



Westminster
COMMUNITY
CHARTER SCHOOL

Student – Parent Handbook

2020-2021

Principal: Mr. Robert Ross

TABLE OF CONTENTS

Mission Statement..... 5

Student Pledge 6

Introduction..... 6

Admission/Enrollment 6

 RE-ENROLLMENT FOR FOLLOWING SCHOOL YEAR 7

 ENROLLMENT PERIOD AND ADMISSIONS LOTTERY FOR NEW STUDENTS 7

Academics 8

GRADING POLICY 8

PROMOTION AND RETENTION OF STUDENTS..... 8

ACADEMIC HONESTY POLICY 9

Uniform and Personal Appearance 10

 ADDITIONAL DRESS CODE REQUIREMENTS AND LIMITATIONS 10

Arrival and Dismissal Procedures 11

School Attendance Policy..... 14

 STATEMENT OF OVERALL OBJECTIVES 14

 EXCUSED 16

 UNEXCUSED 16

 EARLY RELEASE 16

 TRUANCY 16

RECORDKEEPING AND DATA COLLECTION..... 17

STUDENT ATTENDANCE AND PARTICIPATION 17

TARDINESS 18

 EXCUSED TARDINESS 18

 CLASSROOM TARDINESS..... 18

Westminster Community Charter 2020-2021 Student - Parent Handbook

LEAVING THE BUILDING	18
WCCS Acceptable Use Policy for Technology	19
POLICY GUIDELINES FOR ACCEPTABLE USE OF TECHNOLOGY EQUIPMENT AT SCHOOL.....	19
Student Code Conduct and Discipline.....	21
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS.....	21
DISCIPLINE RULES, PROCEDURES, AND DUE PROCESSES.....	21
I. STUDENT DISCIPLINARY CODE	21
A. DEFINITIONS	21
B. SHORT-TERM SUSPENSIONS	21
C. LONG-TERM SUSPENSIONS.....	22
DISCIPLINARY INFRACTIONS.....	22
D. ADDITIONAL DISCIPLINARY MEASURES.....	23
E. PROVISION OF SERVICES DURING REMOVAL.....	24
F. DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS.....	25
NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	28
II. MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY.....	29
A. PROHIBITED CONDUCT	29
B. PENALTIES AND ENFORCEMENT.....	30
III. STUDENT RIGHTS AND RESPONSIBILITIES	30
A. PARTICIPATION IN SCHOOL ACTIVITIES	30
B. RECORDS.....	31
C. FREEDOM OF EXPRESSION	31
D. SEARCH AND SEIZURE.....	31
E. DIGNITY FOR ALL STUDENTS ACT (DASA) (Enacted July 1, 2012)	32

Westminster Community Charter 2020-2021 Student - Parent Handbook

Miscellaneous	34
CELL PHONES	34
LOCKERS	34
LOST AND FOUND	35
LUNCH PERIODS	35
Class/ School/ Corridor Conduct	35
After-school clubs & activities	35
Sports and Extra Curricular Eligibility	36
Kaleida Health Clinic	36
MEDICATIONS	36
IMMUNIZATIONS	37
COMMUNICABLE DISEASE	37
SICK CHILD PICK-UP	37
FOOD SERVICE PROGRAM	38
Procedure for Complaints of Discrimination related to the Food Service Program	38

MISSION STATEMENT

We believe that our first responsibility is to the students, parents and community members, who attend our school, use our services and interact with us. In meeting their needs everything we do must be high quality. We must constantly strive to use the best instructional practices, in order to provide the best education possible. Students, parents and community members must be serviced promptly, courteously and in a fair way. More importantly our students must have an opportunity to gain from their education.

We are responsible to our employees, the men and women who work with us within our community. Everyone must be considered as an individual. We must respect their dignity and recognize their merit. They must have a sense of security in their jobs. Assignment and workloads must be fair and adequate, and working conditions clean, orderly and safe. We must be mindful of ways to help our families fulfill their family responsibilities. Employees must feel free to make suggestions and complaints. There must be equal opportunity for leadership, development, and advancement for those qualified. We must provide competent management, and their actions must be just and ethical.

We are responsible to the communities in which we live and work and to the world as well. We must be good citizens - support good works and model a belief in supporting charities. We must encourage civic improvements, a better understanding of ourselves and others, and our impact on our greater community.

Ultimately our most important responsibilities are to our students. Our daily work must provide students with a sound and innovative education, a place for social and emotional growth. We must experiment with new ideas and emerging technology. We must take risks with the curricula. The physical plant must continue to be cared for in a timely manner. Risk should be taken to reflect our value and our purpose of developing a rigorous and caring environment.

When we operate according to these principles, the students should be the beneficiaries of our work.

Because of the nature of its mission, **Westminster Community Charter** does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

STUDENT PLEDGE

I am a student of Westminster Community Charter School...Buffalo's BEST! I respect my parents, my teachers, my classmates, and myself. I am responsible for all of my behaviors. I am learning to set goals for myself. I come to school with a clean body and appropriate clean clothes. I come to school prepared to learn with my homework, books, pencils, pens, and paper. I come to school with a positive attitude and an open mind...ready to learn. I come to school to learn and participate in order to get the best education I can.

