



WILLIAMSBURG

CHARTER HIGH SCHOOL

Community Covenant

2018-2019

Disclaimer

The contents of the covenant are constantly under review to ensure they align with the law and the mission of our school community. If any modifications are made during the course of the school year, you will be notified. If there are any questions or concerns, please bring to the attention of the School Attorney. The most up to date version of this covenant will be on the school website.

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Mission Statement

The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world, preparing them in their journey to become citizens of the local and global community.

Young people will accomplish this through participation in a liberal arts education that includes language, literature, writing, science, history, mathematics, the visual and performing arts, technology and explorations in disciplines designed to teach justice, independent thinking, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

Message from the Head of School

Dear Students and Families,

What a great year we have in store! It is with much enthusiasm and fervor that I proudly exclaim, “Welcome to new school year!” Whether you are returning with us this year or a newly enrolled family, we are excited to welcome you! We are all looking forward to the start of the school year and we hope that you are too!

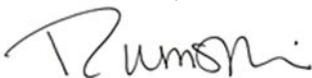
The Community Covenant is a document designed to clearly outline the expectations and procedures of Williamsburg Charter High School. Over the course of the school year we will use it our guide for school wide culture and academic programming. We are fortunate to have an unparalleled leadership team and faculty who have researched the best practices of successful schools. Those practices are reflected in our definition of community and delineated in the covenant.

Our school is purposed with ensuring that our students and families excel beyond their imagination and become at ease outside of their borders. We work in service of ensuring your holistic success. We hold all of our members to the highest standards of citizenship and will serve alongside you unyieldingly toward that goal.

Please take some time to review this Covenant and the procedures outlined therein. I continue to look forward to our work together this year.

Show me your PRIDE!

In Service,



WCHS Core Values and Key Design Elements

WCHS Core Values

Wolverine P_{erseverance} R_{espect} I_{ntegrity} D_{iscovery} E_{mpathy}

As a community, WCHS strives to embody the following values:

Perseverance

Consistently strive toward excellence. The ability to work diligently, be patient, and never give up. Even if there are problems, you still continue. If at first you don't succeed try and try again.

Integrity

Doing what you know is right to do even when no one is looking-- honor and honesty in academic and social interactions.

Discovery

Embrace the diversity of our community, look for ways to contribute positively to those around you, explore solutions and respond to challenges with innovation.

Empathy

Compassion for others. Considering the perspective of others.

The most important value at the *Williamsburg Charter High School* is **Respect**. Helping students develop the art of respect is a school-wide goal and will be modeled by all adults at the school. All members of the community are expected to demonstrate the following:

Self-Respect: operating with a sense of dignity and care at all times.

Respect to Peers: by showing support and encouragement; by refraining from insulting, deriding, bullying, or humiliating others; and by refraining from physically, emotionally, or sexually harassing other students.

Respect for Adults: by active listening and engagement; by using appropriate tone of voice; by honoring a teacher's need to present a lesson to the entire class; by demonstrating awareness of the appropriate time and place to disagree with a teacher's decision; and by accepting feedback.

Respect for Differences: by demonstrating sensitivity to physical, ethnic, cultural, religious, gender, and sexual orientation differences, and by refraining from the use of stereotypes.

Respect for Property: by respecting their personal property and the property of other students; by maintaining their textbooks and other materials; and by caring for the school grounds and property, especially by pitching in to keep the school clean and neat.

Key Design Elements

- Student Centered And Therapeutically Supportive Environment
- Rigorous, Responsive Educational Program
- College and Career Readiness Culture
- Community Oriented
- Literacy Across the Content Areas and Support for Struggling Readers
- Interdepartmental Collaboration
- Collaborative, Data-Driven Academics
- Multifaceted Learning Opportunities and Experiences
- Course Sequence and Academic Program Diversity

Academic Expectations

Graduation Requirements

To graduate from The Williamsburg Charter High School, all students must:

- Earn a minimum of 44 credits (see chart below)
- Pass all classes with a minimum grade of 70
- Pass all required regents exams with a minimum grade of 65. Students with disabilities have additional options for fulfilling exam requirements. Students and Parents should ask the Special Needs and Academic Support (SNAS) office or Counselor about whether these options apply to them.

Subject Area	Required Credits	Required Regents Exams
English (ELA)	8 Credits (4 Years)	Comprehensive Exam in English or English Language Arts (Common Core)
Social Studies	8 Credits (4 years) 4 Global History credits 2 U.S. History credits 1 Participation in Government credit 1 Economics credit	Global History and Geography U.S. History and Government
Mathematics	6 Credits	Algebra I (Common Core) Geometry (Common Core) Algebra II (Common Core)
Science	6 Credits	<i>Life Sciences</i> Living Environment <i>Physical Sciences</i> Earth Science Chemistry Physics
Health	1 Credit has	
The Arts	2 Credits	
Foreign Language	2 Credits (6 Credits for Advanced Regents Diploma)	NYC Local Latin Exam

Physical Education	4 Credits	
Electives	7 Credits	

- ★ WCHS Endorsed Diploma: Students that accumulate 2 additional Mathematics credits, 2 additional Science credits and 2 additional Elective credits.
- ★ Advanced Regents Diploma: Requires 4 more Regents: 1 Science, Algebra II/ Trigonometry, Geometry, Foreign Language

(Please note: Only students who have met ALL graduation requirements are allowed to walk in graduation ceremony)

Promotion to the next grade level is not automatic. Students who do not accumulate the required number of credits to move ahead will remain in the grade that they just completed until the required number of credits in the appropriate courses is earned.

Incomplete Policy

Students are eligible to receive an Incomplete at the end of the term should his/her class average be lower than a 70. The Incomplete can be satisfied upon completion of all applicable conditions below:

1. Passing the NYS Regents exam with a 70 or higher.
2. Meeting the completion requirements of the Regents/course portfolio project assigned by the teacher. Students will have one quarter to complete this project.
3. Completing the assignments/make-up work designated by the teacher within one quarter of receiving an Incomplete in the course.
4. Completing APEX or other designated assignments to meet seat time requirements as a result of excessive class absences.
5. Students with an Incomplete cannot achieve higher than a 70 in the class.

As a result of the core classes being annualized in the 2018-19 school year, students who obtain an Incomplete in a core class will have one quarter to earn a score of 70 or above and/or obtain a year long average greater than 75.

If students do not satisfy the above applicable requirements, the Incomplete will revert back to a failing grade. Students would then have to retake the course in summer school or in the following school year.

Types of Diplomas

NYS DIPLOMA CATEGORIES

TYPE OF DIPLOMA	CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS
REGENTS	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts 2 language other than English (LOTE)* 4 physical education 7 electives</p>	<p>5 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment; or 4 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regents diploma</p>
REGENTS WITH ADVANCED DESIGNATION	<p><u>4 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts 2 language other than English (LOTE)* 4 physical education 7 electives</p> <p>In addition, a student must earn an additional 4 units of credit in LOTE** or a 10 unit sequence in the Arts or CTE. These credits can be included in the 44 required credits.</p>	<p>Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <p>a. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>b. Pathway(2) Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments</p> <p>c. STEM (Mathematics) Pathway(2) Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>d. STEM (Science) Pathway(2) Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE. http://www.p12.nysed.gov/part100/pages/1005.html#regents</p>
REGENTS WITH ADVANCED DESIGNATION WITH HONORS	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts</p>	<p>Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</p> <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.. http://www.p12.nysed.gov/part100/pages/1005.html#diploma Honors</p>

	<p>6 language other than English (LOTE)* 4 physical education 3 electives In addition, a student must earn an additional 4 units of credit in LOTE** or a 10 unit sequence in the Arts or CTE. These credits can be included in the 44 required credits.</p>	
<p>LOCAL</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment(2) , or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment ; or b. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment(2) ;or II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or d. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

Advisory

All students are assigned an Advisor, mentor and facilitator each year of their time spent at *Williamsburg Charter High School*. Meetings with this Advisor take place in a small group setting daily in a mandatory Advisory Class. Advisory includes study and organizational skill building, life skills, individual student support activities and goal setting. Advisory is a one (1) credit elective class, pending participation and completion of necessary assignments. Students and families are expected to participate in formal academic conferences throughout the year, as part of the students' Advisory grade.

