phones
6. Assisting another student in any of these actions

“Disorderly Conduct” includes:

1. Running in halls
2. Making inappropriate noise
3. Using profane, lewd, vulgar, or abusive language or gestures
4. Inappropriate public displays of affection
5. Obstructing vehicular or pedestrian traffic
6. Trespassing--students may not be in any school building other than the one they attend without the principal’s permission.
7. Electronic communications misuse, including unauthorized use of computers, software, Inter or Intranet accounts, accessing inappropriate websites, or other violations of the Acceptable Use Policy.

8. Using a cell phone or any electronic device to record, store, or transmit any information or images that infringe upon the rights of others under this code, or are disruptive, or otherwise inappropriate in an educational setting.

“Insubordinate Conduct” includes:

1. Failing to comply with reasonable direction from teachers, administrators, other employees in charge of students
2. Showing disrespect to such staff members
3. Lateness for, missing or leaving class or school without permission
4. Skipping detention

“Disruptive Conduct” includes:

1. Failing to comply with reasonable direction from teachers, administrators, other employees in charge of students
2. Interfering with the conduct of class or other activities

“Violent Conduct” includes:

1. Committing or attempting to commit an act of violence (e.g., hitting, kicking, punching, and scratching) on a teacher, administrator, other employee, another student, or any other person lawfully present
2. Possessing a weapon or other dangerous instrument that can cause physical injury or death
3. Displaying what appears to be a weapon
4. Using or threatening to use any weapon or other device, instrument, material, or substance that can cause physical injury or death
5. Intentionally damaging or destroying (including graffiti and arson) the property of a student, teacher, other District employee or other person legally present
6. Intentionally damaging or destroying school property

“Endangering the Safety, Morals, Health, or Welfare of Others” includes:

1. Lying to school personnel
2. Stealing property of other students, school personnel, or any other person lawfully present
3. Knowingly receiving stolen property or engaging in extortion
4. Defaming others—making false statements or representations about an individual or identifiable group that harm the reputation of either or both by demeaning them
5. Discriminating—using actual or perceived race, color, creed, national origin, religion, gender (identity or expression), sex, sexual orientation, disability, weight, ethnic group, or religious practice as the basis for treating others negatively.
6. Bullying—a sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that are intended to be, or that a reasonable person would perceive as ridiculing, demeaning, or frightening.
7. Harassment – creating a hostile environment by conduct, intimidation, threat or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being. Also, conduct, intimidation, threat, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.
8. Intimidation—actions or statements that put another person in fear of bodily harm.
9. Hazing—any intentional or reckless act directed against another for the purpose of initiating into, affiliating with or maintaining membership in any school-sponsored activity or organization
10. Selling, using, or possessing obscene material; using vulgar or abusive language, cursing or swearing
11. Smoking a cigarette, cigar, pipe, electronic cigarette, vaporizer (vaping pen) or using chewing or smokeless tobacco.
12. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or other controlled substances, or being under the influence of either; “illegal substances” include but are not limited

to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids and any substances commonly called “designer drugs” consumed on school property.

13. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or other controlled substances, or being under the influence of either; “illegal substances” include but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids and any substances commonly called “designer drugs” consumed off school property prior to attending school or a school function
14. Inappropriately using or sharing prescription or over-the-counter drugs. For your child to receive any medication in school, over-the-counter or prescription, an order from a Physician and parent consent must be on file in the Health Office. Orders are valid for 12 months. The medication must be in the original container and properly labeled.
15. Gambling
16. Indecent exposure: being naked in a public space or intentionally showing one's sexual organs in a public place.
17. Initiating a report that warns of fire, threats to public safety, or other catastrophe without valid cause; misusing 911; discharging a fire extinguisher
18. Possessing fireworks or other incendiary devices
19. Using a cell phone or other electronic device to record, store, or transmit any information or images that infringe upon the rights of others under this code, or are disruptive, or otherwise inappropriate in an educational setting.
20. Possessing electronic cigarette paraphernalia, vapor pens, or drug paraphernalia on school property or at a school event.
21. Cyberbullying on school property or using the District’s technology or infrastructure to do so
22. Sexting on school property or using the District’s technology or infrastructure to do so

Bus Misconduct – While waiting for or on a bus a student may not:

1. Distract the driver
2. Push, shove, fight, engage in excessive noise or engage in other behavior prohibited by the Code

Regulation 5 – Dress Code Procedures

Students must wear footwear in the buildings at all times and appropriate protective gear (in physical education, science laboratories, e.g.).

Students may not wear any attire with expressions or insignia that are obscene or libelous, that denigrates others, including, but not limited to, items that denigrate others on account of actual or perceived race, color, weight, religion, national origin, ethnic group, religious practice, gender (identity or expression), sex, sexual orientation, or disability; or that promotes, endorses, or encourages the use of alcohol, tobacco, controlled substances, illegal drugs, or other illegal or violent activities. Attire may not interfere with learning

A student who violates the dress code may be required to cover, remove, or replace an offending item. A student who refuses to comply with the Code shall be subject to progressive discipline, up to and including out-of-school suspension.

Each principal or a designee shall inform all students and parents of the dress code at the beginning of the school year and of any revisions during the school year.

Regulation 6 – Remedial Consequences

A student who is found to have engaged in conduct that is deemed discriminatory or harassing, due to the age of the student, the circumstances surrounding the conduct or other factors, may be subject to remedial consequences. Such remedial consequences may include:

1. Peer support groups for corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;
4. Behavioral management plans, with benchmarks that are closely monitored; and/or

5. Student counseling and parent conferences

Regulation 7 – Penalties

A student who is found to have violated the Code of Conduct may be subject to the following penalties, alone or in combination. Penalties may be imposed by the individuals noted, subject to due process as defined in the Code and law.

