

Walton Central School



Grades 6 ó 12

Dr. George F. Mack Middle School

O'Neill High School

Student and Parent/Guardian

Handbook

2016 ó 2017

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Mission Statement

WALTON CENTRAL SCHOOL DISTRICT

Mission:
Teaching, Learning, Caring, and Growing . . . Together.

Vision:
The Walton Central School District strives to maintain an environment that sets high academic standards; requires quality performance; and fosters mutual cooperation, emotional support, and personal growth.

- Belief Statements:**
- ◆ We care for each other by nurturing, supporting, and respecting the worth and dignity of all.
 - ◆ We commit to giving our personal best.
 - ◆ We cooperate and collaborate to further our growth as a learning community.
 - ◆ We center all decision making around our students.
 - ◆ We commit to continuous academic improvement and using data appropriately.
 - ◆ We celebrate quality performance.



Who to Contact

For	Contact	Ext.
Absent Students ó Middle School	Maryanne Sullivan	5113
Absent Students ó High School	Denise Webler	6155
Academic Information ó Middle School	Deborah Liddle	5113
Academic Information ó High School	Karen Gilbertson/Justin Preston	6122
Advanced Placement Program	Justin Preston	6122
Athletics	Andy Gates	5117
Auto Registration and Parking	Denise Webler	6155
Business Office	Jean Poulin	6138
Change of Address/Phone ó HS/MS	Gayla MacGibbon	6154
College and University Information	Karen Gilbertson /Justin Preston	6122
Community Service	Denise Webler	6155
Discipline Matters	Robert Knuschke/Mark Lamoreaux/Andy Gates	6155
Graduation	Robert Knuschke	6155
Guidance ó Middle School	Deborah Liddle	5113
Guidance ó High School	Karen Gilbertson /Justin Preston	6122
Illness or Injuries	Dawn Northrup	6161
Library Services	Amy Randall	6142
Meals ó Breakfast and Lunch	Connie Babino	6172
School Policies and Procedures	Robert Knuschke /Mark Lamoreaux	6155
Activities ó Middle School	Maryanne Sullivan	5113
Activities ó High School	Denise Webler	6155
Transcripts	Charla Brown	6122

Who We Are

Teaching Staff (As of 7/18/16)

Ackerly, Susan – 6th Grade Social Studies
Albrecht, Marcia – HS History
Arnold, Taylor – HS Math
Ashlaw, Ryan – HS Art
Bartlett, Ray – MS / HS Band and Chorus
Burdick, Barb – HS/MS Resource
Caskey, Lisa – MS 12:1:1
Castle, Michelle – MS/HS Physical Education
Cole, Danielle – HS English
TBD – 7th Grade Science
Dieter, Tracie – HS Spanish
Dobitsch, Danielle – 7th Grade Math
Elmendorf, Courtney – HS Math
Erlandson, Carol – MS / HS Orchestra
Fassler, Lara – Art
Gates, Andy – AD/Teacher on Assignment
Goodstal, Holly – MS Spanish
Grossmann, Melissa – 8th Grade Social Studies
Hewitt, Christina – 7th Grade Special Education
Hoover, Adam – 8th Grade English
Hoover-Daye, Brynne – 6th Grade English
TBD – MS Family and Consumer Science
Lamoreaux, Jennifer – HS Earth Science

LaParr, Clarence – HS English
Loomis, Art– MS / HS Health and PE
Loomis, Megan – Ms/HS Health /PE
Lovelace, Meagan – 8th Grade Special Education
Maxwell, Tom – 6th Grade Science
Mech, David – HS History
Minde, Katelyn – HS Biology
Miner-James, Tina – HS Agriculture
Nary, Ellen – HS Math
Navilio, Alyssa- 8th Grade Science
Parry, Erik – MS / HS Music
Piccinich, Domenick – 8th Grade Math
Price, Sherri – 6th Grade Special Education
Purdy, Dustin – 6th Grade Math
Randall, Amy – Library
Rosa, Lori – 7th Grade Social Studies
Rosa, Stephanie – HS Biology
Sackett, Tara – HS Special Education
Salvia, Sal – MS / HS Technology
Scofield, Eric – Middle School Math Lab/AIS
Tucek, Heather – 7th Grade English
TBD – HS English
Wagner, Kenneth – HS Chemistry and Physics
Nagy-Fleischman, Sara – MS/HS Psychologist
Williams, Kristine – MS/HS Special Education
Wood, Tracie – HS Special Education

Support Staff

Barreras-Kemp, Marie

Brown, Shirley

Cuomo, Katie

Finnegan, Kathy

Gleason, Nancy

Holly Beardslee

Hunt, Jean

Thorakos, Thersea

Riddell, Melissa

Schermerhorn, Dawn

Voorhies, Jennifer

Zandt, Carol

MS / HS Administrative Staff

HS/MS Principal – Robert Knuschke, (ext. 5113 for Middle School; ext. 6155 for High School)

Vice Principal – Mark Lamoreaux, (ext. 5113 for Middle School; ext. 6155 for High School)