Enrichment Learning

Enrichment Learning enhances academic achievement opportunities for all students by developing and nurturing them with the academic, emotional, and social programs and skills that are essential for College and Career Readiness while creating a safe and fun learning environment. Enrichment Learning activities include, but are not limited to, Regents Review, SAT Prep, credit recovery, sports, clubs, language courses, teacher office hours and community service. Although students are not required to stay for activities, all students are strongly encouraged to take advantage of the various opportunities available to them, and are also encouraged to suggest and develop new clubs and activities. There are also opportunities for students to earn credits or to volunteer during the summer.

Attendance Policy

Regular attendance at school is necessary for learning to take place. Students who often miss school do not perform as well as those students who attend everyday. We cannot guarantee the same level of instruction for a student who is not in school on a regular basis. Parents and school personnel have the responsibility to enforce regular school attendance. Therefore, it is strongly advised that students not be absent from school for voluntary reasons. Students are responsible for the work that happens for the school year.

The school recommends that voluntary activities be confined to times when school is not in session. Parents/legal guardians are encouraged to schedule medical and dental appointments during holiday periods, weekends, or on Wednesdays when the school schedule is shorter. Students checking in or out of school at any time during the day must report to the attendance office. Students leaving early must be signed out by a parent /guardian or an emergency contact in the attendance office.

Excused Absences

- Illness. In cases of frequent or prolonged absences, a written statement from a doctor confirming the illness is required.
- Emergency or death in the family (confirmation is required).
- School-related approved activities.
- **Students are required to bring a note to the main office – at the latest - the day immediately following an absence in order for an absence to be considered excused. If no note is provided, the student will be considered truant and disciplinary action will be taken.**

Unexcused Absences

A student who is absent from school and does not provide a written note from home, or other accepted sources is considered truant.

- Teachers are **not** required to accept make up work for unexcused absences.
- 10 consecutive unexcused absences will result in a call to social services.
- *A pattern of unexcused absences may result in failing grades and is factored into school achievement.*

Tardiness

Classes begin at 8:00am. Students need to leave home early enough to avoid subway or bus delays. The school is open and breakfast is offered starting at 7:15 a.m.

Early Dismissal

Students are expected to stay in school until the end of their last class. In order to maximize learning and avoid unnecessary disruptions, we ask that parents do not pick up students early, except in an emergency situation.

Student Dress Code

Student uniforms must be worn at all times. They are meant to stress the fundamental equality of all students and to remove the distractions created by the status consciousness associated with clothing and shoe/sneaker fashion. These distractions, in many schools, lead to unwholesome competition and even violence. School is a place for serious work and learning. The wearing of the school uniform is a condition of attendance at the *Williamsburg Charter High School*. All students must wear the required uniform every day of attendance at school and any other uniform required for special events and/or activities. From time to time these policies may be adjusted depending on the activities held, for example, on field days or picnics.

If a student fails to wear the uniform, they will be subject to the relevant disciplinary action. However, note that students, to the extent possible, will not lose class time for a uniform infraction.

It should be understood that the uniform is part of the school's culture and academic program and is meant to enhance the school's mission and not intended to impinge on students' freedom of expression. No substitutions to the uniform will be allowed at any time unless approved.

Year-Round Uniform

Shirts	All students are required to wear the WCHS polo daily. These polos can be purchased from the school store. Students are permitted to wear WCHS t-shirts on WEDNESDAYS . These t-shirts can also be purchased from the school store. Non-uniform polos and t-shirts are prohibited.
Pants	WCHS students are required to wear black bottoms . Permissible pants include: black jeans, knee length shorts, and skirts. Pants may be bought from the store of your choice. Shorts and skirts must not be more than 2 inches above the knee. Students may not wear sweatpants, stretchy skirts, or pants. These include leggings and stretchy pencil skirts.
Footwear	Students must wear black, white, and/or green shoes or sneakers . Any combination of the abovementioned colors are acceptable. Students cannot wear open-toe shoes or sandals.
Outerwear	WCHS outerwear may be purchased from the school store. Non-uniform cardigans and sweatshirts are prohibited . No coats or jackets may be worn throughout the school day. WCHS polos must be worn underneath WCHS outerwear. Students may wear WCHS t-shirts underneath WCHS outerwear on Wednesdays.
Headgear	Students are not permitted to wear headgear during the school day . This includes hats, du-rags, and bandanas.
ID	Student ID cards are part of the school uniform. IDs must be visible at all times.

Students will be required to wear school-issued garments if a parent or guardian cannot bring appropriate uniform articles.

Expectations of Families

Parents and guardians are expected to prepare students for school by participating in the learning process, keeping abreast of procedures and policies and working with school personnel to ensure student success.

Parents are responsible for keeping the school updated with the most current contact information. It is the expectation that parents and legal guardians will communicate with and respond to messages from staff, administration and teachers. If a parent or legal guardian does not respond, the School may deem such behavior as educational neglect and call the necessary authorities. The School will make several attempts to reach parents/ guardians but failure to respond will not prevent the School from taking appropriate action to address a situation.

In order to maintain a communal environment, it is expected that parents, legal guardians, and relatives of students respect the staff, teachers, and administrators at all times. Parents, relatives and advocates that are exhibiting violent or threatening behavior will be asked to leave the premises.

Student Information Systems

All students and families are expected to monitor the school information system to stay up to date on academics and behavioral information.

HERO: Positive Behavior System

HERO encourages positive student behavior choices. When students demonstrate HERO behaviors and character traits, they may earn points toward exciting incentives. We invite students and parents/guardians to register for their own HERO account so we may keep the lines of communication between home and school open. Once you register online, download the HERO app to receive push notifications about your child's behavior throughout the day. Students and guardians will each have a unique HERO login account.

To register, follow these easy steps:

- 1) Go to <https://access.heropowered.com>
- 2) Select the parent of student button
- 3) Click "Create an account"
- 4) Enter name, your email address, choose a password, click "create user"
- 5) Click "Add Student"
- 6) Enter student ID# and the appropriate student or guardian activation key code

Please reach out to your Academy Leader for your student ID# and the student and guardian activation key code.

Parent/Guardian Registration Key Codes: As a courtesy, we have generated 2 registration key codes for guardians. If you would like to request additional guardian activation key codes for other family members, please contact your child's Academy Leader.

PowerSchool

The PowerSchool Program is used to provide students and families with access to current grades and attendance via the internet. To access this information you will need to follow these steps:

1. Open the internet browser on your computer
2. Type <https://thewcs.powerschool.com> into the address bar
3. Type your Username and Password exactly as they are printed below (both are case sensitive).
4. View the information.
5. Remember to log off when you are finished.

Parents and Students have separate passwords. It is advisable that you keep your username and password secure and not share it with anyone else.

Your Confidential ID and Your Password can be obtained from your child's Academy Leader.

If a family does not have internet access, the public library has computers available to access your child's records. Please keep your passwords confidential so only you can access the information.

The Grades and Attendance tab will allow you to check assignments and scores by clicking on the blue percentage across from a class. To email the teacher a question or concern, please click the blue teacher's name link. The Grades History tab will show you the grades your child received in previous grading periods. The Teacher Comments tab is used to access current teacher comments for your student and the School Bulletin tab has current announcements for our school.