1. Oral warning	Any staff member
2. Written warning	Any professional staff member
3. Written notice to parent	Any professional staff member
4. Detention	Teacher, Administrator
5. Transportation suspension	Teacher, Administrator, Transportation Director
6. Athletic suspension**	Coach, Administrator, Superintendent
7. Social/extracurricular activity suspension**	Activity director, Administrator, Superintendent
8. Suspension of other privileges	Administrator, Superintendent
9. Restitution	Administrator, Superintendent
10. Removal from classroom	Teacher, Administrator
11. In-school suspension	Administrators
12. Short-term out-of-school suspension*	Principal, Superintendent, Board
13. Long-term out-of-school suspension*	Superintendent, Board
14. Permanent suspension from school	Superintendent, Board
15. Police or court referral	Principal, Superintendent

For the penalties of athletic suspension; social/extracurricular activity suspension, suspension of other privileges, removal from classroom, and out-of-school suspensions, regardless of length, the student shall have an opportunity to present his or her version of the facts to the authority before a penalty is imposed.

*Short term = Five days or less. Long term = more than 5 days

**The standards for extracurricular participation, distributed annually to all participants of extracurricular activities and Inter-scholastic Activities contain additional grounds for which the penalty of suspension from extracurricular or athletics may occur.

Regulation 8 – Disciplinary Procedures

The following procedures shall govern student discipline unless they are inconsistent with applicable law or state regulation. Upon request, administrators shall give a student or parent an opportunity to discuss an assignment to detention or other action not subject to hearing before the penalty is imposed. Students with disabilities must be disciplined in accordance with applicable law. A teacher may not remove (as defined hereafter) a student with a disability from class until the administrator, Director of Special Education, or his or her designee has advised that the student's rights are not being violated.

Detention:

After-school detention is a penalty for misconduct when removal from the classroom or suspension is inappropriate. Students will receive advance notice, to make transportation arrangements.

Actions Not Subject to Hearing under Education Law 3214:

- A. Transportation Suspension –The bus driver will bring misconduct to the Principal or a designee's attention. If the misconduct is judged sufficiently serious, the parent will become responsible for the child's safe transportation to and from school.
- B. Athletic Participation, Extra-curricular Activities, Other Privilege Suspension (The Standards for Extra Curricular Participation contains additional grounds for which suspension can occur.)
- C. In-school Suspension – Administrators are authorized to place students in "in-school suspension," which will be supervised by a certified staff member. The administrator imposing the suspension will

inform the parents of the suspension. Parents have the right to an informal conference to discuss the conduct and the penalty involved.

Actions Subject to Hearing:

- A. Teacher Disciplinary Removal –Effective classroom management techniques include directing a student to leave the room briefly to regain composure and self-control—through a short-term “time out” in an elementary classroom or administrative office, a short period of time in the hallway, assignment to the principal’s office for the remainder of a period only, assignment to a guidance counselor or other staff member. Such actions are not disciplinary removals under this code.
1. A teacher may remove a disruptive student from the classroom for up to two days. The removal applies to that teacher’s class only. An elementary student will attend all special classes.
 2. If the student does not pose a danger or ongoing threat of disruption to education, the teacher must explain the removal and give the student an opportunity to explain his or her view before it occurs.
 3. If the student does pose a danger or ongoing threat of disruption, the teacher may order immediate removal. The teacher must explain the removal, call parents, and give the student a chance to explain his or her view within 24 hours.
 4. The teacher must complete a District-designed removal form and meet with the principal or a designee as soon as possible, but no later than the end of the school day, to present the form and explain the removal. If contact is not possible, the teacher will leave the form with the secretary and meet before the start of class the next day. If that is not possible or if otherwise appropriate, the teacher will make a reasonable effort to reach the principal after school hours.
 5. Within 24 hours after the student’s removal, the principal or another administrator designated by the principal will notify the student’s parent, in writing, that the student has been removed from class and explain why. The notice will inform the parent of his or her right, on request, to meet informally with the principal or a designee to discuss the reasons for the removal. The administrator may require the teacher to attend this conference.
 6. The written notice will be provided by personal delivery, express mail, or another means reasonably calculated to assure receipt at the parent’s last known address within 24 hours of the student’s removal. Where possible, notice will also be provided by telephone.
 7. If at the conference the student denies the charges, the principal or designee will explain why the student was removed, giving him or her, and the parents, a chance to present their view of events. The time of the meeting may be extended by mutual agreement of the parent and school officials.
 8. No student removed by a classroom teacher shall be allowed to return until the principal or designee makes a determination or the period of removal expires, whichever is less.
 9. The principal or designee may overturn the student’s removal if (a) the charges are not supported by substantial evidence, (b) the student’s removal is in violation of the code or the law, (c) the conduct warrants suspension pursuant to Education Law 3214 and a suspension will be imposed.
 10. The principal has the authority to overturn the removal at any point after the teacher submits the District form to the close of business on the day after the 48 hours allowed for the conference.
 11. A student removed from the classroom shall be offered continued instruction and activities until he or she is allowed to return.
 12. The teacher must keep a complete log on a District-designed form for every case of removal. The principal will see that all removals are recorded in a log.
- B. Suspension from School – Suspension may be imposed only on students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the health, safety, morals, or welfare of others or for academic misconduct. The Board retains authority to suspend students but places primary responsibility for suspensions on the Superintendent and the principals (“officials”).
1. Any staff member may recommend a student be suspended.
 2. A staff member must immediately report and refer a violent student to the Principal or Superintendent. The referral shall be made in writing unless the matter requires immediate attention, in which case the staff member will prepare the written report as soon as possible.
 3. The Superintendent or Principal, upon receiving a recommendation or referral, or when processing a suspension case, shall gather the relevant facts and record them.