INTRODUCTION

To achieve our mission, every member of the Westminster Community Charter School must respect the rights of all members of the community. This means creating an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning. The information in this handbook provides the guidelines for all of our behaviors and attitudes that will create a positive environment in which each student, parent, and teacher can contribute and learn.

ADMISSION/ENROLLMENT

In accordance with New York law, The Westminster Community Charter School is open to all students eligible to attend a public school in New York State, without regard to ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, sexual orientation, national origin, religion or ancestry. Students are selected on a random selection basis if the number of applicants exceeds the available space by grade level.

Notwithstanding the above, all regular education and special education children who are enrolled in the Westminster Community Charter School in the current school year have preference to Re-enroll annually (See below). Admission preference is also being given to siblings of those students attending the school, then to students residing in the District, and finally to students from outside the District - provided any space remains.

Documents required when registering a student:

- Original Certificate of Birth/Adoption: with seal /Passport
- Immunization Record: up-to-date with required immunizations
- Dental Certificate
- Proof of address: current gas or electric bill with name of parent/legal guardian and address, lease agreement, land lord statement.
- Final report card from June: transcript of official transfer if registering during the school year

RE-ENROLLMENT FOR FOLLOWING SCHOOL YEAR

In order to determine the number of slots vacant for the following school year, parents of enrolled children who wish to return and siblings of enrolled children, who wish to be enrolled in the following year, must complete a Student Re-Enrollment Form and a Parent/School Contract to be returned by the deadline date. Please note that this Form must be returned to the School Office or your child's spot could be taken because there is an enrollment cap and a waiting list.

ENROLLMENT PERIOD AND ADMISSIONS LOTTERY FOR NEW STUDENTS

Formal recruitment of incoming students begins after January 1st. The Charter School advertises open registration and interested families submit applications until April 1st, at which point students will be entered into a random lottery. This lottery will be held after April 1st annually and students will be notified shortly thereafter.

In the event of the need for a lottery, admission preference is granted to applicants in the following manner:

- First preference will be given to returning students, who will automatically be assigned a space within the School.
- Second preference will be given to siblings of students already enrolled in the Charter School.
- Third preference for admission is for students who reside in the school district of location (i.e. the Buffalo Public Schools).
- Any remaining slots shall be available to applicants residing outside the district of location.

A waiting list shall also be established. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. Enrollment forms can be found on the WCCS website

ACADEMICS

GRADING POLICY

Grades are used to indicate achievement and development in each class or subject area in which a student is enrolled. Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions, activities, and projects. Classroom participation, and thus student attendance, is an important factor in earning high grades. The break down is as follows:

Homework: 10%

Classwork: 50%

Assessments: 40%

If student work is not completed within ample classroom time as well as extended opportunities, students may be asked to complete the assignment(s) at home and return them back to school.

Extended project work may be brought home by students to continue the completion of the unit project.

If a student knows that he or she will be absent for several days, it is possible for homework assignments to be sent home. Contacting the classroom teacher can make arrangements for missed assignments.

PROMOTION AND RETENTION OF STUDENTS

At the elementary and middle levels (K-8), students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic core subjects —ELA, Mathematics, Social Studies and Science — shall have their cases considered on an individual basis and may be retained.

A recommendation for retention shall be decided through a case by case conference approach involving the Teacher, Counselor, and Parent/ Guardian. All information will be forwarded to the Principal for review. The Principal, taking into account all information will make the final decision for retention.

Factors to be considered include teacher recommendation; classroom achievement; standardized test scores; social, emotional and physical development; attendance; and family conference.

EARLY IDENTIFICATION / INTERVENTION

Classroom teachers are expected to make every effort to identify early those students at risk of failing. Administration must be notified promptly if retention is anticipated. The Teacher or

designee will then contact the parent and set up a meeting to review all data and /or develop a plan success action plan for the student.

MIDDLE SCHOOL & PROMOTION TO HIGH SCHOOL

At the 7th & 8th Grade level, students who do not make satisfactory (less than 65) progress in:

- Two or more Full-year subjects —ELA, Social Studies, Mathematics and Science
- Attendance plays a vital role as well. Students that have 18 days of absences, whether making satisfactory progress in the above classes or not, may jeopardize promotion to 9th grade.
- Students who fail 2 or more core courses must attend summer school. Summer school is mandatory for 7th & 8th grade students who fail.

ACADEMIC HONESTY POLICY

We support a learning environment where honesty is valued. Academic dishonesty compromises this standard and will not be tolerated. It is important that each student's work solely reflects his/her best effort. Academic dishonesty hinders the ability of a teacher to diagnose or remediate the work of a student. Academic dishonesty transcends being solely a private matter between teacher and student. It is of concern to the entire school community.

Examples of academic dishonesty include, but are not limited to, the following:

- Plagiarism: The act of taking ideas, writings, etc. from another and passing them off as one's own.
- Giving or receiving information during quizzes, tests, or examinations.
- Collaboration on assignments or reports after being directed otherwise.
- Unauthorized use, receipt, or distribution of quiz, test, or examination items or questions.
- Unauthorized use or misuse of technology and/or copying or misuse of computer disks.
- Copying another student's homework.
- False information included in college, scholarship, or financial aid application.
- Cheating in any form.