Rights of Students and Families

Without exception the *Williamsburg Charter High School* will defend the following rights of students and their families:

- To have rules explained to families in a language of their choice
- To have all disciplinary measures explained to families in a language of their choice
- To appeal all disciplinary actions instituted by the Academy Leaders to the Head of School
- To appeal all disciplinary actions instituted by the Head of School to the School's Board of Trustees.
- To appeal all disciplinary actions and express any other concerns to the charter authorizer, the New York State Board of Regents, Office of School Design and Charter Partnerships.
- To have the full right to appeal as mandated by law under Section 504 and IDEA.
- To receive quarterly updates on behavior and academic performance via extensive qualitative assessments and student/parent/advisor conferences.

Contact Information for all parties above are listed on the [Contact Information](#) page at the conclusion of this handbook.

Participation in School Activities

All students have the right to take part in all school activities on an equal basis regardless of race, sex, economic status, sexual orientation, national origin, creed, or disability. Similarly, all students are bound by the same rules for exclusion from school activities and public address.

Records

Charter Schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to Head of School or their designee. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

The Rights of All Children to Enroll in School

All children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their actual or perceived race, color, national origin, citizenship, immigration status, or the status of their parents/guardians. School districts that either prohibit or discourage, or maintain policies that have the effect of prohibiting or discouraging, children from enrolling in schools because they or their parents/guardians are not U.S. citizens or are undocumented may be in violation of Federal law.

Freedom of Expression

- Students are entitled and encouraged to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of purposeless obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code.
- Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is strongly encouraged. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled largely by student editors, however final content decisions remain in the discretion of journalism advisors and school authorities.
- No person shall distribute or post any printed or written materials on school property without requesting permission from the Head of School. The Head of School or their designee may regulate (by time, manner, place and duration) the content of materials to be distributed or posted on school property to the extent necessary to avoid material and substantial interference with school decorum and the requirements of appropriate discipline in the operation of the school.

Search and Seizure

- A student and/or a student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities. Parents may or may not be contacted prior to a search.
- Student lockers and desks remain the property of the school. However, the school is not responsible for books, clothing, or valuables left in lockers or desks.
- The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:
 1. School authorities will make an individual or group search of a student's locker, desk, or backpack only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process or which may harm the student or any member of the school community.
 2. Searches shall be conducted under the authorization of the Principal and/or his/her designee.
 3. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.
 4. When and how confiscated items will be returned to students will depend on the Principal's discretion.
 5. Depending on the item confiscated, the School reserves the right to contact the authorities. In the event they do so, they will contact the parent.

Off-Campus Events/Traveling to and from School

Students at school sponsored off-campus events and when traveling to and from the school building shall be governed by all guidelines and discipline code of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials may result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

Student Grievance

In the event that a student experiences that they have been wronged or otherwise unfairly treated by a staff or faculty member on or off of school grounds, students are encouraged report their concern to an Academy Leader and/ or the Head of School. Students will be asked to submit a formal complaint in writing to their Academy Leader and/ or Head of School. This grievance will be investigated by the Academy Leader and/ or Head of School who will conduct the necessary follow up actions needed including contacting parents/ guardians, notifying the authorities and conducting restorative actions where possible. A summary of the event may be added to the file of the student and staff/ faculty member in question.

Code of Conduct

Williamsburg Charter High School students are expected to exhibit acceptable standards of conduct at all times. Students are given every consideration concerning their rights and are expected to share in the responsibility.

Behavioral Expectations

Classroom Expectations and Procedures

- Students will follow directions and classroom protocols.
- Students will show respect for others.
- Students will use appropriate school language.
- Students will be prepared for class.

Assembly Expectations and Procedures

- Remain seated with your advisory/or class.
- Listen and pay attention
- Clap or cheer only when appropriate.
- Leave only when your advisory/class is dismissed.

Lunchroom Expectations and Procedures

Lunch is a time for students to eat, relax, and socialize with friends. However, be reminded that all school rules as outlined in the covenant still apply during lunchtime.

- Students are to use a volume of voice respectful of others surrounding
- Students are required to keep tables clean and wiped after breakfast and lunch.
- Students are expected to remove their own garbage and place it in the provided trash cans.
- Students may only attend their scheduled lunch period.
- Students may use electronics but must use them responsibly; Students may only listen to music with headphones; students may not take photos or audio/recordings of others during lunch.

Hallway Expectations and Procedures

- Students are expected to move quickly to their next class. Blocking the doorways, stairs or the hallways is dangerous and results in students missing instructional time in the classroom.
- Students are expected to keep their voices low while in the hallways.
- Students should use appropriate school language.
- Students are expected to keep hands, feet and objects to themselves.
- During class time, students should only be in the hallway with a pass.

Fire Alarm Expectations and Procedures

Any time the fire alarm goes off students must obey the following procedures:

- Listen for the fire alarm.
- Line up quietly and immediately.
- Walk silently to the designated exit and line up outside with your class.

Safety and Security

Students must adhere to all the security procedures of the building as noted on signs throughout the school building. Students may only use the elevators if they have been issued an elevator pass. Failure to observe these rules can result in further consequences.

Community Safety

The *Williamsburg Charter High School* and its leadership will do everything necessary and everything in its power and to the full extent of all applicable laws to ensure the health and safety of all students, teachers and staff who are a part of the school community.

Students who pose an immediate danger to the *Williamsburg Charter High School* community may be removed immediately from the classroom or school grounds according to the severity and specifics of the infraction. Students and parents must be assured that we are prepared to maintain a wholly safe environment according to our school mission. This policy does not preempt a student's right to a hearing or appeal or any other aspect of due process.

Maintenance of Public Order on School Property

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school. These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any Federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

Prohibited Conduct

No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
- Physically either restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process or to ensure the safety of a child or a member of the school community.
- Willfully damage or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the Head of School or an authorized administrative officer or his or her designee.

- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- Possess on school property any firearm, knife, box cutter, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the Principal or his/her designee to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
- Commit acts which threaten the safety and welfare of persons on school property.
- Violate any federal or State statute or regulation, local ordinance or school policy.
- Possess, use or distribute alcohol, drugs or drug paraphernalia.
- Harass or coerce any person.
- Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal or designee.

Penalties and Enforcement

Penalties for violations of these rules include, but are not limited to:

- the withdrawal of authorization to remain on school property
- ejection
- arrest
- suspension/expulsion or other disciplinary action (for students)

Staff members are required to report known violations of these rules to the Head of School and to make reasonable efforts to stop the prohibited conduct. The Principal is ultimately responsible for the enforcement of these rules.

Guests & Visitors

Any guest or visitor (parent or guardian) of students or staff, including family members, must sign in at the main desk and be escorted to the location where they will be visiting. Guests and visitors are expected to comply with all school rules and behavior expectations.

Access to the Building

Parents/ guardians/ families are a vital part of the Williamsburg Charter High School Community. We consider parents/ guardians/families, as partners in the education of our students and we encourage and welcome visits and partnerships. In order to maximize our student's learning time and minimize distraction, we strongly suggest the following:

- When you are in attendance at school, it is necessary for you to communicate in an orderly and respectful tone. WCHS reserve the right to remove an individual(s) from the building exhibiting inappropriate behavior. It is the School's goal to respect everyone's point of view, opinion and concerns but we cannot allow behavior that undermines the order and safety of the school community.
- We ask for your commitment in attending all parent meetings and teacher conferences.
- Parents are always encouraged and welcomed to attend our monthly board meeting.