4. In the case of short-term suspension (five days or less):
 - a. When an official proposes to suspend a student, he or she shall notify the student verbally. If the student denies the charges, the official must explain the basis for the proposed action. The official must also notify the parent in writing of the pending action. Written notice will be provided at the parent's last known address by personal delivery, express mail, or some other means reasonably calculated to assure receipt within 24 hours of the decision to propose suspension. Where possible, notice will also be provided by telephone. If the student's presence in school poses a danger to persons or property or a threat of disruption to the academic process, in the official's judgment, the notice and a conference shall occur as soon as reasonably practicable after the suspension.
 - b. The notice will describe the incident and charges against the student and shall inform the parent(s) of the right to an immediate informal conference with the principal. The notice and conference shall be conducted in the parents' dominant language or mode of communication. At the conference, the parent(s) may ask questions of complainants under procedures the principal establishes.
 - c. After the conference, the official shall promptly advise the parents in writing of the decision, and that they have five days to file a written appeal to the Superintendent, if they wish. This period may be extended only in extraordinary circumstances, and the parents are required to notify the official immediately of such circumstances or the appeal shall be null.
 - d. The Superintendent shall issue a written decision within 10 business days of receiving an appeal.
 - e. The parent(s) may appeal the Superintendent's decision in writing to the Board of Education. The appeal must be submitted to the District Clerk within 10 business days of the date of the Superintendent's decision. This period may be extended only in extraordinary circumstances, and the parents are required to notify the Clerk immediately of such circumstances or the appeal shall be null.
 - f. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.
5. In the case of long-term suspension (more than 5 days):
 - a. The official shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses and the right to present witnesses and other evidence on his or her behalf.
 - b. The Superintendent or a designated hearing officer shall conduct the hearing.
 - c. The hearing officer shall administer oaths and issue subpoenas as he or she deems necessary to conduct the hearing.
 - d. A recording of the hearing shall be maintained; a tape recording shall be deemed satisfactory.
 - e. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline. The Superintendent may accept all or any part of the recommendations and shall make all final decisions.
 - f. An appeal of the Superintendent's decision(s) may be submitted to the District Clerk within 10 days of that decision. This period may be extended only in extraordinary circumstances and the parents are required to notify the Clerk immediately of such circumstances or the appeal shall be null.
 - g. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.
 - h. Guns, firearms, explosives possession – A student found guilty of bringing a gun, firearm, explosive onto school property or to a school function will be subject to suspension for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law 3214. The Superintendent may modify the length of the suspension on a case-by-case basis, considering the following:
 - 1) Student's age, grade in school, prior disciplinary record
 - 2) Superintendent's belief that other discipline may be more effective
 - 3) Information from parents, teachers and/or others
 - 4) Other extenuating circumstances
6. Permanent suspension (exclusion) – Permanent suspension is reserved for extraordinary circumstances

(e.g., a student's conduct poses life-threatening danger to the safety and well being of other students, school personnel, or any other person lawfully on school property or attending a school function). Such circumstances include but are not limited to:

- a. Violent acts – A student found guilty of committing a violent act other than bringing a weapon on school property or to a school function shall be subject to suspension for at least five days. The procedures for a suspension shall be consistent with those described under "Section B – Suspension from School" of Regulation 6. The Superintendent may modify the penalty on a case-by-case basis, considering the same factors as in Section B.5.h (1) through (4).
- b. Repeated, substantial disruption or substantial interference -- A student found guilty of being substantially disruptive of the educational process or substantially interfering with the teacher's authority over the classroom will be subject to the same penalties and procedures as under "Section B – Suspension from School" of Regulation 6.

Regulation 9 – Disciplinary Procedures for Students with Special Needs

Authorized Suspensions or Removals

A. Definition of terms:

"Suspension" means a suspension pursuant to Education Law 3214.

"Removal" means a removal other than suspension for disciplinary reasons from the student's current educational placement and a change to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk to himself or others.

An "IAES" is a temporary placement (up to 45 days) that results when the student's behavior causes his or her removal from a regular placement. The IAES is intended to help the student to continue to progress in the general curriculum and to receive services and modifications, including those in the IEP, aimed at helping the student meet the IEP goals. It will include services and modifications to address the behavior that caused IAES placement and to prevent its recurrence.

B. Procedures

1. Provided that the penalty is no greater than that imposed on a non-disabled student who has exhibited the same behavior, school officials may order a student with disability to be suspended or removed from a current placement as follows:
 - a. The Board, Superintendent or principal may order student placement into an IAES, another setting, or suspension for a period not to exceed five consecutive school days.
 - b. If determined that it is warranted by the student's behavior, the Superintendent may order placement into an IAES, another setting or suspension up to ten consecutive school days, including any time in which the student has been suspended or removed under (a) for the same behavior.
 - c. The Superintendent may order added suspension of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Superintendent may order a student to be placed in an IAES to be determined by the Committee on Special Education (CSE) for the same length of time a student without disability would be subject to discipline, but not more than 45 days, if while on school grounds or at a school function the student possesses, uses, or threatens to use a weapon, device, instrument, material, or substance that can cause physical injury or death; or if the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance on school grounds or at a school function.
 - e. Subject to certain conditions under federal and State law and regulation, an impartial hearing officer may order a student's placement in an IAES for up to 45 days at a time, if the student's continued presence in a current placement poses a risk to self or others.