Athletic Director/Teacher on Assignment – Andy Gates ext. 5113

Middle School Secretary – Maryanne Sullivan, ext. 5113

High School Secretary – Denise Webler, ext. 6155

Middle School Guidance Counselor – Deborah Liddle, ext. 5113

Front Desk – Colleen Bartlett, ext. 6001

High School Guidance Counselors – Nina Pfeffer and Justin Preston, ext. 6122

Guidance Secretary – Charla Brown, ext. 6122

District Office

Superintendent – Roger B. Clough, II, ext. 6130

District Secretary – Corey Phraner, ext. 6130

Director of Special Education – Amanda Hoover, ext. 6136

Special Education Secretary – Karin Fletcher, ext. 6136

Business Manager – Greg Dale, ext. 6135

Business Office - Missy Somers, ext. 6115 , Jean Poulin, ext. 6138

Athletics

Andy Gates, ext. 5113

Buildings and Grounds

John Jackson, ext. 6126

Health Office

Northrup, Dawn – School Nurse, ext. 6161

Transportation

Tracy Williams, ext. 7118

School Calendar

Walton Central School District 2016-17

Adopted by the Board of
Education 5/10/2016

July 2016							August 2016							September 2016							October 2016						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2		1	2	3	4	5	6	4	5	6	7	8	9	10							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	11	12	13	14	15	16	17	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	18	19	20	21	22	23	24	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	25	26	27	28	29	30	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30	31											23	24	25	26	27	28	29
31																					30	31					

November 2016							December 2016							January 2017							February 2017						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28				

March 2017							April 2017							May 2017							June 2017						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1			1	2	3	4	5	6				1	2	3	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	



- KEY:**
- Superintendents Day/Conference Day—No School
 - Holidays—District Closed
 - Vacation—Instructional Staff & Students
 - | End of Semester
 - + 1/2 day for Townsend Elementary students
 - † 1/2 day for all students (Dismissal: Townsend—11:00; MS/HS—11:15)/1/2 day Staff Development
 - ⊖ Summer School start and end dates
 - ⊕ Summer School NYS Regents Testing
 - School Buildings Closed—Summer Hours
 - ⊖ NYS Grades 3-8 ELA & Math Testing/NYS Regents Testing
- 1st Day of School for Students is
Thursday
September 8, 2016
- Absence Call In Numbers: Elementary: 865-4116 ext. 4063**
Middle: 865-4116 ext. 5113
High: 865-4116 ext. 6155

SUMMARY OF DAYS:	
Sept.	17 + 3 conference day
Oct.	20
Nov.	18
Dec.	16
Jan.	18
(Semester 1 = 89 + 3 conference days)	
Jan.	2
Feb.	15
Mar.	23
Apr.	14
May	22
June	16 + 1 conference days
(Semester 2 = 92 + 1 conference day)	
181 + 4 conference days	
LAST DAYS OF SCHOOL FOR STUDENTS:	
High School	June 13, 2016
Middle School	June 16, 2016
Townsend School	June 22, 2016

Holidays/Student & Instructional Vacation	
July 4	Fourth of July Holiday
Sept. 1	Superintendent's Conference Day
Sept. 5	Labor Day
Sept. 6-7	Superintendent's Conference Day
Sept. 8	First Day for Students
Oct. 10	Columbus Day
Nov. 11	Veterans' Day
Nov. 23-25	Thanksgiving Recess
Dec. 23-Jan. 2	Winter Holiday Recess
Jan. 16	Martin Luther King Day
Jan. 24-27	Regents Tests
Feb. 20-24	President's Day/Winter Recess
Mar. 28-30	ELA Testing, Grades 3-8
April 10-17	Spring Recess
April 14	Good Friday
May 2-4	Math Testing, Grades 3-8
May 29	Memorial Day
June 5	Science Written Testing, Grade 3-8
June 14-22	Regents Tests
June 23	Superintendent's Conference Day
June 24	Graduation

Parent/Teacher Conferences:		
Nov. 18	Townsend School	Afternoon
Nov. 21	All school buildings	Afternoon/Eve.
Feb. 16	Townsend School	Evening
March 7	Middle School	Evening
Open Houses:		
Sept. 19	Middle School	Evening
Sept. 21	High School	Evening
Sept. 22	Townsend School	Evening
March 7	High School	Evening
Winter and Spring Recess:		
Because of school closings due to weather or other conditions, it is possible that we will not have these days as vacation days for Students and 10-Month Staff. If necessary, we may need to use Winter/Spring Recess beginning with Friday, February 24, then February 23 and continue backwards. The same would be true for the April vacation as school days and would begin with Monday, April 17, then April 13 and continue backwards.		

School Schedules

Middle School

Warning Bell	8:10
Period 1	8:15 – 8:53
Period 2	8:55 – 9:35
Period 3	9:38 – 10:18
Period 4	10:21 – 11:01
Period 5	11:04 – 11:44
Lunch 1 (Gr. 6 & 7)	11:45 – 12:15
Period 6A (Gr.8)	11:47 – 12:27
Period 6B (Gr. 6 & 7)	12:21 – 12:56
Lunch 2 (Gr. 8)	12:28 – 12:58
Period 7	12:59 – 1:39
Period 8	1:42 – 2:22
Period 9	2:25 – 3:05

TWO HOUR DELAY

1ST DELAY

10:15 – 10:36 1ST PERIOD

10:40 – 11:01 2ND PERIOD

5TH – 9TH PERIOD – NORMAL

2ND DELAY

10:15 – 10:36 3RD PERIOD

10:40 – 11:01 4TH PERIOD

5TH – 9TH PERIOD – NORMAL

Alternate each additional two-hour delay

High School

Warning Bell	8:10
Period 1	8:15 – 8:53
Period 2	8:57 – 9:35
Period 3	9:40 – 11:00
Period 4 (Gr.9)	11:05 – 12:25
Lunch 4 (Gr.10, 11,12)	11:05 – 11:35
Period 5 (Gr. 10, 11,12)	11:40 – 1:00
Lunch 5 (Gr. 9)	12:30 – 1:00
Period 6	1:03 – 1:41
Period 7	1:44 – 2:23
Period 8	2:26 – 3:05

Delays and Snow Day Information

Two-hour Delay Schedule

First Delay

Period 1 – 10:15 – 10:36

Period 2 – 10:40 – 11:00

Second Delay

Period 3 – 10:15 -- 11:00

Alternate each additional two-hour delay

Things to Know

Academic Expectations

Classes

Middle School

Students in the middle school are assigned courses in compliance with New York State requirements for middle school students. Students change classes regularly, keep their belongings in lockers, and have subject area teachers: English, Math, Science, Social Studies, Spanish (grades 7 and 8), Art, Family and Consumer Science, Music, Technology, Library Media (6th grade) and additional programs addressing character education. Students have assigned homerooms and advisors to help them make the transition from elementary school and prepare them for the transition to high school.