Explanation of Discipline Measures: Accountability Steps

Restorative Activity (Making Amends)

Restorative Practices allow for students and/ or staff to make amends for the harm done to the community.

Peace Circle/ Mediation: When a person harms another, we want to allow an opportunity for the responsible party to take accountability for their actions and collectively engage in a process to address the needs and repair harm done to the community.

Family Group Conferencing: Similar to peace circles but includes parents. Parents are raising, teaching and supporting our students and we want to involve them as much as possible to help build a strong and healthy school community.

Alternative Education Lab: We believe strongly in the importance of keeping a student in the learning community during the school day. When a student engages in behavior that does not reflect the values, but does not immediately pose a threat to self or others, we want to give them space to reflect.

Student Court: Student Court is a voluntary program, but offers an alternative in certain instances (as determined by the Principal or her designee) to a Short-Term Suspension and/ or loss of privileges. The Student Court Program Coordinator has the discretion to deny that a case be heard by student court members if the referred student does not take the process seriously.

In order for a student to be referred to Student Court they must a) be in the process of being recommended for suspension based on a pattern of behavior or serious offense; or in the process of being removed from sports/clubs or activities and b) show accountability regarding the actions that took place. Student Court members do not determine guilt or innocence. When a parent and student agree to Student Court, they understand that the child made a bad choice and are open to completing an alternate sanction which is less punitive. The entire Court process is meant to be a teaching tool for the respondent to learn alternative ways of handling situations so that the student doesn't find themselves in the same predicament in the future. If the student referred to student court does not complete the sanction or does not take the process seriously the Student Court will then show proof of intervention and non compliance and will recommend the original consequence to the Academy Leader, which is usually an Out-of-School Suspension or Loss of Privileges (i.e.: Senior activities or removal from clubs or sports).

Classroom Removals

In the case where classroom interventions are not successful a teacher may request that a student is removed from the classroom.

- A teacher has the authority to request for a student to be removed from the classroom when the student's behavior presents a continued danger to students or staff or an ongoing threat or disruption to the academic process.
- When a student is removed, the teacher must provide the student with a "student removal form" indicating the reason for the removal and send the student to the designated area.
- Once the situation is de-escalated, the student will have the opportunity to review the details of the incident with the Academy Leader. At that time the student, designee and staff member (pending availability) will review all applicable incident data to determine the appropriate methods of restoring the school community. The overall goal of this process is to get students back into class as quickly as possible and develop a mutual respect between all parties.
- In cases of serious incidents, the Academy Leader may decide that the behavior warrants additional consequences that would keep the student from returning to class until a parent meeting occurs.

Detention

Detentions serve as an opportunity for a students to reflect on how their actions have impacted the community and how, through different actions, they can positively impact the community moving forward.

Lunch Detention

Detention is served daily during lunch periods

After School Detention

Detention is served Monday, Tuesday, Wednesday, Thursday after the student's last class from 4:15 PM- 5:00 PM

Wednesday and Saturday Detention:

Extended detention on Wednesday and Saturday

Loss of School Privileges

After notification of the parent(s) or guardian(s) a student may have certain privileges suspended if deemed appropriate. These privileges may include but are not limited to: after school sports, clubs, school social activities, field trips, and any other school sponsored extracurricular activity.

A student may be considered ineligible for trips/events for reasons including, but not limited to: involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior or severe lack of academic effort in the day or days leading to trip or sporting events. This includes senior trip and activities. Refunds may not be given to parents and students who have paid for activities but are removed based on academics and behavior.

Alternative Learning Environment Placement and Suspensions

Alternative Learning Environment Placement: Whenever possible, students will be placed in an alternative learning environment to prevent falling behind in coursework and provide access to school support services. Although students will be removed from their normal schedule of classes and activities, supervision will be provided and assignments and homework will be expected from the suspended student. If the suspended student needs academic assistance during this time, it will be provided by a staff member or a willing and capable student tutor. During this alternative learning placement, students are also provided counseling services and/or social emotional development activities. Students must remain in a designated area with a designated teacher. Students are not allowed to leave the designated area unless escorted by a faculty or staff member. Students are required to engage in Academic, Social Emotional and Community Service Activities while in Alternative Learning Environment.

Out of School Suspension: Although we believe strongly in keeping students in the learning community during the school day, we want to ensure the safety of everyone in our school. If an individual poses a threat to themselves, others or compromises the learning community at large, WCHS reserves the right to assign an Out of School Suspension at the discretion of the Academy Leaders and/or Head of School.

Providing due process, only Academy Leaders and Head of School may assign suspensions, short or long term.

Short Term Suspension

This is an out of school suspension that lasts between 1 and 5 days.

Long-Term Suspension A Long-Term suspension is an out-of-school suspension which is 5 days or more (up to a year) due to severe infractions. Except in an emergency situation, prior to long term discipline of a student, an impartial hearing shall be conducted.

Expulsion If a student commits any major infraction, which constitutes an immediate threat to the safety of the community, he or she may be expelled permanently from the school. In addition, any breaches of Federal Law, New York State Law, or New York City Law, may be handled by the New York Police Department and may result in expulsion. Expulsion is defined as permanent exclusion from the school. Expulsion is an appropriate consequence when a student engages in disregard to the safety of others, and /or where it is necessary to safeguard the wellbeing of other students.

Student Discipline Matrix

Infractions: *The school will always use the Steps to Refocus Chart (p.22).*

Academic Dishonesty: copying assignments, cheating on quizzes cheating on tests or exams, plagiarizing major projects or papers

Insubordination:(refusal to follow school rules)

Includes:

- Breach of Confidentiality
- Disrespect of Peers
- Disruptive Behavior
- Refusal to Surrender Electronic Device
- Elevator Violation
- Forgery/Lying to School Faculty or Staff
- Gambling
- Littering
- Misuse of Bathroom(Only 1 student is allowed to be in the bathroom at a time.)
- Misuse of Computer ((hacking, violating copyright law, damaging equipment, etc.)
- Profanity directed at faculty and/or using inappropriate language or profane language
- Skipping Detention
- Verbal Fighting/ Arguments

Cutting:being anywhere other than assigned class without permission, or missing a substantial amount of class time due to unexcused lateness.

Uniform Violation

Please note: Students will be required to wear school issued garments if parent cannot bring appropriate uniform articles.

Includes:

Hats or Headgear
Non-Uniform Items
Inappropriate Attire

Tardiness to class: Arriving 1 to 15 minutes late without a note. More than 15 minutes may equate to cutting class. Reports will be run from attendance system.

Tardiness to school, pattern and/or persistent. (Arriving anytime after 8:00am)

Serious Infractions: The school will always use the Steps to Refocus Chart (p.22), based on the seriousness of the offense below, the school may recommend suspension.

- Confirmed cases of bullying, intimidation, harassment, excessive teasing, threatening of peers, cyberbullying, sexting, improper use of social media or electronic means to bully or harass
- Drugs or alcohol: possession or using drugs and/or alcohol in school or school property or at any school related function.
- Possession of drug paraphernalia, electronic products, Vape pens, e-cigarettes, tobacco.
- Fighting (physical), assault
- Leaving School grounds
- Prohibited items: Facsimile or toy of a weapon, firecrackers, poppers, pets, water balloons, etc. Any item that may cause a disruption to learning or endanger others.
- Safety, endangering safety of student or staff (throwing objects and/or food, etc.)
- Smoking on School grounds
- Threatening assault of school personnel (verbal or physical)
- Trespassing: Bringing outside visitors with malice intent
- Vandalism/Graffiti: defacing and/or destruction of personal or school property

Egregious Infractions: The school will always use the Steps to Refocus Chart (p.22). Based on the seriousness of the offense below, the school may recommend: Long Term Suspension, Expulsion and/or a Referral to Law Enforcement

- Arson
- Assault or Battery of School Personnel
- Bomb Threat
- Extortion
- Tampering with Fire Alarm
- Robbery
- Weapon (possession or use of)
- Gang related intimidation or harassment,
- Sexual Related Offenses: assault or battery, harassment, violation,
- Pornography Distribution
- Confirmed Cases of Bullying
- Inappropriate use of electronics on School Grounds,
- Reckless endangerment; acting in a manner that may cause bodily injury to staff, students, or visitors and guests i.e. throwing material from windows, pushing on the stairways
- Sale of drugs or alcohol
- Theft/Burglary

Please note that your direct or indirect participation in any event relating to the above offenses can result in the most severe penalty. Self defense or self protection or preservation is not a valid excuse or justification for the offense.