Change of Placement

- A. A disciplinary change of placement is any suspension or removal from the current curriculum that is for more than ten consecutive school days. Such a change may also occur if a suspension or removal is for ten or fewer days, but is one of a series that cumulate to more than ten days in a year because of their length, the total time the student is removed, and the proximity of one incidence or sequence to another.
- B. While the District may not suspend or remove a student if the penalty would result in a disciplinary change of placement based on a pattern thereof, it may impose such a penalty if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

*Special Rules**

- A. The CSE shall:
 - 1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior and develop or review intervention plans whenever the District first suspends or removes a student more than 10 days in a school year or imposes a suspension or removal that constitutes a disciplinary change in placement, including an IAES placement for misconduct.
 - a. Review the intervention plan and its implementation to determine if modifications are needed if such a student incurs a suspension or removal that does not constitute a disciplinary change of placement.
 - b. Convene a meeting of the CSE to modify the plan and its implementation to the extent committee deems necessary, if one or more members believe modification is necessary.

* These Special Rules relate to the handling of discipline for students who are disabled or who are perceived as having a disability. The District's Committee on Special education does have the obligation to conduct functional behavioral assessments and arrange for the preparation of behavioral intervention plans for individual students at times other than when they are the subject of discipline and nothing in this Code impacts upon that distinct obligation.

- 2. Conduct a manifestation determination review of the relationship between the student's disability and the behavior incurring disciplinary action whenever a decision is made to place a student in an IAES for misconduct or when the student's continued presence in an educational setting poses a risk to self or others or when there is a decision to impose a suspension that constitutes a disciplinary change in placement.
- B. The District shall notify the parents of disciplinary removal no later than the date officials decide 1) to change a student placement to an IAES for misconduct or because the student poses a risk to the student or another person in the current setting, or 2) to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner of Education shall accompany the notice.
- C. The parents of a student subject to suspension for five or fewer days shall have the same right to hearing as parents of non-disabled students. The student shall be afforded the same due process as non-disabled students, except that officials may not impose a removal for more than ten consecutive days or a period that would constitute a disciplinary change in placement unless the CSE has determined the misbehavior is not a manifestation of the disability. During any suspension or removal, the student shall have services as required by Commissioner's regulation.
- D. Superintendent's hearings on charges that may lead to a suspension of more than five days shall be divided into a phase to determine guilt and a phase to determine penalty.
- E. The parents of a student facing disciplinary action who has not been declared eligible for services under IDEA and Article 89 at the time of misconduct have the right to invoke applicable legal safeguards. If in accordance

with the law the District is deemed to have known the child was a student with disability before the misconduct occurred, he or she will be considered to have a disability for disciplinary purposes.

1. The Superintendent, Principal or other school official imposing the penalty is responsible for determining whether the student is presumed to have a disability.
2. The student shall not be considered to have a disability if, on receipt of a claim that the District knew of one, the District had either conducted an individual evaluation and determined the student did not or determined an evaluation was unnecessary and notified the parents in the manner required by law and regulation.
3. If a request for individual evaluation is made while a non-disabled student is removed, an expedited evaluation shall be held, consistent with applicable law and regulations. Until this evaluation is completed, the student shall remain in the educational placement determined by the District, including suspension.

Expedited due process hearings

- A. An expedited hearing shall be conducted as specified by the Commissioner's regulations if:
 1. The District judges that the current placement endangers the student or others and requests one while due process hearings are pending or to obtain an impartial hearing officer's order to place the student in an IAS.
 2. The parent requests one to challenge the District's finding that misbehavior was not the result of a disability or for reviewing any decision about placement, including but not limited to a decision to place the student in an IAES.
 - a. A student shall stay in an IAES until a hearing officer's decision or expiration of the IAES placement, whichever comes first, if an expedited hearing or appeal is pending on a placement for behavior involving weapons, illegal drugs or controlled substances, for dangerousness, or if there is a challenge to a determination that the behavior is not a manifestation of disability. This provision may be waived by mutual agreement between parents and District.
 - b. If a student has been moved to an IAES, the placement expires, and officials' proposal to renew the placement is challenged, the student shall return to the placement he or she had before being moved to the IAES.
- B. An expedited hearing shall be completed within 15 days of the date the request for a hearing is received. The impartial hearing officer may grant specific extensions of this period, but must mail a written decision to the District and parents within five business days after the last hearing date. In no case shall a decision be mailed later than 45 days after the date of request for a hearing.

Referral to law enforcement and judicial authorities

- A. The District may report a crime committed by a student with disability to appropriate authorities. Such an action is not a change in the student's placement.
- B. The Superintendent shall ensure that copies of the student's special education and disciplinary records are transmitted to such authorities for consideration.

Regulation 10 – Procedures for Searches

- A. All searches will be limited to the extent needed to locate the evidence sought. Searches will be conducted in the privacy of administrative offices with the student(s) present, whenever practicable.
- B. An authorized official may conduct a very limited search of belongings without reasonable suspicion, so long as there is a legitimate reason. Such a minimally intrusive search would include touching the outside of a book bag, for instance.

- C. A search may be conducted on the basis of physical evidence or information from a reliable informant. District employees will be considered reliable unless they have knowingly supplied inaccurate information in the past. Others will be considered reliable if they have previously given accurate and verified information, make an admission against their own interest, provide information that is confirmed independently by other sources, or appear credible and are communicating information about an immediate threat to safety.
- D. Before searching a student or belongings, the official shall try to get the student to admit that he or she possesses physical evidence of violating the Code of Conduct or the law or get the student to consent voluntarily.