We expect middle school students to respect themselves and respect others. Students should follow the leadership of their teachers and work to the best of their abilities each day. It is important for teachers and students to develop positive and meaningful relationships. That process begins and ends with respect.

Students should learn to listen and read actively, learn to speak and write effectively, learn to think critically, learn to demonstrate real-world applications for their learning, and use all available resources to learn and grow as students.

Middle school students should also learn to demonstrate responsibility for their actions and decisions.

High School

Students in the high school are assigned courses in compliance with New York State requirements for high school students. Students work closely with the guidance counselors to structure a course of study that ensures high school graduation and prepares them for jobs after high school or for college readiness.

Students can register for courses that provide college credits (through SUNY Delhi and SUNY Broome) and for college-level Advanced Placement courses that prepare them for college and for the AP assessments that can help them apply to competitive colleges and universities. AP courses may also allow students to earn credits through SUNY Delhi and SUNY Broome.

High School classes in a semestered system run for 80 minutes. Students may also register for certain electives that run for 40 minutes. However, in a semestered system, the traditional class meets for 80 minutes each day for 20 weeks. Over the course of two semesters, students can take between 6-10 courses, depending upon their scheduling preferences..

Fall Semester runs from September 8th through January 23rd. Spring Semester runs from January 30th through June 22nd.

We expect high school students to listen and read actively, write and speak with clarity and purpose, think critically and creatively to evaluate and solve problems, research, examine, and synthesize information, demonstrate real-world applications for their learning, and use technology effectively and for academic purposes.

We also expect high school students to act with integrity, demonstrate compassion for others, show respect for themselves and others, take responsibility for their actions and decisions, cultivate an awareness of the common good, broaden their knowledge of and respect for cultural differences, and develop positive relationships with their teachers and other school staff.

Middle School Academic Labs

Students in middle school will not have a traditional study hall. Instead, students will be assigned to a middle school teacher for Academic Lab. During the academic lab, teachers will work with students on study skills, organizational skills, assignments, and general scholarship. The goal is to provide students with a teacher who can focus on individual students and help them have a successful experience in middle school. This is new to the middle school.

Study

Students in the middle school and high school are expected to work daily on academic subjects. Learning how to study is an important and powerful skill. Studying involves the following:

- Learning how to organize your materials and your time (task analysis, estimating time needed, setting achievable goals, using schedules and calendars).
- Creating a comfortable study environment both at school and at home. It is important that you use your time wisely in school and at home. The study environment is key. It should be free from other distractions (where possible) and used consistently for the purpose of studying.
- Setting short-term and achievable Goals. Plan study goals for 2-3 weeks at a time rather than over a ten or twenty week period.

- Motivating yourself each day. Don't wait until you "feel" like studying. Make it a part of your day every day.
- Understanding how you learn.
- Practicing the five types of studying (by Dr. Congos)
 - A. Studying to gather information
 - Identify the information to be learned
 - Organize, condense, and record notes (on paper or note cards)
 - Verify the completeness and accuracy of your notes
 - B. Studying to learn information
 - Make time in your schedule for repeated recitations of your notes (from class work or from notes you take outside of class)
 - Make a note card with details on one side and the main idea on the other.
 - Look at the main idea with the details hidden from view and recite aloud (as if teaching the main idea to someone else) and then look at the details to check for accuracy and completeness of your response.
 - Make piles of note cards: "I know this" or "Not Yet Learned."
 - Work each day on the "Not Yet Learned" cards until every card is in the "I know this" pile.
 - C. Studying to check for learning
 - Look only at the main point
 - Recite aloud the relevant details without looking, as if you are teaching this to someone else.
 - Check the details for accuracy and completeness of your response.
 - Work until you can recite the relevant details correctly.
 - D. Studying to Refresh
 - Make regular times in your schedule to review material already learned.

- Regularly review material already learned at least 2 or 3 times per week.

E. Studying to improve learning skills

- Use each quiz or assessment as feedback. Review material you missed as part of your study routine. Evaluate the effectiveness of your learning skills by identifying answers that were totally wrong or substantially incorrect.
- Modify your study skills or study location to achieve better study routines. Use resources that improve learning skills such as studying with a student who is earning an “A” in the class or consulting with your teacher

Homework

Teachers assign homework on a regular basis. Homework is worth 5% of your overall grade per course. Do every assignment. Homework is meant to reinforce what you have already learned. In addition to applying the 5 types of studying, you should complete your homework assignments on time and to the best of your ability.

When you are absent from a class for any reason, it is your responsibility to speak with your teacher, get the missing homework assignment or assignments, and complete them based on the timetable set by the teacher.

Academic Intervention Services (AIS)

Students who struggle in middle school or high school may be assigned additional help, called Academic Intervention. In addition, the middle school and high school have periods of time when students can seek additional help from their teachers. Students must take responsibility for seeking out additional help in cases when AIS is not assigned as a specific class or at a specific time of the day. Teachers are eager to help students.