Steps to Refocus Chart

At Williamsburg Charter High School we understand that young people make mistakes, and it is the school’s role to support their socio-emotional growth as well as their academic growth. When our students make mistakes, our goal is to create opportunities for them to take accountability for their actions and correct their mistakes. As a school community, it is important that we all commit to steps to refocus our students and follow up with meaningful conversations, activities and accountability steps to ensure our students are supported in every way.

Student	Teacher/Staff	Support Staff	Social Emotional Team
Respond appropriately to redirection	Redirect student toward more appropriate conduct	Redirect student toward more appropriate conduct.	Restorative conversation and reflection
Reflection	Restorative conversation and reflection	Restorative conversation and reflection.	Connect students with services, if applicable
Mediation	Call home		
Participate in restorative action, if applicable.	Referral		

School Steps to Follow Up
<ol style="list-style-type: none"> 1. Notify the family 2. Restorative activity 3. Redirection toward more appropriate conduct (ex: replacement of uniform) 4. Connect student and family to services in school and out of school 5. Determine accountability steps: <ol style="list-style-type: none"> a. Family and team meeting b. Detention c. Suspension d. Recommendation for Long Term Suspension or Expulsion

Family Steps to Follow Up
<ol style="list-style-type: none"> 1. Respond to phone calls and correspondence from school 2. Have restorative conversation with student 3. Implement restorative activity at home 4. Ensure student responds to schools accountability steps.

Due Process Rights

Short Term Suspension

1. In the case of a student orchestrated incident that violates the WCHS Core Values, the Academy Leader will interview all involved parties, review any evidence provided and ensure that the incident is properly documented in writing.
2. A parent/ guardian will be contacted via letter and phone and invited to an informal conference about the incident via phone or in-person. During this meeting, the parent/ guardian will be presented the reasons for the removal from school and parents have a right to ask questions and review any related evidence. If a student is found to be responsible for the violation and suspension is decided, parents will receive a formal letter.
3. The Academy Leader will send written notification of the short term suspension to the parent or guardian to the last address reported on school records stating the causes leading to the suspension, the length of suspension, details for compensatory education, what the student must do to re-enter the WCHS community and the parent/ guardians' right to request an appeal of the suspension.
4. In the case that the Academy Leader or their designee is not able to reach a parent/ guardian via phone and/or email at the time of the incident, WCHS reserves the right to implement immediate action such as alternative learning environment based on the severity of the incident. Any immediate consequences will be determined at the discretion of the Academy Leader and/ or Head of School.

Informal Conference:

When notified about a Short Term Suspension decision, a parent has the right to request an informal conference to appeal the decision. An In-Person Meeting is recommended, but a parent may request a phone conference to appeal. During this time, parents/ guardians are prohibited from questioning other students as this action may be deemed as bullying or harassment and could impact the well-being of another student. Requests for appeals will be scheduled as soon as possible and normally within 5 days of assigned suspension. After reviewing the incident and any new information presented, Head of School will then revoke or continue any disciplinary action taken.

Re-entry from Short-Term Suspension:

All students who return from short term suspension must engage in a conference with the Social Emotional Team. During that meeting we will determine if a student will be placed on a Behavior or Academic Contract and/ or engage in additional restorative activities.

Long-Term Suspension/Expulsion:

Except in an emergency situation, prior to a Long-Term Suspension or recommendation for expulsion of a student, an impartial hearing shall be conducted and governed by the procedure outlined below. Whenever an emergency exists, the hearing provided shall be held as soon as possible.

1. The School will provide written notice to the parent or guardian within 72 hours of the incident of the date and time of the Impartial Hearing. The Impartial Hearing should occur within a reasonable amount of time of the incident and when all parties can convene but ideally within 10 days.
2. The Hearing will be conducted by the an Impartial Hearing Officer, who will call the meeting to order, introduce the parties and counsel where applicable, and swear in any witnesses called by the administration or the student.
3. A parent may request to postpone the Hearing beyond the 10 days for a reasonable period to time to allow the parent and student to prepare their case. In such cases, if the student must remain out of school while awaiting

the hearing, compensatory education will be provided. A student may be represented by counsel at the Hearing at the student's/parent's expense.

4. A verbatim record of the Hearing will be made either by a recording or by a stenographer.
5. The charges will be introduced into the record by the Academy Leader or designee.
6. Formal rules of evidence will not be followed. The Hearing Officer has the right to accept hearsay and other evidence if he or she deems that the evidence is relevant or material to its determination.
7. After the School has presented its case, the student will be asked if they have any witnesses or evidence to present. If so, the witness will be sworn, will testify, and will be subject to cross examination by the administration.
8. In cases where the student denies the allegation, the Hearing Officer must determine whether the student committed the offense(s) as charged.
9. The Impartial Hearing will be a bifurcated hearing of the guilt phase and the penalty phase.
10. If the student is found guilty during the guilt phase of the Impartial Hearing, the Hearing Officer will deliberate on the disciplinary action to be imposed upon the student during the penalty phase of the Impartial Hearing. The Hearing Officer will review the student's attendance record, academic record and behavior in the School community during its deliberations on the issue. Both positive and negative factors will be considered during the penalty deliberation phase.
11. Evidence of past disciplinary problems, suspension or expulsion of a student, can be considered for Long-Term Suspension or Expulsion, but may only be considered in the determination of the length of the Long-Term Suspension or Expulsion and nature of alternative educational opportunity being offered.
12. The Hearing Officer, after viewing the incident and the student's records, will make a recommendation to the Academy Leader as to the appropriate discipline to be applied.
13. The Hearing Officer, shall make finding as to the truth of these charges, if the student has denied them, whether the school has followed proper procedures, and in all cases the disciplinary action, if any, to be imposed.
14. In keeping with the Gun Free Schools Act, it shall be the policy of the School to expel a student for one full calendar year whenever the student is in possession of a firearm. In this regard, the school has minimal discretion.
15. The Hearing Officer shall report its final decision in writing to the Academy Leader and the Academy Leader will notify the student, the parent or guardian, within 10 days of the hearing. The notice will state the reasons on which the decision is based and the disciplinary actions to be imposed. Said decision shall be based on the evidence presented at the hearing.
16. If a student withdraws from school after having been notified that a Long-Term Suspension or Expulsion hearing is pending, the hearing will be cancelled.
17. A parent can appeal the Principal's decision to the Board of Trustees within ten days by writing and sending a letter to the Board of Trustees Chairperson.
18. If the parent is not satisfied with the decision of the Board of Trustees, they can contact the New York State Education Department

Rights of Students with Disabilities

Discipline Procedures

Discipline of a student with a disability will be consistent with federal and state laws and may be adjusted to reflect individual needs. Federal and state law protections will apply whether the disability has been formally identified by a Committee on Special Education or the parent has asserted the right to these protections and the School is deemed to have had knowledge of a disabling condition before the behavior occurred that is the subject of the disciplinary proceeding. The following guidelines will be followed:

1. A student whose Individualized Education Program ("IEP") includes a behavior intervention plan which identifies specific consequences for certain kinds of conduct will be disciplined in accordance with the behavior intervention plan. If the behavior intervention plan appears not to be effective or if there is concern for the health and safety of the student or others, the student will be immediately referred to the CSE of the student's school district of residence for review of the BIP and consideration of a change in the plan or change of placement.
2. A student whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for ten days or more except as described in Paragraph 3, below.
3. If a student with a disability has been referred for suspension for a violation of the code of conduct punishable by more than ten days the School will immediately refer the student to the CSE for a Manifestation Determination Review (MDR) to determine whether the conduct which is the subject of the suspension is connected to the student's disability. The School will notify the Parents about the suspension in writing and will also notify them of the referral to the Committee on Special Education and will provide them with access to the Procedural Safeguards Notice. If a disciplinary removal in excess of ten days is contemplated, the School will also request that the CSE conduct a Functional Behavioral Assessment.