Regulation 11 – Procedures for Documenting Searches

The school official conducting the search shall promptly record the following information:

- Name, grade, and age of the student
- Reason for the search
- Name of any informant(s)
- Purpose of the search – what item(s) were sought
- Type and scope of search
- Person conducting the search, including title and position
- Witnesses, if any, to the search
- Time and location of the search
- Results – what item(s) were found
- Disposition of the items found
- Time, manner, and results of parent notification

The official shall clearly label each item taken from the student and retain control of the item(s) until it or they are turned over to police.

Regulation 12 – Procedures for Police and Child Protective Services (CPS) Involvement in Investigations

Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- A search or arrest warrant, or
- Probable cause to believe a crime has been committed on school property or at a school function, or
- Been invited by school officials

Before police may question or search a student, the principal or a designee will first try to notify the student’s parent(s) to give an opportunity to be present. If the parent(s) cannot be contacted, the police will not be given permission to search or question. The principal or designee shall be present at any search or questioning on school grounds or at school activities.

Students questioned by police on school property or at school functions shall have the right to:

- Be informed of their legal rights
- Remain silent if they choose
- Request the presence of an attorney

CPS shall request the principal or a designee for permission to interview a student on school property. The school official shall set the time and place for the interview. The official shall decide if a school official should be present at the interview, depending on the student’s age and the allegations. If the student must remove any clothing so that CPS can verify allegations, the school nurse or other District medical personnel shall be present for that portion of the interview. No student may be required to remove clothing before a CPS worker or school official of the opposite sex.

CPS may remove a student from school only with a court order unless the worker reasonably believes the student would be subject to danger of abuse if he or she were not removed before an order could reasonably be obtained. If the worker does believe the student would be subject to danger of abuse, neither a court order nor parental permission is required.

Regulation 13 – Visitor Enforcement Procedures

When the authorized official is aware of prohibited behavior that in his or her judgment does not pose an immediate threat of injury to persons or property, the official shall tell the individual exhibiting the behavior that the conduct is not allowed and try to persuade the person to stop. The official shall, as necessary, warn the individual of the consequences for continuing. If the individual refuses to stop or if the conduct poses an immediate threat of injury to persons or property, the official shall have the individual removed immediately, if necessary contacting the police to assist.

The District shall initiate disciplinary action against any individual consistent with this Code, and reserves its right to pursue civil or criminal action against anyone violating it.

Regulation 14 – Policy Dissemination Procedures

- At the start of each school year, the District shall provide all students a summary of the code, noting any changes from the previous year.
- Before the start of the school year, the District shall mail a summary of the Code to all parents and make copies of the Code available at the start of the year.
- The District shall provide all staff with a copy of the Code and a copy of any amendments as soon as practicable after adoption.
- The District shall provide all new employees with copies of the Code when they are hired.
- The District shall make copies of the Code available for public review.
- The District shall post the complete Code on the District’s website.

STANDARDS FOR EXTRACURRICULAR AND INTERSCHOLASTIC ATHLETIC PARTICIPATION

All students at Scarsdale High School are expected to behave in a manner that is consistent with the provisions of the District’s Code of Conduct and the Student Handbook. These documents provide extensive descriptions of expectations, as well as prohibited conduct on school property. They should be used as a reference when students and parents wish to clarify specific illustrations of student behavior or the legal rights to which they are entitled.

The vast majority of Scarsdale High School students participate in extracurricular activities, whether in club, athletic, or community service contexts. Representing Scarsdale High School in extracurricular activities is a privilege. The extension of that privilege depends upon adherence to standards of behavior that reflect positively upon the individual as well as the school.

These Standards of Behavior extend beyond those set forth in the Code of Conduct and the Student Handbook. The Standards of Behavior for all participating students that go beyond the Code are stated below. Students who represent Scarsdale in sports or extracurricular activities are expected to demonstrate good citizenship in both the school and local communities. While this is true for all students, the commitment to appropriate standards of behavior is especially important for those who serve as student leaders. While we are fully aware of our limitations in monitoring the off-campus behavior of our students, we still wish for them to recognize the high expectations we have. These expectations apply to every student involved in sports or club activities whether on or off the school premises and regardless of whether school is in session at the time of the conduct. Therefore, we will rely upon the fine relationships developed between coaches and their student-athletes and faculty advisors and their club members to address behavior that compromises student health and safety, violates the standards, or interferes with the goals set by and for each team and club. Coaches and advisors will inform the athletic director or an assistant principal of issues that require the assignment of consequences for violations of the standards. In the event of an egregious violation of the standards, the coach and/or athletic director will inform a school administrator, and the school administration and/or the Fairness Committees will review the behavior of athletes or club members to determine an appropriate course of action. Finally, we will hold our captains and club officers to a higher standard because their leadership roles cannot be associated with behaviors that compromise the identity or integrity of their teams or clubs.

Therefore, the violation of the Code by any team captain or club officer will be reviewed and removal of the leadership title and responsibilities will be a prime consideration.

Academic Integrity

The Code of Conduct, at Regulation 3, prohibits academic misconduct. All participating students must adhere to the standards set forth in the Code regarding academic integrity. Any conduct which violates the academic misconduct section of the Code will be subject to penalties set forth in the Code as well as the loss of the privilege to participate in extracurricular activities and/or sports, as deemed appropriate by the Principal.

Substance Use

As a prerequisite to participation in athletic or extracurricular activities at Scarsdale, students are expected not to use alcohol, tobacco, and/or controlled substances. This expectation extends beyond the school day and school property. Accordingly, any student who has consumed alcohol, tobacco, and/or controlled substances while a member of a Scarsdale club or team, whether on or off school property, may be subject to the penalty of losing the privilege to participate in that club or team at Scarsdale. The penalties set forth in the Standards will be addressed by the school administration and/or Fairness Committees. This expectation as to conduct, and its corresponding penalty, is in addition to the prohibitions and penalties relating to alcohol, tobacco, and drug use and possession set forth in the Code of Conduct.