Co-Curricular Eligibility Policy

Eligibility to participate in any form of extracurricular activity (athletics, clubs, competitions, drama, musicals, selective organizations etc..) shall require certification of proper physical condition by a school physician, maintenance of satisfactory scholarship, written consent of a parent/guardian and agreement by the student to observe the guidelines for student behavior.

Students in co-curricular activities must balance the roles of being a full-time student and a part-time participant in the co-curricular activity. Our expectations are that students can 1 maintain passing averages in their courses, 2 seek extra help from staff when needed to help them maintain passing averages, and 3 always place a high level of importance on their academic achievement. However, should a student fall below a 65 in two or more classes, the following policy will be enforced.

Co-curricular Student Academic Policy

Students Failing Two or More Courses (grades are below 65)

Every five weeks, the guidance department runs grades for all students. If a student is failing two or more courses, the following policy will be implemented:

Level 1: If the student is failing two or more courses (grades below a 65), he/she cannot participate in games, performances, competitions or any events associated with co-curricular activities for five weeks. He/she may continue to attend rehearsals, practices, regular school-day meetings, or other routine activities associated with the co-curricular activity. At the end of the five week period, the guidance office will generate a new grade report. If the student is not failing two or more courses, he/she remains fully eligible to participate in co-curricular activities.

Level 2: If the student is still failing two or more courses (grades below a 65), he/she cannot participate in rehearsals, practices, regular school-day meetings, or other routine activities associated with the co-curricular activity and cannot participate in games, performances, competitions, or any events associated with the co-curricular activities for five weeks. At the end of the five week period, the guidance office will generate a new grade report. If the student is not failing two or more courses, he/she remains fully eligible to participate in co-curricular activities.

However, if the student is still failing two or more courses, he/she remains ineligible to participate in any co-curricular activities. At the end of the each subsequent five week period, the guidance office will generate a new grade report.

Notes:

1. Failing status will be determined at the end of each five week period of school. Failing status is determined by using the 5 week average. If a student is failing the 5 week period, but has a cumulative average of 65 or above, then the student in that course would not be considered failing.

2. The process described in this co-curricular academic eligibility policy emphasizes the importance of meeting a passing standard (grades of 65 or higher) for academic performance in order for the student to be eligible to take advantage of co-curricular activities. Written notice of the policy will be given to the student and a copy will be sent home for parents/guardians. A copy of the policy is also available of the school website.

Co-curricular activities include but are not limited to (for example only): Athletic Teams, Clubs and Societies, Musicals, FFA, Forensics (Speech and Debate), Student Council, Activity Nights, Dances (Including Prom), Yearbook, FBLA, Class events, Honor Society.

College Courses and Advanced Placement Courses

Walton Central School offers a number of high school courses for college credit (through SUNY Delhi and SUNY Broome). The high school also offers access to Advanced Placement courses, both through direct instruction and through self-directed online. Check with the guidance counselors for more information.

Academic Standards

Grade Point Averages

97 - 100 = A+	93 - 96 = A	90 - 92 = A-
87 - 89 = B+	83 - 86 = B	80 - 82 = B-
77 - 79 = C+	73 - 76 = C	70 - 72 = C-
67 - 69 = D+	65 - 66 = D	Grades below 65 = F

High School courses for college credit receive an additional 4 points added to the final course average (weighted average) not to exceed 100 points. Advanced courses receive an additional 2 points added to the final course average (weighted average) for Chemistry, Physics, and Algebra/Trigonometry.

Grading Guidelines

Teachers will provide students with guidelines for how they grade each assignment, expectations for the assignment, and when the assignment is to be submitted for grading. Students should make sure they understand the assignment, how the assignment will be graded, and when the assignment is due.

Grading Structure and Percentages

Teachers within a department or discipline will use the same grading structure and the same percentages for the types of assignments or assessments given. However, within the middle school or high school, departments may place a different emphasis on certain aspects of the course. This means that the grading structure and percentages may differ from one subject to another.

For example, students taking English will have the same grading structure and percentages from 6th grade through 12th grade. However, English and Science may place different emphasis on areas within the grading structure.

Rounding

Teachers will use traditional rounding rules. Grades with a .5 or higher will be rounded to the next whole number (example: 89.5 = 90). Grades with a .4 or lower will not be rounded (example: 89.4 = 89)

Cheating

Cheating is subverting or obstructing the rules of an assignment (any assigned academic activity) and includes (but is not limited to): copying another student's work for an assignment intended for individual effort, helping write, prepare, or giving answers to another student on an assignment intended for individual effort, or using prohibited materials during an assignment or assessment. Cheating is prohibited.

Plagiarism and Attribution

Plagiarism means summarizing, paraphrasing, or quoting an outside source without attribution (acknowledging the outside source). Examples include: summarizing a passage without attributing its source or sources, paraphrasing without attributing a source, using exact words or details from a source without attribution. In simple language, plagiarism is the result of using someone else's words or ideas and claiming them as your own. Plagiarism is prohibited.

Extra Credit

Teachers sometimes provide students with a chance to earn additional points toward an assignment (extra credit). Extra credit cannot be used to earn a grade higher than 100 points on any graded assignment or to earn a final course grade higher than 100 points. Extra credit will be applied to an existing assignment. Teachers will not provide students with separate extra credit assignments. Any extra credit must be attached to an existing assignment or assessment.

Academic Assessments

Formative Assessments

The goal of a formative assessment is to monitor student learning, provide feedback to students, and modify instruction as needed to improve teaching and improve student learning. Formative assessments are used throughout the school year by teachers to check for student understanding and the results are used to modify instruction or learning activities to help students achieve at a higher level. These assessments also help students identify areas of strength and areas of weakness within the course. Formative assessment grades are part of a student's overall course grade.