A violation of this policy will result in the following consequences:

1. Notify parents.
2. The student will receive a zero for the academic work.
3. The student's work will be closely scrutinized.
4. Other appropriate action, including but not limited to disciplinary measures, may be taken according to the severity of the case.

UNIFORM AND PERSONAL APPEARANCE

WCCS has a uniform policy to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. You will be expected to arrive in uniform every day. Students are **REQUIRED** to remain in their uniform for the entire school day, including lunch periods.

GRADES K – 8	
Tops	<p style="text-align: center;"><u>Navy Blue</u></p> <p style="text-align: center;">WCCS embroidered polo</p> <p style="text-align: center;">WCCS embroidered Sweatshirt</p> <p style="text-align: center;">Join the Pride Tee</p> <p style="text-align: center;">Navy Blue Sweater (Winter)</p>
Bottoms	<p style="text-align: center;"><u>Khaki (color)</u></p> <p style="text-align: center;">Jumper, Pants, Skirt or Bermuda Shorts</p>
Sneakers or shoes	<p style="text-align: center;"><u>Footwear</u></p> <p>*Sandals and slides/flip-flops are not permitted</p>

ADDITIONAL DRESS CODE REQUIREMENTS AND LIMITATIONS

In addition to making sure you are wearing the school uniform, WCCS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance.

- Pants and skirts must fit properly.
- Pants may not be baggy or sagged.
- Belts must fit properly and not hang down when buckled.
- No sandals, flip-flops, clogs, high heels, or platform shoes. The above foot wear is not allowed due to safety issues.
- Clothing which is cut, slashed or has holes, is prohibited.

Westminster Community Charter 2020-2021 Student - Parent Handbook

- Headgear of any kind may not be worn in school. The only exception is for those whose religious beliefs require it and medical concerns.
- Students may not wear hats, caps, silk scarves, bonnets, knit/ terry cloth ear/headbands, bandanas, sports bands, sunglasses, combs, picks, etc., inside the building.
- Hoodies, coats, jean jackets, jogging/athletic suits, gloves, or clothing generally accepted as outer wear may not be in school/class.
- Undergarments may not be exposed at any time
- Jewelry that may be deemed a weapon is not allowed. This includes rings covering multiple fingers, spiked necklaces, large hoop earrings, belts with large buckles, and chain like objects.
- Clothing associated with gangs or street clubs/crews are not acceptable.
- Special clothing may be required in specific situations
- Backpacks/ Totes/ Purses/Fanny Packs are not allowed** in classrooms or the lunchroom. Backpacks and totes should only be used to transport books and supplies to and from school. Any student attempting to enter a class with any of the above items will not be allowed in class. They must fit in lockers. If your backpack is larger than your locker and it will NOT fit, speak to your homeroom teacher. For PE only students will be expected to carry their gym clothes and sneakers to class.

No Uniform and Field Trip Dress Code

On certain days students may be permitted to have a no uniform day. The following guidelines must be adhered to:

Westminster Community Charter School PRIDE T-shirt and uniform bottom

OR

Westminster Community Charter School Uniform

FOOTWEAR

- No flip-flops, Crocs, sandals, high/wedged heels or open toed shoes.

ARRIVAL AND DISMISSAL PROCEDURES

Westminster Community Charter School Staff has established car rider procedures and rules to provide the safest and most efficient environment for our students. As you drive slowly through the car rider zone, please watch carefully for children and adults crossing the parking lot.

Morning Procedure

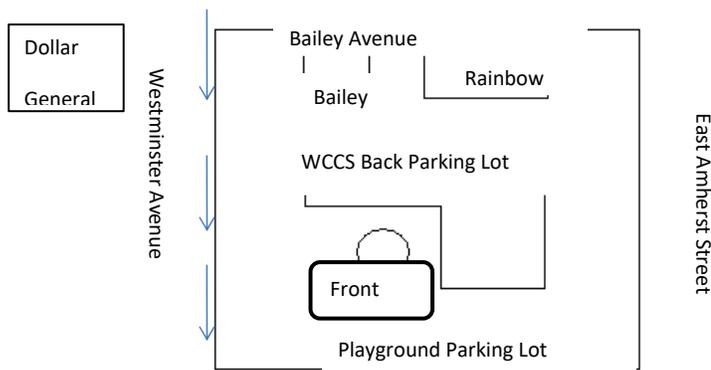
The school day begins at 8:05am. (Please do not drop off your child before 7:55am, as there is no adult supervision. Any student dropped off after 8:15 am must report to the atrium for a tardy pass.

Students have three minutes from the time written on late pass to report to locker and then homeroom.

Parents of walkers are welcome to escort their children into the building and to homerooms in the morning. Some parents prefer to drop off at the front door. Either procedure is acceptable. Parents may not walk children to their classroom after 8:15am. Teachers are often available for brief check-ins in the morning.

However, if you need to have an extended conversation with a teacher, it is best to schedule a time to meet, so the morning routine is not disrupted for the class.