Respect

The Scarsdale School District expects all its students to act respectfully toward other Scarsdale students, school personnel, opponents, officials, and the Scarsdale community. The District reserves the right to limit the privilege of any student to participate in extracurricular activities or athletics if that student brings discredit upon the Scarsdale Schools through inappropriate conduct. This provision encompasses behavior both on and off campus. The administration is charged with the authority to determine if any student's conduct warrants such penalty, and the Fairness Committees may be delegated with such responsibility at the administration's discretion. This provision of the Standards supplements the prohibitions on certain conduct set forth in the Code of Conduct and in no way diminishes the District's authority to render the penalties set forth in the Code.

Attendance

Regular attendance at practices, meetings, and competitions is essential for optimizing performance, developing camaraderie, and maintaining morale. Therefore:

- Students on a team or in a club understand that participation in all practices, meets, games, and similar events is expected to the greatest degree practicable.
- In the event of a conflict between extra-curricular activities and academic demands, medical appointments, or similar matters, students are expected to provide coaches and faculty advisors with as much notice as possible, and coaches and faculty will endeavor to accommodate students' needs.
- Coaches and faculty advisors will receive an attendance report daily to be used to determine each student's eligibility for participation on that day. Students may not participate in extra-curricular activities on any day they cut a class or their illness prevented them from attending more than half the school day.

Process and Practice

To ensure that all students and parents are familiar with the Standards for Extracurricular and Interscholastic Athletic Participation and will abide by its provisions:

- All students wishing to participate in extra-curricular activities will attend a mandatory meeting prior to the commencement of the activity, where the Standards will be read and the students' responsibilities under the Standards will be discussed.
- All students wishing to participate in extra-curricular activities and their parents or legal guardians will acknowledge their understanding of the Standards by signing the extra-curricular pledge and submitting it to the coach or faculty advisor.

At the beginning of the school year and prior to each sport season, parents will be reminded that the Standards for Extracurricular and Interscholastic Athletic Participation document is available for their review on the school website and the student handbook.

STANDARDS OF APPROPRIATE STUDENT BEHAVIOR

Conduct of Students

Scarsdale High School students, whether in school, on school grounds, or at school activities are expected to conduct themselves in a manner which is appropriate and which reflects respect for themselves and others. The main purpose of the high school is to provide a quality education in a safe environment. Anyone who interferes with this process will be subject to disciplinary action.

Respect for others is a fundamental responsibility of all persons in a school building. If a student feels he/she has been treated unfairly, he/she should report such instances to the administration. Arguing, shouting, or creating a scene will do nothing to alleviate the problem. Every effort will be made to support and respect student rights. It must be remembered, however, that no student has the right to:

1. refuse to comply with any reasonable request made by a staff member (e.g. move when asked, report to the office, stop horseplay, refrain from entering a restricted area, etc.);
2. refuse to give his/her name or show his/her ID-library card when so requested by any staff member;
3. use language or engage in behavior which is inappropriate.

Students who are insubordinate or insolent in the above or similar manner will be subject to disciplinary action including in-school or after-school detention, and internal or external suspension. While it is impossible to detail every type of behavioral infraction which will result in disciplinary action by the school, the following breaches of conduct exemplify those which the school does not sanction: the use of obscene, profane, or objectionable language to any person; fighting; carrying weapons(including objects such as laser pointers, scissors, rulers, etc. in a dangerous manner); engaging in dangerous horseplay; causing damage to school or private property; theft; possession, use, or sale of alcohol, other drugs or fireworks; improper use of a motor vehicle; throwing snowballs or food; inappropriate displays of affection; the use of tobacco products on school grounds; gambling; card playing; loitering in bathrooms or parking lots.

Disciplinary Consequences

Students are expected to exercise good judgment and concern for others, and those who engage in behavior that is disruptive, unsafe, or illegal will be disciplined in a manner that is appropriate to the particular offense. If such an offense occurs, the students have the right to:

1. be notified of specific charges;
2. present their defense in an informal hearing with a building administrator;
3. receive notice of the decision reached;
4. appeal a decision to the principal.

To maintain discipline in the school, the following penalties may be enforced, ranging from least to most severe:

In-School Detention – For first offenses of cutting and minor disciplinary infractions, a student is assigned to in-school detention during a specified unscheduled period. Failure to appear for in-school detention will result in the student's assignment to additional in-school or after-school detention.

After-School Detention – The school conducts detention on Mondays, through Fridays for 45 minutes after school. Students are given the courtesy of 24 hours notice of their assignments and are then responsible for rearranging any other commitments which would preclude their attendance. Those assigned to after-school detention are not allowed to participate in any sport or extracurricular activity until they are released from detention. Students are assigned to after-school detention for repeated violations of minor disciplinary infractions and for failure to attend in-school detention. Since this detention may be offered in lieu of a suspension, a student's parent has the right to request a suspension if he/she does not want the youngster kept after school.

In-School Suspension – Reserved for more serious or persistent breaches of school rules, in-school suspension means that a student remains in-school but is excluded from school privileges and does not attend any classes. Instead, the student is confined to the in-school suspension room to do academic work under adult supervision. Students under in-school suspension may not participate in any school activities on the days of such suspensions. When such a suspension spans a weekend, students may not attend any activities during the weekend either. Students are permitted to make up any academic work missed during the period of suspension, but the responsibility for the completion of the make-up work rests with the student.