Summative Assessments

Summative assessments evaluate student learning at the end of an instructional unit by comparing it against a class standard or a class benchmark. Summative assessments may include, but are not limited to, midterm exams, final projects, final exams, unit assessments, or an end-of-term performance assessment.

Quizzes

Quizzes are short formal or informal assessments used by the teacher to check for understanding or learning.

New York State 6 – 8 Assessments

The New York State Education Department (NYSED) administers yearly assessments for students in grades 6 – 8 in English and Mathematics. Additionally, students in grade 8 also take a Science assessment.

New York State Regents Exams

Students in grades 9 – 12 are required by New York State Education law to pass a required number of Regents exams in English, History, Mathematics, and Science in order to graduate from high school. The big 5 exams include: Algebra, English, Earth Science or Biology, Global History, and US History. Additionally, students can take Regents exams in Algebra/Trigonometry, Chemistry, Geometry, and Physics.

Regents exams count as 20% of the student's overall final course grade.

New York State Alternative Exams

In some cases, based on Special Education Law, certain students may take a New York State alternative assessment in middle school or high school instead of the 6-8 assessments or Regents exams.

Other Types of Assessments

Teachers will also grade a wide variety of assignments, depending upon the subject matter and course requirements (writing assignments, projects, performances, public speaking, labs, workshops, collaborative or individual activities or assignments).

Academic Reporting

Middle School Report Cards

Middle school students are assessed every 10 weeks (4 marking periods). Each report card is submitted to students and parents/guardians every ten weeks and includes grades for every course, attendance information (tardies and absences), and comments from teachers.

High School Report Cards

High School students are assessed every 5 weeks over the course of a 20-week semestered course. The report cards include academic information, teacher comments, and attendance information (tardies and absences).

High School Transcript

Starting in 9th grade, high school students begin developing a high school transcript. The transcript includes all courses taken, course grades, Regents exam grades, and other information used by employers or by college/university admission boards.

Academic Awards for Middle School and High School

Honor Roll

Students with an overall average of 85 – 89.4 percent in all subjects are eligible for Honor Roll. Students must be enrolled in at least 5 courses and physical education to be considered for Honor Roll.

Principal's List

Students with an overall average of 89.5 – 94.4 percent in all subjects are eligible for Principal's List. Students must be enrolled in at least 5 courses and physical education to be considered for Principal's List.

Superintendent's List

Students with an overall average of 95 – 100 percent in all subjects are eligible for Superintendent's List. Students must be enrolled in at least 5 courses and physical education to be considered for Superintendent's List.

Academic Honors for High School

Senior Ranking is based on the following procedure and determines the senior class valedictorian, salutatorian, and honor graduates.

An initial class rank is established after six (6) semesters (end of the Junior year). This rank is used on college applications.

The final class ranking is established at the completion of the seventh (7th) semester – end of January. This is the rank that determines the Valedictorian, Salutatorian, and Honor Graduates. Honor graduates must maintain a GPA (grade point average) of 89.5 or higher, as of January of their senior year, to be considered. Potential honor graduates must maintain an 89.5 average through the end of the Spring semester of their senior year.

Eligibility for Valedictorian and Salutatorian

In addition to maintaining the highest and second highest GPA in the class, students must also be continuously enrolled in the Walton Central School District for 3.5 years (7 semesters) upon entering 9th grade to be eligible for Valedictorian or Salutatorian.

Students who study abroad during their high school years may be eligible to share Valedictorian or Salutatorian but cannot be awarded either honor singularly.

Honor Societies

National Honor Society

O'Neill High School has a Chapter of the National Honor Society and chooses student members using a system outlined by the National Association of Secondary Principals. Students are selected on the basis of four qualities: scholarship, leadership, service, and character. To be eligible, a student must have a minimum cumulative average of 89.5.

Selection of Honor Society members occurs in May of each year after third quarter grades are posted. Only sophomores and juniors are eligible for consideration. A three part process is used for selection.

1. A determination is made of those students who are academically eligible (cumulative average of 89.5 or higher). Eligible students complete an inventory describing their activities and leadership roles in school and community organizations during their freshman, sophomore and, if available, junior years. To be eligible for National Honor Society, a student must maintain ongoing involvement in two school or community organizations during their freshman, sophomore, and if available, junior years.
2. All students are rated by faculty and staff and given a score of one to five. Only those teachers and staff who have had direct and ongoing involvement with the eligible students shall participate in the rating process.
3. The members of the faculty council, who are chosen annually by the high school Principal, meet to review the ratings and other comments provided by faculty and staff. A student is selected by a majority vote of the faculty council.

Students dissatisfied with the decisions of the faculty council have the right to appeal to the Principal and beyond, under the normal rules governing disciplinary appeals in the school district.

Members of National Honor Society must uphold the standards, which are the basis for selection. Members who do not uphold the standards may receive a warning, be placed on probation, and ultimately may be dismissed from National Honor Society. No notice or probationary period is required for members who flagrantly violate school rules or civil law.

A more detailed description of National Honor Society policies and membership may be obtained in the High School office. All local regulations follow the Constitution of the National Honor Society.

BOCES National Vocational Technical Honor Society

The National Vocational Technical Honor Society selects outstanding TEC students through their BOCES programs. This society is sponsored by DCMO BOCES.

Attendance

Middle School and High School Absences and Tardies

Excused absences and tardies are defined as absences due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observances, quarantine, required court appearances, attendance at health clinics, approved college/university visits, approved cooperative work programs, field trips, military obligations, or such other reasons as may be approved by the Commissioner of Education. Absences for any other reason may be considered truancy.

The Administration reserves the right to require proof of absence upon request. Such proof may consist of a doctor's note.

A range of disciplinary penalties may be imposed for the conduct set forth in the District's Code of Conduct.