If a student identified as having a disability is suspended repeatedly and a further suspension might result in a total of more than ten days out of school during the school year, the student will be referred to the CSE for an MDR and for a Functional Behavioral Assessment or review of a current BIP. In considering the placement of a student referred because of a series of disciplinary problems, the CSE will be expected to follow its ordinary procedures with respect to parental notification and involvement. If the CSE finds that the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, the student will return to school and the School will work with the CSE to conduct a functional behavioral assessment on school premises. If appropriate, the School will also ask the CSE to consider a change of placement. If the behavior is not a manifestation of disability, the suspension may continue and the School will request that a Functional Behavioral Assessment be conducted if deemed appropriate by the CSE.

A student whose conduct is a manifestation of a disability will be returned to class as soon as possible (but should not exceed ten days in any event) unless his parents' consent to a change of

placement or unless he is found guilty of one of the following three offenses which are punishable by long-term suspension:

- Carrying a weapon to or possessing a weapon at school, on school premises, or at a school function;
- Knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance at school, on school premises, or at a school function;
- Inflicting serious bodily injury upon another person, while at school, on school premises or at a school function.

If the Superintendent or other hearing officer appointed by the School finds that the Student was guilty of any of these three categories of offenses, the School will request that the CSE conduct a Functional Behavioral Assessment and will work with the CSE to transfer the student to an Interim Alternative Educational Setting for up to forty-five days. The CSE will arrange for instruction for the student in this alternative setting. The CSE will determine the amount and kind of the instruction to be provided. Instructional services should be adequate to enable the student to appropriately progress in the general curriculum and to achieve the goals of his or her IEP. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, the child may be disciplined in the same manner as a child without a disability.

Parents may request an Impartial Hearing to challenge the manifestation determination. The Request will be made in accordance with procedures developed by the New York State Education Department for appeals from decisions of a Committee on Special Education. The student will remain in his or her current educational placement pending the determination of the hearing, but if the student is attending classes in an alternative setting at the time of the appeal from the manifestation determination, the student shall remain in the alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive Federal financial assistance from ED. Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies, such as the Williamsburg Charter High School (WCHS). The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require WCHS to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

It is the intent of WCHS that parents of students who may have a disability under Section 504 be informed of their rights. A person with a disability is defined as a person who has a physical or mental impairment which substantially limits one or more major life activities, accepting disabilities that are transitory (6 months duration or less) and minor.

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

You have the right to:

1. Have your child partake in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have WCHS advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free, appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have WCHS make reasonable accommodations in the educational program and placement to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
6. Have your child receive special education and related services if they are found to be eligible under state or federal special education law or if they require specialized services under Section 504.
7. Have evaluation, planning and placement decisions made based upon a variety of information sources, and by persons who know your child, the evaluation data, and placement/program options.

8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by WCHS.

9. Examine all of your child's educational records and obtain copies of those records at a reasonable cost, unless the fee would effectively deny you access to the records. You also have the right to request an explanation and interpretation of your child's records. Should you disagree with the records maintained by WCHS for your child because you believe them to be inaccurate, misleading, or otherwise in violation of the privacy rights of your child, you may request that they be amended. If WCHS refuses your request, you have the right to a hearing.10. Request a meeting with the 504 Compliance Officer to review any concern over the actions of WCHS with respect to the identification, evaluation, educational programs, or placement of your child. This meeting is not required by law, but frequently can resolve concerns.

11. Request mediation and/or an impartial hearing, with WCHS' Board of Trustees, related to any decision or action regarding your child's identification, evaluation, educational program or placement. You and your student may take part in the hearing before an impartial hearing officer and have an attorney represent you. Under certain circumstances, you may be entitled to an award of reasonable attorney fees.

12. Appeal the decision of the hearing to the New York State Board of Regents, Charter School Office.

13. File a Complaint with WCHS or the Office for Civil Rights if you feel the WCHS has not acted in accordance with the law. The District 504 Compliance Officer will assist you in filing a Complaint or you may directly contact:

Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500

The 504 Compliance Officer for Williamsburg Charter High School is:
Tanishia Williams, Principal.

More information regarding the rights of students with disabilities can be found on the New York State Education Department's website at:

<http://www.p12.nysed.gov/specialed/publications/psgn1211.htm#appeal>

Individuals with Disabilities Education Act (IDEA)

If a parent, individual or organization believes that a school district or public agency has violated a requirement of Part B of the Individuals with Disabilities Education Act (IDEA) or State law/regulation related to the education of students with disabilities, they may submit a written, signed State complaint to the New York State Education Department (NYSED). Attached is a revised New York State (NYS) Sample Complaint Form that may be used to submit a complaint. Use of this form is recommended, but not required. If using your own format to submit a State complaint, you must provide the required information, as appropriate, as indicated on the sample form. Upon receipt of a written complaint by an individual or agency, NYSED must determine if the alleged violation occurred and issue a written decision of its findings.

NYSED encourages parents and school districts to use mediation to resolve complaints regarding the education of a student with a disability.

Parent, Individual or Organization (Complainant) Submitting the State Complaint

- Requests for a State complaint must be made in writing.
- A State complaint must be signed by the complainant (faxed or e-mail signatures will not be accepted).
- The State complaint must include:
 - a statement that a school district or public agency has violated a requirement of Part B of IDEA or State law/regulation related to students with disabilities;
 - the facts on which the statement is based;
 - contact information of the person filing the complaint;
 - if alleging violations with respect to a specific child, include:
 - the name and address of the residence of the child;
 - the name of the school the child is attending;
 - in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending;
 - a description of the nature of the problem of the child (the concerns that led you to file the complaint), including the facts relating to the problem; and
 - a proposed resolution of the problem to the extent known and available at the time the person is filing the complaint.
- The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.
- The individual filing the complaint must forward a copy of the complaint to the school district or other public agency serving the child at the time the person files the complaint with NYSED.

State Complaint Procedures

- The school district or public agency must give the procedural safeguards notice to the parent upon receipt of the first State complaint in a school year.
- The parent, individual or organization filing the complaint has the opportunity to submit additional information, either orally or in writing, about the allegations in the State complaint.
- The school district or public agency has the opportunity to respond to the State complaint, including, at a minimum: (a) at the discretion of the school district or public agency, a proposal to resolve the complaint and (b) an opportunity for the school district or public agency and the parent who filed the complaint to voluntarily engage in mediation.
- Within 60 calendar days after a complaint is filed (received), NYSED will issue a written decision to the complainant that addresses each allegation in the complaint and contains findings of fact and conclusions and the reasons for the final decision. NYSED will include, if needed,

procedures for effective implementation of its final decision, including technical assistance, negotiations and corrective actions to achieve compliance.