External Suspension – The most serious disciplinary measure, short of expulsion, is utilized when less severe consequences have not resulted in improved behavior or when there have been egregious breaches of the rules. Drug and alcohol violations, theft, destructive vandalism, possession of a weapon, fighting, and verbally abusive behavior are cause for immediate external suspension. While under external suspension, a student may not come upon school grounds either during school or for any after school activity and may not participate in any school function off school grounds. When the period of suspension includes a weekend, the student is barred from participation in that weekend's activity as well.

SCHOOL CLOSING

The Scarsdale School District operates except during hazardous weather conditions or in the event a school building is unsafe for use. The Superintendent's office will try to notify all households with a recorded phone message "blast" in the event of a closing or delay. Radio stations WFAS-1230 and WOR-710 carry school closing notices beginning

approximately 7:00 a.m. Information is also available on Cable Channel 77. Parents and students should refrain from calling the police or fire department.

In the event of a delayed opening check schedules under "Delayed Opening."

SCHOOL FACILITIES

The Scarsdale High School community is proud of its expansive, well-equipped facilities that greatly enhance the educational program. All these facilities are available to students who wish to work on class projects or pursue independent work, when a faculty member is present.

Cafeteria/Student Commons - The cafeteria and student commons areas are open to all students from 8:05 a.m., except during homeroom. The cafeteria remains open until 1:15 p.m. and serves complete breakfasts and lunches. Snack food is also available. The cafeteria is to be used for eating, quiet talk, and relaxation.

The cafeteria belongs to everyone, and everyone must keep it clean. Please remember to:

- Clean up after eating.
- Wait your turn courteously in the food service line.
- Sit on chairs, NOT tables, and keep your feet off tables.
- Throw trash in trash cans or recycling bins.
- Comply with aides' requests to clean your area.

Computer Center: (Rooms 350, 352, 354) - The center is open throughout the school day and is an integral part of the school's computer curriculum. Students may use the center during their unscheduled time and after school until closing.

Library - The Scarsdale High School library is an inviting and rich learning environment with an extensive collection. The two-tiered space provides room for individual and small group work. The nonfiction materials, periodical print collections, eBooks, and online databases support the curriculum, with particular emphasis given to research projects. The fiction collection supplements the curriculum and facilitates independent reading.

The library's website provides access to all of our offerings. The online catalog can be used to search for print and electronic books. Our full-text periodical link can be used to search for print and digitized magazine and journal articles. The A to Z Database page provides access to all of our subscription resources. The At-Home-Access link can be used to remotely access the databases. Research project guides are provided for all projects that require use of the library and contain the assignment, links to online sources and lists of print materials.

Librarians teach research methods to classes, assist students in their library work, and offer guidance in choosing materials for extracurricular use. The librarians are assisted by aides and parent volunteers who make invaluable contributions to the library program.

The library is open for individual and small group quiet study every school day from 7:30 a.m. until one hour after the last class of the day.

SCHOOL HEALTH PROGRAM

A full-time, certified nurse is on duty during school hours to offer emergency treatment for injuries, care for illness, and health counseling. State law prevents the dispensing of any medication without a doctor's order. Requests for aspirin must, therefore, be denied. State law also requires that students be immunized against various diseases and that they have on file the results of hearing, vision, and scoliosis tests. All questions about health-related matters should be addressed to the nurse.

SCHOOL PREMISES

By policy of the Board of Education, there is no loitering on school property after 9:00 p.m. except when there is a supervised activity taking place.

SENIOR OPTIONS

Senior Options modifies the senior year curriculum to provide closure to the academic experience of seniors at Scarsdale High School. Its purpose is to allow students the opportunity to apply their high school knowledge and skills in an area of personal interest.

With Senior Options, seniors will complete three quarters in the usual time allotted. In the fourth quarter, seniors will complete their academic requirements for the school year, including final exams at the end of April. Senior Options will begin about May 1, with modifications for students taking Advanced Placement (AP) exams, and continue to the end of the academic year, culminating in presentations.

All students will participate in Senior Options as a graduation requirement graded on a Pass-Fail basis. Independent projects, an option, are student initiated and may be completed individually or with a maximum of four other students

under the guidance of a teacher. Internships, a second option, take students outside of the high school and into a supervised unpaid work experience.

Planning for Senior Options actually begins in the winter of the junior year. Students, parents, and teachers will be involved in every phase of Senior Options. A Steering Committee will review, approve, and monitor all choices.

SEXUAL HARASSMENT

Sexual harassment is prohibited by federal and state law. It is antithetical to the goals of the high school and the creation of an environment in which those goals can be accomplished. To that end, the administration and school government have developed school-wide procedures on sexual harassment. Copies of these procedures are available to all students and staff and all students alleging sexual harassment should report violations to the principal.

SMOKE AND TOBACCO FREE SCHOOL

Tobacco is a major health hazard for users and non-users alike. In compliance with state and federal law and Board of Education policy, the Scarsdale High School building and grounds are tobacco-free. We remind students that the sale of tobacco to minors is illegal. Using tobacco (including e-cigarettes or vaporizers) anywhere on school property, including private vehicles, is prohibited. Consequences for students may range from the loss of free periods to school suspension, depending on:

- a. the location of the incident
- b. the attitude and response of the student
- c. the repetition of such incidents

Recognizing the addictive nature of tobacco, we encourage users to participate in tobacco-cessation programs. All students will be informed of resources for tobacco-cessation programs. Students who are found using tobacco may request an exchange of the assigned consequences for voluntary participation in the tobacco-cessation program, but this option may only be exercised once during a school year.

SUMMER SCHOOL

Summer school courses are available through neighboring school districts. Students should consult with their deans for additional information. Both the original grade for the course and the summer school grade will appear on all official school records. Both grades will be used in computing students' grade point averages.