Steps to follow when you are absent from school

A parent or guardian must phone the school (865-4116) and inform the secretary of your absence (Middle School ext. 5113; High School ext. 6155). Please call between 7:00 am and 9:00 am on the day of the absence.

A parent or guardian should ask for home assignments, in the case of a long-term or extended absence due to illness.

The student should speak with each of his/her teachers upon return from a short-term absence to make up missed assignments and homework. Missed work must be submitted within two days following the return to school following the absence or absences. For extended absences, teachers will assign a specific due date for missed assignments and homework.

The student should submit a written excuse from a parent or guardian explaining the reason for the absence or absences. If a note is not submitted, the absence or absences may be considered truancy. Appropriate disciplinary action will be taken, depending upon the circumstances of the absence or absences.

Steps to follow when you are late to school (Middle School and High School)

If you are late to school, you must sign in at the Front Desk upon arrival. The Front Desk Secretary will register your tardy and provide you with a tardy pass. Do not sign in at the Middle School or High School Main Offices if you are late to school unless specifically directed to do so at the front desk. You must submit the tardy pass to your teacher when you enter the classroom.

Tardiness to Class

Students are expected to be in their seats and ready to work when the bell sounds at the start of each class period. The teacher will confer with tardy students after class to determine the reason for tardiness. Appropriate disciplinary action will be taken, depending upon the circumstances of the tardiness.

Late Arrival and Early Dismissal Privileges

Early dismissal is a privilege granted only to seniors on an individual basis and is granted for the following purposes:

- To earn money for furthering education at a post-secondary institution.
- To work at home, if needed, by parents or guardians.
- Individual requests will be discussed with the student, parent/guardian, and counselors.

This privilege must not conflict with a student's academic schedule. It must never be used as an excuse for not doing assignments or seeking extra help from teachers. Students must maintain a passing average in all classes to be eligible.

Seniors enjoying this privilege are to leave each day at 1:44 pm (the start of 7th period) and are not allowed to return to school unless instructed to do so by a teacher, coach, or administrator. Prior to leaving the building, students must sign out in the main office of the high school. This privilege may be revoked due to violation of school rules, rules within this handbook, or the District Code of Conduct. Students participating in an extracurricular activity that meets regularly at the end of the day or after school may not apply for early dismissal for days when the extracurricular activity takes place.

Late Arrival is a privilege granted only to seniors on an individual basis. This privilege must not conflict with the student's academic schedule. Late arrival must never be used as an excuse for not doing assignments. Students must maintain a passing average in all classes to be eligible or remain eligible for late arrival.

Students enjoying late arrival must sign in at the High School Office upon arrival and report to class. Students are not allowed to arrive early without prior permission from an administrator. This privilege may be revoked due to violation of school rules, rules within this handbook, or the District Code of Conduct.

The District does not encourage late arrival if the student can enroll in an elective class.

Dismissal for Juniors and Seniors in Good Standing

Juniors and Seniors in good academic standing (failing no classes) are eligible for regular school day dismissal at 2:23 pm assuming they do not have any scheduled courses such as PE, band, chorus, Resource Room, Distance Learning, and independent studies. Juniors and Seniors failing one or more classes are not eligible for this privilege and will be assigned a designated location.

Junior and Seniors must leave campus at this time, or, they must go to the following locations and sign in:

- 11th graders report to the Cafeteria
- 12th graders report to the Library Media Center

Students who need to wait for buses or after school activities must go to their designated area for 8th period.

District Attendance Policy abridged

See the District Policy Book or website for the complete policy.

Objectives

- Determine the district's average daily attendance for State aid purposes.
- Verify compliance with compulsory education laws.
- Know the whereabouts of every student.
- Identify attendance patterns to help improve student attendance.
- Close gaps in student performance.

- Increase school graduation rates.

Strategies To Meet Objectives

- For pupils in grades six through twelve, each pupil's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

Determination Of Which Absences Are Excused And Which Are Not

- Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in the comprehensive attendance policy.
- In the event that a pupil at any instructional level from sixth through grade twelve, arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused, according to the following definitions.

Students

Excused - Any absence, tardiness or early departure for which the student has a valid school approved excuse. Excused absences include the student being sick, sickness or death of a family member, attendance at church or other religious observance, quarantine, court appearances, doctor's visits, health clinic appointments, other medical visits, approved college visits, military call-up or other military obligations, absences approved in advance by the Principal and any other reason that the Commissioner of Education may approve.

Unexcused - Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Unexcused absences include shopping trips to the mall, family vacations, oversleeping, skipping class and all other absences, which

are not excused.

Coding System

Attendance will be recorded by the teacher and Attendance Clerk to indicate the type of absence.

The time that the student arrived or left class will also be recorded. For example,

Students

if a student left at 11:30 am for a doctor's appointment, the code would read

D/E/M 11:30 a.m. This stands for Excused, Early Departure for Medical

Appointment. The student left at 11:30 a.m.

Description of School Policy Regarding Attendance And Course Credit

Policy: In order to obtain academic credit for a course, a student must be present in the class a minimum of 160 days during a full-year course and 80 days for a one-semester course. Failure to attend the minimum number of classes will result in not receiving credit for that course. Students who have failed to attend the minimum number of classes will be prohibited from taking the final exam/Regents. Being absent for 20 minutes will constitute a total class absence. Parallel programs will not count as absences once class work is made up.