When dropping off your child to school, please utilize the following drop off pattern to ensure student safety (Please note for the Front Loop is closed):

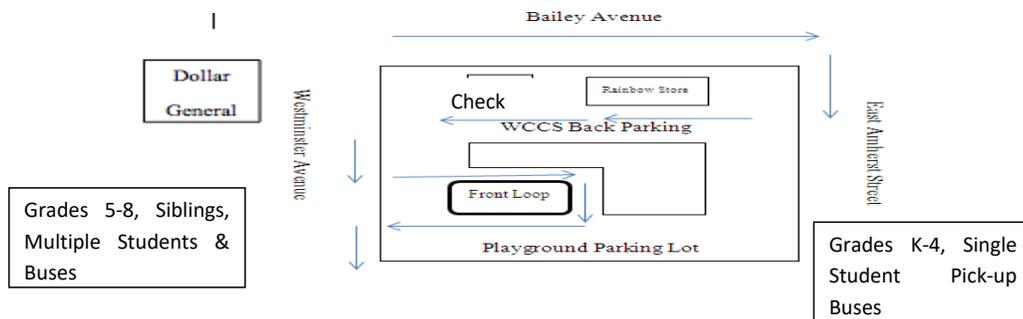


After drop off (8:15am): Students will go directly to the atrium; failure to do so will result in your child being marked tardy. If a student arrives after 8:15am then they need to report to the tardy desk located in the atrium for a late pass.

Dismissal Procedure

In order to have our students exit the building in a safe and timely manner, please follow the dismissal process below:

Parents/Guardians will pick up Kindergarten through Fourth Grade on the East Amherst side of building. Fifth through Eighth Grade and families with multiple children (siblings, cousin, daycares, buses) in the building will continue to pick up on the Westminster Street side of the building. Parents should enter on East Amherst and turn down the driveway behind the school for Westminster Side Pick Ups. The other business driveways around the school cannot be blocked by dismissal traffic- violators may be ticketed by the Buffalo Police Department.



- Each parent or guardian picking up that is unable to provide the appropriate family car number will be required to show identification and have the students School Pass form checked. Any person not on the list will be unable to pick up a student(s) without parent or guardian permission.
 - Each family will be provided with a hanging tag with the family car number. This should be hung from the rear-view mirror of the vehicle. Multiple hanging tags will be provided upon request.---Dismissal tags and numbers will be the same so please keep them from year to year.
 - Students will not be able to come outside for dismissal to wait for their families. The only options are to Walk home, be picked up and released through the Car Pool System.
 - Walk Up pick-ups will be permitted inside in the atrium.
 - For parents that have a special need and who want to pick up their child on a particular day, they should send in a written note to school on that day. We ask that the note first go to the classroom teacher and the teacher will forward the note to the main office.

*****All car riders must be picked up by 3:25 PM.** If you are late picking up your child, administration will give you a warning. If the problem continues, administration will notify the Buffalo Police Department. We do not have additional staff to monitor children after 3:40pm.

SCHOOL ATTENDANCE POLICY

STATEMENT OF OVERALL OBJECTIVES

Every student has a right to educational opportunities that will enable the student to develop his or her fullest potential. Attendance policies are based on the principle that regular school attendance maximizes the student's interaction with his or her teachers and peers and are a major component of academic success. Improved school attendance generally increases student achievement. Therefore, attendance policies that provide for the early identification of attendance problems and effective methods to address them are most likely to succeed. Successful implementation of any attendance policy requires cooperation among all members of the education community, including parents/persons in parental relation, students, teachers, administrators, and support staff. Westminster Charter School has made the commitment to:

1. Maintain adequate attendance records on each student, in order to ensure that each student maximizes achievement of academic standards.
2. Increase school completion for all students.
3. Identify general attendance patterns in order to design attendance improvement efforts.
4. Ensure student's whereabouts can be accounted.
5. Identify patterns of student behavior that may require student and /or parental attention.

Student Attendance Policy

At three (3) unexcused absences:

- Parent(s)/Guardian(s) will receive a letter in the mail to notify them that the student has reached three unexcused absences.
- Students will receive check in services each day with a Westminster team member.
- If the student is absent, the Parent(s)/Guardian(s) will receive a phone call from check in team member.

At six (6) unexcused absences:

- Parent(s)/Guardian(s) will receive a letter in the mail to notify them that the student has reached six unexcused absences.
- Parent(s)/Guardian(s) will attend a parent conference with the school counselor.
- Check in services will continue with Westminster team member.

At ten (10) unexcused absences:

Westminster Community Charter 2020-2021 Student - Parent Handbook

- Parent(s)/Guardian(s) will receive a letter in the mail to notify them that the student has reached ten unexcused absences.
- Parent(s)/Guardian(s) will attend parent conference with assistant principal and school counselor.
- Possibility of student retention will be addressed.
- Check in services will continue with Westminster team member

At fifteen (15) unexcused absences:

- Parent(s)/Guardian(s) will receive a letter in the mail to notify them that the student has reached fifteen unexcused absences.
- Parent(s)/Guardian(s) will attend parent conference with principal, assistant principal and school counselor.
- Possibility of student retention will be addressed.
- Check in services will continue with Westminster team member.

At eighteen (18) excused/unexcused absences:

- Parent(s)/Guardian(s) will receive a letter in the mail to notify them that the student has reached eighteen unexcused absences.
- Student will be retained in current grade due to high level of absenteeism.

* Please note, after a student has accrued 18 absences of any kind, retention will be discussed.

* In order for an absence to be excused, a valid, written excuse must be submitted to the main office upon the students return.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Definitions:

Absent – The student is not in the school building for the entire day or does not attend the assigned class during the entire period of time allotted for that class.