TECHNOLOGY: REGULATIONS FOR ACCEPTABLE USE OF THE INTERNET AND DISTRICT NETWORK

Acceptable Use Policy 5450.1

Staff, students, and other users of District technology agree to follow the District Acceptable use Policy (AUP) and to abide by the following guidelines when using technology provided by the Scarsdale Public Schools and other technology on District premises or at District functions. "Technology" as used in this policy means all hardware, software, devices, networks and means of Internet access.

1. Use of the District Technology must be in support of education and research. Users acknowledge that such use is not private and may be monitored by the District.
2. District network accounts and assigned devices are to be used only by the authorized owner of the account/user. Users shall not seek to learn or change or share other users' passwords, modify other users' files or data, or misrepresent other users of the network
3. Users shall not intentionally disrupt the use of the District's network (s) or devices attached to the network(s).
4. Users agree that District hardware, software and/or devices shall not be destroyed, modified, damaged, or abused in any way.
5. Users acknowledge that the District has in place filters/protection measures which prohibit access of certain sites and/or inappropriate content. Users may not disable or alter settings of such filters/protection measures. Users also acknowledge that no protection measure can guarantee that inappropriate content will never be accessible and that the District cannot and will not be liable should that happen.

6. Malicious use of the District's network(s) to develop programs or computer viruses that harass other users, "hack" or infiltrate a computer or computing system, damage the software components of a computer or computing system or are unlawful are prohibited.
7. Loading, transmitting, or intentionally receiving content/messages that are harassing or may be considered cyberbullying and other antisocial behaviors are prohibited.
8. Student users acknowledge that the District provides education regarding appropriate interaction with others via e-mail, on social networking sites, and in chat rooms, as well as cyberbullying awareness and responses to cyberbullying, and they agree to conduct themselves appropriately when using Technology.
9. Use of Technology to access or process pornographic material, inappropriate text files, illegal software, or files dangerous to the integrity of network(s) or any attached device are prohibited.
10. Users should not post inappropriate messages when visiting Internet discussion boards.
11. Users shall not reveal any identifying personal information about themselves or others, such as names or e-mail addresses, without authorization.
12. Users will not misidentify themselves nor impersonate others.
13. Software is protected by copyright laws; therefore users will not make unauthorized copies of software or media found on District Technology.
14. Users may not download or install software on District Technology without authorization from the computer staff.
15. Users should follow copyright and fair use guidelines when copying information from the Internet. These guidelines include proper citation when referring to downloaded text, images, and other media.

Any violation of these guidelines by students may result in discipline pursuant to the District's Code of Conduct and/or appropriate legal action. Any violation of these guidelines by staff may result in discipline pursuant to applicable New York State Law and/or a collective bargaining agreement, as well as appropriate legal action.

Personal Computer and Mobile Device Policy

The Scarsdale Schools provides students and teachers with the computing resources needed to complete all work required for computer and technology-related projects. Students and teachers who choose to bring a computer or mobile device of their own to school to use in class or make it more convenient to work on a project both in school and outside of school must comply with the following policy.

Staff and Student Responsibilities

Students and staff agree to follow the District's Acceptable Use Policy, a copy of which is attached to this Policy (hereinafter referred to the "AUP") when using their own computers and mobile devices in the building. Staff, students, and other users of their own computers and mobile devices agree to abide by all regulations and expectations for appropriate use applying to District technology including the following:

- Use of any device and the District computer network must be in support of education and research.
- Students are permitted to use their own computers and mobile devices only if a signed District AUP is on record.
- Students are permitted to use personal devices only as instructed by and during times when supervised by District staff.
- Students must use the District's filtered wireless network while working online in school.
- Personal devices may not be used to record, transmit or publish images or video recorded at school without a teacher's permission and the permission of all students, teachers and staff in the photo or video.
- School personnel will not be expected to provide technical support for student devices.
- Personal devices are brought to school at the students' and parents' own risk. The school assumes no responsibility for student devices. Students assume all responsibility for securing personal devices.
- Use of the network to engage in cyberbullying, as defined in New York State Education Law Section 11(8) and the District's Code of Conduct, is prohibited.

District Responsibility

- The District will use technology protection measures (Internet filters) to help prevent users from accessing inappropriate information on the Internet in accordance with the Children's Internet Protection Act [Pub. L. No.106-554 and 47 USC 254(h)]. In accordance with the CIPA legislation, filtering may be disabled by staff for purposes of bona fide research.
- The District reserves the right to log Internet and e-mail use and to monitor file server utilization by users of the District network.
- The District reserves the right to inspect a personal device should there be reason to believe that a user has violated the District Acceptable Use Policy.

Violators of the acceptable use regulations described above risk losing computer privileges on a temporary or permanent basis, suffering disciplinary action, and facing possible prosecution for violation of local, state and federal laws.

THEFTS

Students should never bring large amounts of money, valuable jewelry, watches, etc. to school, and they should never leave valuables of any kind in their gym or hall lockers. Students who are caught stealing will automatically be suspended from school and may face criminal prosecution. Victims of theft should report their losses to their assistant principal.

VISITORS

Scarsdale High School welcomes visitors on legitimate business. During the school day, all guests must first report to a security monitor at one of the three designated entrances, located on Post Road (by the nurse's office) and on Brewster Road (by the auditorium and at the gymnasium lobby). Guests must provide identification to be signed in and announced by the monitor. People on campus without legitimate school business face prosecution for trespassing.

WORKING PAPERS

Students may obtain working papers from the school nurse.

YOUTH EMPLOYMENT SERVICE

The Youth Employment Service is located near the auditorium lobby. Part-time employment opportunities are posted and parent volunteers are available to assist and advise interested students.