Examples of parallel programs are: In-School Supervision, Alternate Education Programs, school-sponsored field trips and Homebound Instruction. Students are entitled to homebound instruction when a student is convalescing for five days or more at home from physical, mental, or emotional illness or injury as well as convalescing in a medical facility from injury or illness, upon certification by the attending physician that such homebound instruction would be appropriate. An application shall be submitted to the Building Principal for homebound

instruction either by a parent, guardian or teacher. The application shall set forth the reasons for the homebound instruction, including the medical disability. The Building Principal shall then forward the information to the school medical examiner who shall determine whether homebound instruction would be appropriate. The school medical examiner may conduct an independent examination of the child.

Attendance Review Committee: An Attendance Review Committee consisting of the Attendance Officer, two teachers, guidance counselors and the Building Principal, will hear appeals of those persons who have been denied credit under this policy.

Procedure That Will Be Followed:

- The guidance counselors will periodically meet with all students and/or parents of students who are exhibiting attendance trends not consistent with this policy. A signed statement indicating understanding of the Attendance Policy and not being allowed to take the final exam or Regents will be part of the student's file. The Building Principal will periodically inform by letter the parents of students who are having attendance difficulties.

Students

- If the school provides a tutor, as indicated in the Policy, and assigned work is completed and turned in, those days will not count as absences.
- In cases when a student exceeds the limits of the Policy, the student and parent/guardian will be notified in writing that he/she will not receive credit for a course or courses. An appointment may be made to appeal this decision to the Committee. The only grounds for appeal would be

errors in recording the number of absences or determination of a parallel program.

- All absences that are not parallel programs will be counted toward the total.
- A decision by the Attendance Committee may be appealed to the Superintendent or his designee.

Incentive and Disciplinary Procedures to Discourage Unexcused Absences

- Incentives will be given to students with exemplary attendance and disciplinary sanction will be used to discourage unexcused absences, tardies, and early departures.
- The student will be disciplined for missing class without a valid excuse. Discipline in these cases includes verbal and written warnings, detention, in school suspension, suspension and the loss of extracurricular privileges as described in the Code of Conduct (Including Senior Trip and Junior/Senior Prom).

Parental Notices

When a student misses the first period of a school day and the school has not been previously informed by valid means that the student will not be present, the district will attempt to contact the person in parental relation to relate that the student has not arrived and to learn the reason for the student's absence.

Unexcused tardies to school will be managed by the following procedures:

Tardiness from school will result in the following disciplinary action if the attendance office did not have prior notification. For each quarter:

* First Tardy - verbal warning

* Second Tardy - verbal warning, written notification to parents.

Students

- * Third Tardy - parents notified ASD (After School Detention) and/or loss of privileges (e.g. driving privileges, late arrival, early dismissal, etc.)
- * Fourth Tardy - parents notified, ASD assigned.
- * Additional tardies may result in Suspension from Instruction.
- * If tardy, a note from home is required explaining your tardiness. This note is due the next day.

Tardiness may be considered truancy.

Intervention Strategies

- Attendance Clerk notifies appropriate Administrator/ Guidance Counselor concerning attendance issues.
- The District will attempt to notify the students and persons in parental relation if the student is in danger of losing course credit for failing to attend class, when the student has missed 3 or more classes in a ½ credit semester course, 5 or more in a 1 credit semestered course, or 15 or more in a 1 credit, full year course.
- The District will attempt to notify the students and persons in parental relation if the student has excessive absences and tardies in a non-credit bearing course.
- Intervention strategies used are:
 - * Student Notification
 - * Parent Contact
 - * Counseling
 - * Referral to Outside Organization
 - * Appropriate Discipline

Counseling and Guidance

Middle School

Deborah Liddle is the middle school guidance counselor. She works with students on academic, career, social, and emotional aspects of middle school. Please do not hesitate to contact her with a question or a concern.

High School

Karen Gilbertson and Justin Preston are the high school guidance counselors. Mrs. Gilbertson works primarily with students in grades 9 and 10. Mr. Preston works primarily with students in grades 11 and 12. Please do not hesitate to contact either counselor with questions or concerns.

Career Guidance

The guidance department explores vocational and technical programs for students. The counselors also use Guidance Direct, an online program that asks students to do a career inventory to help them focus on career / job goals after high school.

Counselors collaborate with the DCMO BOCES to arrange visits for prospective students to view hands-on programs.

Counselors consult with students concerning their ongoing GPAs, class rank, and four-year progress toward graduation.

College Guidance

The guidance department explores the entrance requirements for admission to two-year and four-year programs both in New York State and for colleges and universities in other States. The counselors try to match student course selections to potential college/university interests and prerequisites. Counselors help students with SAT, ACT, financial aid, college applications, and scholarships. Counselors also arrange campus visits and collaborate with the transitions program and with college and university open houses. College representatives make frequent visits to Walton to meet with prospective students and discuss schools and programs.

Counselors consult with students concerning their ongoing GPAs, class rank, and four-year progress toward graduation.

Homeroms and Advisors

Middle School Homeroms

The last period of the day is called homeroom. Students have an assigned homeroom with a grade level teacher (English, Math, Science, Social Studies). These homerooms provide time for students to seek extra help in their courses, work on study skills, catch up on missed assignments, and work on academic topics. We will also use homeroom time to conduct OLWEUS class meetings and do other character building activities throughout the year.

Students who are enrolled in chorus and orchestra will be assigned a homeroom teacher but will not attend homeroom on a regular basis since homeroom and chorus/orchestra meet during 9th period.

Middle School Advisor

Every student will be assigned a middle school advisor. During 9th period, the middle school advisor groups will meet periodically (instead of homeroom) to work on character education activities, OLWEUS bully prevention, team building, cooperative learning, and other activities that promote unity and social growth. While there are four homerooms, we have five advisor groups per grade level so that the advisor groups are smaller for these targeted workshops to promote participation by all students.