Tardy – A student enters the building after the designated arrival time or a student enters a class after the designated start time.

Early Departure – A student leaves the building prior to the designated dismissal time or a student leaves a class prior to the designated dismissal time.

Truancy- Truancy is the unlawful absence or irregular attendance upon instruction by a student of compulsory education age. A significant, unexcused absentee rate that has a detrimental effect on the child's education.

EXCUSED

1. Personal illness
2. Illness or death in the family
3. Unsafe travel conditions
4. Religious observance
5. Medical appointments
6. Quarantine
7. Required court appearances
8. Approved high school visit
9. Approved cooperative work programs
10. Late bus

UNEXCUSED

1. Family vacation
2. Baby sitting
3. Hair cut
4. Obtaining learner's permit or license
5. Oversleeping
6. Private instruction
7. Wedding
8. Any other reason not listed in "excused" list

EARLY RELEASE

1. Students should try to make appointments so as not to interfere with the school day.
2. If it is necessary for you to leave school early, you must bring a written request from your parent or guardian to the attendance office by 9:00 am. Your note will be verified by a telephone call. If verification cannot be obtained, the student will not be released.
3. No phone call requests will be considered.
4. Unauthorized absence during the day will be considered truancy.
5. Students with special permission to leave early must not loiter in or about the school building.
6. If a student who leaves early is returning for after school activities, such as sports practice or club meetings he/she may not enter the building until 3:45PM.
7. If an emergency arises during the day, you must receive permission from an administrator.

TRUANCY

New York State law requires that a **student** attend school every day. **Truancy** will not be tolerated. Parent conference and penalties will result.

Westminster Community Charter 2020-2021 Student - Parent Handbook

- Students with attendance concerns will have letters sent home frequently to advise parent of their attendance concerns.
- The student will be referred the School Counselor/ Social Worker.
- Students and Parents will attend an "Attendance Hearing."
- Student will be referred to PINS (person in need of supervision) Diversion.

RECORDKEEPING AND DATA COLLECTION

The record of each student's presence, absence, tardiness and early departure shall be kept in a manner consistent with State Department of Education Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the reason as stated.

Attendance shall be taken and recorded in accordance with the following:

- a) The Attendance Policy begins upon the first day of formal enrollment in the school. Enrollment in class begins when a teacher is notified of placement. Attendance is marked beginning the first day of school.
- b) Any absence from a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- c) If a student is absent for more than fifty percent (50%) of a given class period, it will be considered an absence.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, destruction of or damage to the school, or such other cause as may be found satisfactory to the Commissioner of Education. Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

STUDENT ATTENDANCE AND PARTICIPATION

WCCS believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class schedule meeting time.
- b) Working pursuant to an approved independent study program.
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher (s) regarding arrangements to make up missed work, assignment and / or tests in accordance with the time schedule specified by the teacher.

TARDINESS

If a student arrives to WCCS after 8:15AM, he/she is considered tardy to school.

Upon arrival to school please report to the Tardy Desk. You will be given a "late slip" for admittance to class. If you fail to do this, you will be marked absent for the day.

EXCUSED TARDINESS

If you arrive to school late due to a medical or court appointment, you must provide documentation. Failure to do so will result in an "unexcused tardy." You will be given a "late slip" for admittance to class. You will have three days to bring in a note to change this to an *excused* tardiness.

CLASSROOM TARDINESS

Students have ample time in between classes. Failure to arrive to your next class within the designated time will result in the student being marked tardy (unexcused), unless the student presents a pass. If you arrive to school, during the change of classes, report directly to your next class. Students are responsible for any missed work due to tardiness. The student will also be subject to after school detention. Failure to attend after school detention will result in further disciplinary action.

LEAVING THE BUILDING

Students are not permitted to leave the building during school hours without the authorization of an Administrator. Children are only permitted to leave with parents or parents' designee. Parents/guardians must sign in at the office when entering the school building. All visitors will log into Lobby Guard runs background checks on all visitors to ensure no one is granted access to the

building that has a criminal background. This system offers an added level of protection for our children. Parents must also sign their child out when leaving school for any reason.

WCCS ACCEPTABLE USE POLICY FOR TECHNOLOGY

The Westminster Community Charter School makes available a variety of technologies to support learning and enhance instruction. Our goal is to provide access to technology tools to facilitate resource sharing, maximize instructional opportunities, and increase communication. The users of these tools assume certain responsibilities, including the use of technology in an ethical manner.

POLICY GUIDELINES FOR ACCEPTABLE USE OF TECHNOLOGY EQUIPMENT AT SCHOOL

Westminster Charter School encourages students to use iPads and computer technology available in school, however with this privilege comes responsibility. Users are expected to:

Respect the privacy of others.

- Users will not attempt to gain unauthorized access to network system.
- Users will not modify or read files of other individuals, however it should be noted that network system managers have access to all files.

Respect the legal protection provided by copyright to programs and data.

- Users will not install their own software or applications on iPads or computers.

Respect the integrity of every computer of the WCCS network.

- Users will not intentionally develop or use programs to harass others, infiltrate a computing system, or damage the software components or network.
- Users will not intentionally send inappropriate, obscene, or hateful messages via e-mail or social media to others.