- NYSED can grant an extension of the 60-calendar-day time limit only if exceptional circumstances exist with respect to a particular State complaint or the parent, individual or organization and school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation.
- NYSED is required to set aside the complaint or any part of a State complaint that is being addressed in a due process hearing until the conclusion of the hearing. Any issue in the complaint that is not part of a due process hearing must be investigated and resolved. If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties, then the due process hearing decision is binding on that issue and NYSED will inform the complainant that the decision is binding. A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision will be resolved by NYSED.
- NYSED will review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of IDEA or State law/regulation and must, if it determines it to be necessary, carry out an independent on-site investigation.

The complaint form can be located here:

<http://www.p12.nysed.gov/specialed/formsnotices/statecomplaint/sampleform-912.pdf>

Electronic Device Policy

- When students arrive to their classroom , they must place their phones in a Yondr cell phone case. Phones are only unlocked at the end of the class or at the discretion of the teacher.
- Electronic devices of any kind including, but not limited to, iPods, cell phones, MP3 players, etc. are **ONLY** allowed to be used in the **café space during the student's designated lunch period.**
- When using electronics on school ground the following is prohibited:
 - Loud music. Students must use **headphones.**
 - **Taking unauthorized photos and audio/ video recordings of others.**
 - Making sexual suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal sexual nature. (sexual misconduct)
 - Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying)
 - Posting, distributing, displaying or sharing literature or material containing a threat of violence, injury or harm, depicting violent actions against or obscene, vulgar or lewd pictures of students or staff.
 - Using slurs based on actual or perceived race, ethnicity, color, national origin, citizenship/ immigration status, weight religion, gender, gender identity, gender expression, sexual orientation or disability.
- Electronic devices may not be used during school fire drills or other emergency preparedness exercises.
- Students are not permitted to charge electronic devices in class.
- Students are prohibited from using electronic devices to engage in scholastic dishonesty, which includes but is not limited to cheating, plagiarizing and colluding.
- Please note the following consequence if a student does not follow the electronic policy:
 - First offense: The electronic device will be confiscated and can be picked up after-school.
 - Second offense: The electronic device can only be picked up by a parent/guardian during pre-designated day. Parent and child must sign electronic contract where student will hand in phone daily.
 - Third offense: The electronic device can only be picked up by a parent/guardian during a pre-designated day and student will receive consequences as described in the Student Consequence Matrix.
 - Yondr Pouches: Students who purposely damage Yondr pouch will be required to pay \$20 to replace the pouch.
 - Please note that if a student brings an electronic device and the device is *Stolen/Lost*, the school is not responsible.

Please Note: Once confiscated school staff has the right to review the most recent electronic transactions made with or accessed by the electronic device if there is reasonable suspicion that such transactions were in violation of school policy or state or federal law.

Locker Policy

Lockers are School Property

All lockers assigned to students are the property of The Williamsburg Charter High School. At no time does the School relinquish its exclusive control of its lockers and the School will have full access to every locker throughout the school building at all times. All Students will be given a lock at the beginning of the year. Students, who do not return their lock, will be charged \$5.

Appropriate Use of School Lockers

The school assigns lockers to its students for convenience and temporary use. This is a privilege that can and will be revoked for students who do not comply with the rules laid out in this policy. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear for after-school sports, grooming aids, or lunch. Items found in lockers that do not comply with the expectations outlined in the Community Covenant or in this policy will be dealt with accordingly. This includes personal electronic devices. Students are solely responsible for the contents of their lockers and should not share their lockers with other students nor allow another student access to their locker for any reason. Lockers will be assigned at random and students may not switch lockers with each other.

Locks

Only school-approved locks can be used. Any other lock is not approved by the school and shall therefore be clipped at the end of the day, leaving your belongings unlocked. The School is not responsible for your belongings should it need to clip your lock, leaving your locker open. For your convenience, the school has chosen these specific locks in order to support you in the case that you may forget or lose your combination. In such event, you must go to the Security office to have your lock opened.

Decoration of Lockers

Students are permitted to decorate the inside of their locker with the following restrictions:

- No stickers of any kind can be placed on the inside or front of any locker
- While magnetic decorations are preferred, masking tape is the only adhesive permitted when hanging pictures or other personal items in lockers
- Students should not decorate the outside of their locker. However, with the Academy Leader's permission, the outside of student lockers can be decorated on special occasions. Again, only masking tape can be used to adhere items.

Designated Locker Times

Students will not be permitted to visit lockers during class time. Students may only visit their locker during passing time between periods and before and after school. Excessive lateness to class may result in the temporary or permanent suspension of locker privileges by the Academy Leaders or his/her designee. Congregating and/or loitering around lockers is strictly prohibited.

Search of Locker Contents

The Safety Manager or his designee reserves the right to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent. They shall not be

obligated but may request the assistance of a law enforcement officer in conducting a locker search. However, in the course of a locker search, the searching party shall respect with reason the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

Seizure

When conducting locker searches, the Safety Manager or a designee may seize any illegal or unauthorized items, items in violation of this policy, or any other items reasonably determined by the searching party to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies. Any items seized shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of students shall be notified by the school leader or his/her designee of items removed from the locker.

Student Bullying and Harassment Policy

The Williamsburg Charter High School is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, WCHS has in place policies, procedures and practices that are designed to reduce and eliminate bullying and harassment as well as process and procedures to deal with incidents of bullying and harassment when they occur. Bullying and harassment of students by other students, school officials, faculty, staff, and volunteers who have direct contact with students will not be tolerated in the network. The school prohibits harassment, bullying, hazing, cyber bullying or any other victimization based on real or perceived, including but not limited to, race, sex, creed, color, national origin, religion, marital status, disability, sexual orientation, physical appearance, and/or personality characteristics.

This policy is in effect while students are on property within the jurisdiction of the school; while on school-owned and/or school-operated vehicles; while attending or engaged in school functions; and while away from school grounds if the misconduct directly affects the good order and efficient management and welfare of the school. If after an investigation in the course of due process a student or staff member is found to be in violation of this policy, the student or staff member shall be disciplined by measures up to and including suspension, expulsion or dismissal.

Dignity Act for All Students Act (DASA)

WCHS is in compliance with New York State's Dignity for All Students Act, also known as The Dignity Act, and most commonly referred to by its acronym, DASA, which is legislation in the State of New York, established to provide a school environment free of discrimination and harassment. New York State's Dignity for All Students Act seeks to provide all public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, as well as on a school bus or at a school function.

Williamsburg Charter High School's Dignity for All Students Act (DASA) Coordinator is Justin Morris, Social Worker. Please contact 718-782-9830 or jmorris@thewcs.org should you have any questions or need to report an incident or concern.

The School's Dignity Act Coordinator ("DASA Coordinator") has been trained to handle human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Harassment

Harassment as set forth above may include, but is not limited to the following behavior/overt acts and or circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student or staff member that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;

- Unreasonable interference with a student or staff member's performance or creation of an intimidating offensive or hostile learning environment.
- Sexting and cyberbullying – which is understood to mean in the most general sense using any electronic means of communications (including but not limited to email, instant messaging or posting on social network sites) to carry out any of the behavior/overt acts or circumstances listed above.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive educational environment.

Retaliation against a student because the student has filed a bullying or harassment complaint, or assisted or participated in a harassment investigation or proceeding, is also prohibited. Students who knowingly file false harassment complaints or give false statements in an investigation shall be subject to discipline by measure up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

The school will promptly and reasonably investigate allegations of harassment. The Principal or designee will be responsible for handling all complaints by students or staff alleging harassment.