Respect the materials and resources of WCCS

- Users will not play unauthorized games on WCCS iPads and computers.
- Users will not use WCCS technology resources for non-academic activities or non-work related activities during work time.
- Users will properly utilize computer time and will not waste limited resources or supplies that are provided by WCCS

Respect the materials and resources of Internet accounts.

- Users will not send or receive offensive material over the Internet

Westminster Community Charter 2020-2021 Student - Parent Handbook

- Users will not use obscene, offensive, harassing, insulting, or otherwise abusive language over the Internet or in e-mail.
- Users may not check or send personal e-mails.
- Users will not damage electronic device.

If you have any questions regarding the use of iPads and the 1:1 initiative, please refer the iPad agreement posted on the WCCS website.

In accordance with the Child Internet Protection Act, all Internet activity within WCCS is electronically filtered and monitored. Requests to gain access to Internet sites are filtered for appropriate content, and the type of sites accessed is also monitored. This is done for the protection of our students and staff.

Any violation of the Acceptable Use Policy may result in the loss of technology privileges.

STUDENT CODE CONDUCT AND DISCIPLINE

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The Positive Behavior Intervention and Supports (PBIS) program is a value and incentive based program that focuses on student learning, practicing, demonstrating, and being rewarded for the daily ability to through the 7 Habits of Happy Children.

DISCIPLINE RULES, PROCEDURES, AND DUE PROCESSES

I. STUDENT DISCIPLINARY CODE

This Code sets forth the charter school's policy regarding how students are expected to behave when participating in school activities on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

A. DEFINITIONS

For purposes of this Code:

- "short term suspension"*** shall refer to the removal of a student from school for disciplinary reasons for a maximum of five days.
- "long term suspension"*** shall refer to the removal of a student from school for disciplinary reasons for more than five days.
- "expulsion"*** shall refer to the permanent removal of a student from school for disciplinary reasons.

B. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be minimally subjected to a short term suspension on a case-by-case situation based on the individual circumstances of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures set forth in the discipline matrix, and, depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.

PROCEDURES AND DUE PROCESS FOR SHORT -TERM SUSPENSIONS

An administrator may impose a short-term suspension. Before imposing a short-term suspension, the administrator shall verbally inform the student of the suspension, the reason or reasons for

it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. Parent notification will be made within 24 hours in writing.

The administrative decision to impose a short-term suspension or removal may be appealed to the Board of Trustees of the charter school in accordance with the School Complaints Procedure pursuant to Education Law section 2855(4).

C. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the Principal or designee or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part D, to referral to law enforcement authorities, and/or to expulsion.

DISCIPLINARY INFRACTIONS

- Possess, use, or attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school-sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/herself from injury.
- Vandalize school property causing major damage.
- Commit any act, which school officials reasonably conclude warrants a long-term suspension.
- Posses any explosive device.
- Make a false bomb threat or pull a false emergency alarm.

In addition, a student who commits any of the acts listed, which would ordinarily result in a short-term suspension, may, instead or in addition, be subject to a long-term suspension at the Principal or designee's discretion.

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the head of school may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The head of school shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a

presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The head of school shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

PROCEDURES AND DUE PROCESS FOR LONG-TERM SUSPENSIONS

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal or designee may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal or designee shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal or designee also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal or designee has initiated the suspension proceeding, the Principal or designee shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal or designee may accept or reject all or part of it. The Principal or designee's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed to the Board of Trustees of the charter school in accordance with the School Complaints Procedure pursuant to Education Law section 2855(4).

D. ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the Principal to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed only by the Principal or designee. All other disciplinary measures may be imposed by faculty members or a teacher, who must inform the Principal or designee of such action within a reasonable time.

BEHAVIORAL CONTRACT

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary. Any student on a behavioral contract will be closely monitored by support staff monthly for progress at which time the contract may become void pending appropriate behavior.

LOSS OF SCHOOL PRIVILEGES

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all-extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the Principal or designee or teacher involved. If possible, the Principal or designee or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

IN SCHOOL SHORT-TERM SUSPENSION

Students may be temporarily removed from the classroom and placed in an alternate location where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whoever was involved in imposing the suspension.

E. PROVISION OF SERVICES DURING REMOVAL

In appropriate instances, WCCS will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent provided by law and as consistent with the practice of the surrounding school districts during the period of suspension; for a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. All students with a disability who are of compulsory attendance age (i.e., up through 17 years) must receive a minimum of 10 hours per week of instruction during the first ten days of suspension by certified personnel (Non-disabled students must also receive the same minimum amounts of instruction per week for all instances of suspension).

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the charter school. Instruction will be provided by one or more of the following individuals in consultation with the student's

teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, or a tutor hired for this purpose.

F. DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. The school will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 34 CFR 300.527(b)) that a disability exists may request to be disciplined in accordance with these provisions.

The Principal or designee shall immediately notify the district of residence in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the disciplinary action.

If there is any reason to believe that the Infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any act resulting from the student's disability.
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year; if such infraction been committed

by a non-disabled student, the School Administrator would seek to impose a suspension in excess of five days.

PROVISION OF SERVICES DURING REMOVAL

WCCS will, for those students removed for a period of less than 10 days, ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction and appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum.

During any subsequent removal that, combined with previous removals, equals 10 or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination. During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of its disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

DUE PROCESS

If discipline which would constitute a change in placement is contemplated for any student, then (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504, and (2) immediately if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the child's disability and the behavior subject to the disciplinary action.

If, upon review, the district of residence determines that the child's behavior was not a manifestation of his or her disability then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121 (d) (which relates to the provision of services to students with disabilities during periods of removal).

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement while the hearing is pending.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the term period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

RECORDS OF STUDENT DISCIPLINE

The charter school will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Schools Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day Westminster receives a request for access. Parents should submit to the principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent believes are inaccurate or misleading. Parents may ask Westminster to amend a record that they believe is inaccurate or misleading. They should write to the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the administration decides not to amend the record as requested by the parent, the parent will be notified of the decision and they will be advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Westminster as an administrator, instructor, or support staff member (including health or medical staff); a person serving on the Board of Trustees; a person or company with whom Westminster has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in to order to fulfill his/her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Westminster to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

600 Independence Avenue

Washington, D.C. 20202-4605

Westminster may release “directory information” without consent as required by Section 99.3. This may include, but may not be limited to, information such as the student’s name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photos/images, dates of attendance, and most recent educational institution attended. Parents wishing to prevent the release of such information about their child(ren) must submit a written request to the Main Office no later than October 1.

II. 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.

A. 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 neither 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.
- 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 to 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 Principal or designee 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 rifle, shotgun, pistol, revolver, knife, 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 designee to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
- Commit acts that 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, tobacco, 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.

B. PENALTIES AND ENFORCEMENT

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

- The withdrawal of authorization to remain upon school property.
- Ejection.
- Arrest.
- Students, suspension or other disciplinary action; and for school employees, dismissal or other disciplinary action.

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. PARTICIPATION IN SCHOOL ACTIVITIES

All students have the following rights:

- To have the opportunity to take part in all school activities on an equal basis regardless of race, color, national origin, religion, disability, sexual orientation, gender, and sex.
- To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

B. RECORDS

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (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 the Principal or designee.

C. FREEDOM OF EXPRESSION

Students are entitled 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 the author must sign written expression of opinion. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student 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 encouraged as a learning and educational experience. 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 by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the Principal or designee. The Principal or designee may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Principal or designee may also regulate the time, place, manner and duration of such distribution.

D. SEARCH AND SEIZURE

A student and/or the 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.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk 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.
- Searches shall be conducted under the authorization of the school Principal or designee or his/her designee.
- 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.

E. DIGNITY FOR ALL STUDENTS ACT (DASA) (ENACTED JULY 1, 2012)

The New York State Dignity For All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 –Dignity for All Students.

- The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- The Dignity Act amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.
- The Dignity Act also amended Section 2801 of the Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act.

Definitions:

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

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

School Function – means a school-sponsored extra-curricular event or activity.

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

Emotional harm – that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

Employee – means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact

Gender – means a person’s actual or perceived sex and includes a person’s gender identity or expression

Sexual Orientation – means actual or perceived heterosexuality, homosexuality, or bisexuality

Harassment/bullying – means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that:

- a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

Cyberbullying means harassment/bullying, as defined above, through any form of electronic communication.

The goal of the Dignity Act is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed. All public elementary and secondary school students have the right to attend school in a safe, welcoming, considerate, and caring environment.

Dignity Act Coordinator/Civil Rights Coordinator: Ms. LaMonica Harris, Assistant Principal

Reporting Discrimination, Harassment, and Bullying: Students can report any acts of discrimination, harassment, and/or bullying to any staff member, faculty member, or employee. An anonymous report form can be found on the school's website.

MISCELLANEOUS

CELL PHONES

We understand that cell phones are an important means of communication between home and students, especially walking to and from school. During the school day, phones must be turned off and kept in lockers or lockboxes in homeroom teachers classroom. Under no circumstances may students use cell phones in the building to make phone calls or take photographs/videos. Students found using cell phones in the building will have them confiscated, and a parent will be required to come into the building and pick up the cell phone. Multiple offenses by an individual may result in losing the privileges for the remainder of the year. If you must contact your child in an emergency, please call the Main Office, not your child's cell phone, during school hours.

LOCKERS

Middle School students (7th & 8th grade) will be assigned a locker for his/her individual use at WCCS. This locker is for storing books, coats, and personal items necessary for school. Locks will be issued to students at the start of the school year. If the lock is lost, the cost of the lock will be placed on the student at a cost of \$5.00. The lock will follow the child through their middle school years. The lockers should not be used to store valuable items you bring from home. WCCS will not be liable for personal items you leave in your locker or bring to school with you. To keep your school items safe, we strongly advise you to keep your locker private. **Do not trade lockers with another student. Do not let another student share your locker.** It is your responsibility to see that your locker is kept locked and in order at all times. You should report any damage, vandalism or non/working condition of your homeroom. Please remember that your locker is school property and remains at all times under the control of the school; however, you have full responsibility for the security of your locker and what is in it. Periodic locker clean outs will be expected and supervised by WCCS staff to ensure that lockers are kept clean and orderly.

LOST AND FOUND

There will be a lost and found box in the dining hall. If you find books, clothing or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. If the items are not claimed after five (5) days, they will be donated to a local charity. **Students that lose class novels will be asked to pay the replacement cost of \$5.00.