It will also be the responsibility of the Principal or designee in conjunction with the investigator to develop procedures regarding this policy. The school administration will also be responsible for organizing training programs for student, school officials, staff and volunteers who have direct contact with children. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The Principal or his/her designee will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school. The Principal shall report to the board on the progress of reducing bullying and harassment across the school.

Cyberbullying

Williamsburg Charter High School will discipline and/or refer victims to Law Enforcement whenever evidence of cyberbullying is proven. Cyberbullying takes place through the use of computers, cell phones and other electronic devices. Examples of cyberbullying include:

- Sending hurtful, rude, or mean text messages to others
- Spreading rumors or lies about others by e-mail or on social networks
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

Cyberbullying can be understood in a variety of ways, but all include the following: it is deliberate, harmful, uses electronic technologies and is usually repeated over time. An imbalance of power is usually involved, but may be more difficult to describe since it may come from having proficiency with technology, or due to having possession of some information or content that can be used to harm someone else. One can be found guilty of cyber bullying by initiating the communication or participating in the communication or by being aware of the situation and not taking any action to stop it or notify an authority about it.

Student Email and Social Network Policy

1. Williamsburg Use of Email

Email is a mechanism for official communication within Williamsburg Charter High School. Williamsburg Charter High School has the right to monitor such communications sent and received. **Official email communications are intended only to meet the academic and administrative needs of Williamsburg's community.**

2. Assignment of Student Email

Official Williamsburg Charter High School email accounts are available for all enrolled students. The addresses are all of the form [First Name + Last Four (4) Digits of OSIS]@gmail.com. The official email address will be maintained by the Technology Manager.

3. Directions for Accessing Student Email

Please visit **gmail.com** to log in. Please see your Academy Leader if you need your student login information.

4. Students MAY NOT Redirect Email

Students are NOT allowed to have email redirected from their official student Gmail account to another email address (e.g., @aol.com, @hotmail.com, or an address on a departmental server) or from another email address to their school Gmail account. Williamsburg Charter High School will not be responsible for the handling of emails by outside vendors.

4. Expectations About Student Use of Email

Please be advised that the Student Discipline Matrix in the Community Covenant applies to use of student email and student conduct over email and computers – even if the messages are sent after school hours and/or off campus. Students have the responsibility to use school email only for school and education-related purposes and to conduct themselves in an appropriate and professional manner.

5. Authentication for Confidential Information

It is a violation of Williamsburg Charter High School policies, including the Student Code of Conduct, for any user of official email addresses to impersonate a Williamsburg office, faculty/staff member, or student. To minimize this risk, some confidential information may be refrained from the email server. In these cases, students will receive email correspondence directing them to see their Advisors, where they can access the confidential information. Confidential information will not be available in the email messages, unless absolutely necessary

6. Privacy

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence.

7. Social Networking

Teachers and current students should not use social networking tools for communication. In other words, students and teachers should not “friend” each other or post on each other social networking sites.

School Computers and Laptops Policy

The *Williamsburg Charter High School* computer network is provided for students to conduct research and complete assignments. Computer network storage (hard drives and personal electronic folders) are treated like school lockers. In other words, school officials may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Complete rules for using school computers are set out in the handbook for computer use that students must read and sign before being allowed to use school computers.

Substance Abuse Policy

Any student who is suspected to be under the influence of a controlled substance will be evaluated by the nurse and the substance abuse counselor. If a student's parent cannot arrange an immediate test then the school will take the step of suspending the student until the test is conducted. If the test results are positive then the student will have to have an evaluation and assessment done by a drug and alcohol counselor to determine the nature and severity of the problem. The student must then follow the recommendation and treatment in order to continue at the *Williamsburg Charter High School*. The student will be disciplined according to the school discipline code and due process.

Contact Information

	Name	Email
WCHS Board of Trustees Chairperson	Lourdes Rivera-Putz	<u>uwsofny@aol.com</u>
NYSED Charter School Office (CSO) Liaison	Laura Hill	<u>laura.hill@nysed.gov</u>
Head of School, 504 Compliance Officer	Tanishia Williams	<u>twilliams@thewcs.org</u>
Head of Operations	Valerie Jacobson	<u>vjacobson@thewcs.org</u>
School Attorney/ Impartial Hearing Officer	Ellen Eagen	<u>ellen@ekelawfirm.com</u>
Chief Emergency Officer	Tamishia Johnson	<u>tjohnson@thewcs.org</u>
Safety Manager	Raymond James	<u>rjames@thewcs.org</u>
Student Court Program Coordinator	Shante Martin	<u>smartin@thewcs.org</u>
Academy Leaders	Kelly Thomas, 9th Grade,	<u>kthomas@thewcs.org</u>
	Lester Samson, 10th Grade	<u>lsamson@thewcs.org</u>
	Kevin Morris, 11th Grade	<u>kmorris@thewcs.org</u>
	Shante Martin, 12th Grade	<u>smartin@thewcs.org</u>
DASA Coordinator	Justin Morris	<u>jmorris@thewcs.org</u>
Technology Manager	David Medina	<u>dmedina@thewcs.org</u>

Parent Agreement

The following is a summary of our rules and policies to which you are expected to adhere as a member of our school community. You must read the WCHS Community Covenant to learn about the details of these rules and policies:

I recognize that I am a major part of my child's success at School and I recognize that I need to be attentive and assist in encouraging and enforcing the community rules below.

Uniform:

- My child MUST wear the full uniform every day AND I will make sure that the uniform policy is followed starting at home. If my child does not wear uniform attire and I am unavailable to bring appropriate uniform articles to the school, my child will be required to wear school issued garments.

Electronics: My child is only allowed to use electronics in the café space during their designated lunch period or at the discretion of the teachers.

- In the event that my child brings an electronic device to school, that is seen and/or heard, or used inappropriately as outlined in the school electronic policy, it will be confiscated and actions will be taken as per the student matrix.
- I understand that I must call the school if I need to contact my child during the school day and not try to reach my child on his/her electronic device during the school day.
- The school is not to be held responsible for electronics being lost, stolen or damaged. It is my child's responsibility to take proper care of his/her device, and devices may not be charged in school.

Leaving school grounds

- Under no circumstance are students under the age of 18 allowed to leave the school without an adult.
- Students who are at least 18 years of age may sign themselves out of school with parental permission ONLY.

Attendance Policy

- Always contact the school when your child will be late or absent.

Testing policy

- Makeup tests are at the discretion of the teacher, except when a medical excuse is provided. Students should try their best to not be absent during exam days.

Academic expectations

- The school will teach and tutor students, but it is up to them and me to ensure that they attend and benefit from the services provided in school.

Expected conduct

- Patterns of negative behavior that impede or disrupt my child's or other students' learning may result in disciplinary action.

Parent Association

- As a member of the WCHS community I am a member of the parent association and I will do my best to be involved in the events planned for the parent association.
- I will attend parent meetings.
- I will maintain accurate records with the school (phone numbers, emergency contacts and address must be up to date).

Exit procedure

- I recognize that I have certain rights with regard to due process should my child be disciplined including the ability to appeal a decision if necessary.
- I am responsible for finding a new school for my child by going to the high school placement office if I am not satisfied with the WCHS or if my child is expelled.

Parent Conduct

- When in attendance at my child's school, it is necessary for me to communicate in an orderly and respectful tone.
- I understand that the school reserves the right to ask me or an advocate to leave the premises if the tone or behavior is threatening, bullying or aggressive. It is the school's discretion to call law enforcement.
- I understand that if the school contacts me regarding my child, it is imperative that I respond.

As a parent and member of the WCHS community, I agree to respect the rules set forth above and as they are explained in the Community Covenant which I have received.

Print & Sign _____ Date ____/____/____

Child's/children's name(s) _____, _____