LUNCH PERIODS

All students will remain at school during the lunch period. Lunch is provided free of all cost for students, or you may bring a lunch. During the lunch period, you will be expected to display good manners and courtesy. You will be expected to clear your place and dispose of all trash appropriately. Teachers on duty during the lunch period will hold you responsible for your behavior.

- Inappropriate behavior will result in loss of cafeteria privileges.
- When finished eating, the students will clean up their area and can choose an activity if time permits.
- No student will be allowed to leave the cafeteria without a pass/permission.
- Students should bring snacks or drinks that are individual portion sizes.

CLASS/ SCHOOL/ CORRIDOR CONDUCT

Hallways, stairwells, and lavatories are areas used by all members of WCCS. Since everyone uses these areas, there are rules of conduct that all students must follow.

- All students are expected to be courteous at all times.
- Students are expected to come to class prepared with appropriate materials. (books, pens, pencils, etc...)
- No running, punching, fighting, roughhousing or horse playing is allowed in school.
- You may not loiter in the halls, lunchroom or lavatories or on staircases.
- You may not run in the halls, lunchroom, lavatories, or on the staircases.
- You may not yell, scream, hit lockers or otherwise make excessive noise while in these areas.
- You must do your part to keep these areas clean and safe.
- Do not leave belongings on the floor outside your locker.
- Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
- Students are not in permitted in hallways without a pass at anytime.
- Students must use hall passes at all times.

AFTER-SCHOOL CLUBS & ACTIVITIES

Northwest is the current after school program at WCCS. Participants must adhere to established Northwest afterschool code of conduct.

Additionally, Westminster Clubs, Sports and Band are a great way for students to enrich their education than by taking part. If you stay for an after-school activity, you will be expected to follow these rules:

- You must be with a teacher or other staff member at all times.
- You must abide by the WCCS code of student conduct while participating in the activity.
- You may not stay after school to wait for another student.
- You must provide your own transportation. A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore those that look interesting.

SPORTS AND EXTRA CURRICULAR ELIGIBILITY

We have established certain requirements for a student to meet in order to be eligible for participation in extracurricular activities. A student must meet several criteria to be eligible:

- A. Demonstrate good citizenship
- B. Have a 90% attendance rate. This means that one can have no more than 1 absence for each 10 days of school.
- C. Have at least 5 or 6 classroom grades of 65% or more.
- D. Quarterly grade can only be below 65 in one class, this class cannot be Physical Education.

KALEIDA HEALTH CLINIC

WCCS provides a full service health clinic. The clinic is run by Kaleida Health and operates on school days from 8:00 a.m.- 4:30 p.m. including the summer during school hours. The clinic consists of a Nurse Practitioner, a Medical Assistant and a Social Worker. The health services include on-site pediatric primary care services, which may include first aid due to injuries/accidents, and sick visits and administration of medications in accordance with State Education Department guidelines.

MEDICATIONS

Medications must be sent to the school in the original prescription bottle for the protection of the student and the school. There must be a note from the physician stating that medication cannot be administered outside of school hours. The note must state the amount and time of the dosage. The parent or guardian must sign a note giving permission to administer the medication for a specific period of time including prescription medication and any over-the-counter medication. Verbal and/or telephone requests to administer medication are not acceptable.

In cases where a student requires medication during school hours, written physician verification is required. Parental permission for school personnel to supervise the consumption of medicines is also mandatory. A consent form may be obtained from the office or school nurse.

IMMUNIZATIONS

Before a child can be permitted to enter and attend school, parents/guardians must present documentation that their child has received all required doses of vaccines or that their child has at least received one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Proof of immunization must be provided within 14 days after the first day of summer school in September.

COMMUNICABLE DISEASE

When a communicable disease is reported in a classroom, a notice will be sent home with each student in that class. If your child is diagnosed as having a communicable disease, please contact the school nurse. According to NYS Education Law, any child with an undiagnosed rash, temperature over 100 degrees, vomiting or any communicable disease will be excluded from school until diagnosed and/or treated. Parents/guardians will be notified.

If your child has lice, or you suspect the occurrence of lice, please contact the school nurse. Your child must be examined before being re-admitted to the school. This procedure is very important in preventing the spread and reoccurrence of lice.

SICK CHILD PICK-UP

If a student must leave the school during school hours due to illness, the school nurse will contact the parent/guardian. Students should be picked up and signed out at the Health Clinic.

FOOD SERVICE PROGRAM

Westminster Community Charter School provides a free breakfast, lunch and snack daily to all students.

PROCEDURE FOR COMPLAINTS OF DISCRIMINATION RELATED TO THE FOOD SERVICE PROGRAM

Students can report any complaints of discrimination to any staff member, faculty member, or employee. This can be written, verbal, or anonymous. All staff must be trained in referring them to the USDA Program Discrimination Complaint Form and provide appropriate instructions on where and how to submit the form. The form must be submitted within 180 days by the person alleging discrimination. In addition, the Principal must be notified immediately of any complaints of discrimination at 716-816-3450.

https://www.ascr.usda.gov/sites/default/files/Complain_combined_6_8_12_508_0.pdf

Submit your completed form or letter to USDA by:

- (1) mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
Fax: (202) 690-7442; or
- (2) email:** program.intake@usda.gov.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter as per the instructions above. This institution is an equal opportunity provider.