High School Homeroms

Ninth and tenth grade students will be assigned a specific homeroom for the school year. During 8th period homeroom, students may work on assignments, get extra help from teachers, attend club/organization meetings, or attend a scheduled class.

Eleventh and twelfth grade students are dismissed at 2:23 pm each day. Those who stay after 2:23 pm (or return to the building prior to the 3:05 pm dismissal of all students) must go to the following locations by 2:26 pm:

- 11th grade students report to the cafeteria
- 12th grade students report to the Library Media Center

11th or 12th grade students who are failing one or more courses may not leave at 2:23 pm. Those students will be assigned to a designated location. They must seek extra help from teachers, work on assignments, and make an effort to improve their failing grades.

Homeroom will also be used, on occasion, for OLWEUS, AVP, assemblies, and other academic activities.

Security, Health, and Nutrition

Emergency Drills

For all emergency drills held during the school year (fire drills, evacuation drills, lock down drills, lock out drills, and shelter-in-place drills), please follow these basic rules:

- Check the instructions in each classroom (posted at windows and doors) for directions on leaving the building or for information on sheltering in place.
- Walk. Please refrain from making noises or talking. Move quickly and quietly to the assigned exit or designated area within the school.
- Follow staff directions at all times.
- Do not return to the building or leave the designated area until directed to do so by staff.

Energy Drinks, Energy Powders, Sodas or any type of similar product

If you cannot buy a beverage or product in a school vending machine or in the cafeteria, it is prohibited. Please do not bring any of the items (energy drinks, energy powders, sodas, or any type of similar product) to school. If you bring these items to school you will be asked to dispose of the remaining contents.

Injuries

Accidental Injury

If a student is injured, he or she must report to a staff member in charge or to the school nurse immediately. Teachers are required to file an Accident Report in the health office on the day the accident occurs. Any injury, no matter how slight, should be reported. If, as a result of the accident, a doctor is seen, the student must notify the school nurse or main office as soon as possible.

School insurance coverage is secondary and non-duplicating; therefore, the claim for injury must be reported to your private insurance carrier first. A student must report any injury to the nurse immediately and no longer than two days (2) following the injury.

Lockers

Each student in the middle school and high school will be assigned a school locker with a combination lock. Lockers are to be locked when not in use. Please do not give your combination to other people.

Lockers are the property of the Walton Central School District. As such, school personnel may hold periodic locker inspections and any material that violates the District Code of Conduct will be seized and disciplinary action will be imposed.

Lockers may give a false sense of security. Nothing of value should be kept in lockers. The Walton Central School District does not assume responsibility for any lost or stolen articles.

Please keep your lockers neat and orderly. Do not keep perishable items in lockers.

Lost and Found

Articles and items found in and around the school should be turned into the main office. Please make sure to put your name on your belongings in case you lose them.

Lunch

Students must remain in the cafeteria during lunch time.

Students may sit in other designated areas with permission from the Principal or Vice Principal.

Students are not permitted to enter the parking lot area or leave school grounds during lunch.

The District Code of Conduct should be observed during lunch.

In addition, please maintain a clean and safe environment in the cafeteria. Dispose of all lunch trays, utensils, recyclables, or trash appropriately.

Food cannot be taken from the cafeteria without staff permission.

It is understood that occasionally a student may forget his or her lunch money. No student may charge more than two lunches and all charges must be paid in full within thirty days. The State Education Department ruling states that a student who has abused an established policy can be refused a meal. Such a refusal is not considered to be a violation of the National School Lunch Act.

Applications for free or reduced meals can be found in the main office.

Medications

If it becomes necessary for a student to take any form of medication at school, a note from the doctor requesting the dispensing of the drug in school must accompany the medication. All medications will be kept and dispensed from the health office.

Transportation

Buses

Basic regulations for riding a bus

- Riding the bus is a privilege. Improper conduct on the bus may result in being denied access to school transportation. The District Code of Conduct should be observed while on a bus.
- Only regularly scheduled bus students may ride a school bus.
- Students are required to wear seatbelts and remain seated when on a school bus. Students should only stand when entering or exiting the bus.
- Students who leave school illegally (without permission) may not return to ride the bus home. They will also face disciplinary action.
- If a parent or guardian wishes to make any changes to the normal bus transportation for his or her child, the parent or guardian must submit a note to the main office and get permission from the Building Principal or Vice Principal.

BOCES bus information

- The AM BOCES bus leaves at 8:15 am from the High School. Please be on time. The bus will not wait.
- The AM BOCES bus returns from the BOCES Harrold Campus at 10:50 am and arrives at O'Neill High School at 11:10 am.
- The PM BOCES bus leaves at 11:30 am from the High School. Please be on time. The bus will not wait.
- The PM BOCES bus returns from the BOCES Harrold Campus at 2:15 pm and arrives at O'Neill High School at 2:35 pm.
- All BOCES students are expected to demonstrate appropriate behavior on the bus and at BOCES or risk losing bus riding or BOCES privileges.

Student Drivers

- High School students allowed to drive and park on campus are expected to use their vehicles appropriately and safely or risk losing permission to park on campus.
- Students who wish to park on campus must obtain a parking permit from the main office. Permits are issued to seniors first, then juniors. There are a limited number of spots available for students.

- Students may not enter the parking area during normal school hours without permission from the Building Principal or Vice Principal.
- Students are not allowed to park in the front lot (facing the High School and Middle School). Students may only park in the lot between C-wing and the tennis courts in the assigned student area. Students may not park in the assigned staff area.
- The District Code of Conduct must be observed at all times.
- Sitting in cars before or after school is not permitted.
- Students are not allowed to leave school during the normal school day without permission from the Building Principal or Vice Principal.
- Any inappropriate behaviors may result in the loss of parking privileges. The speed limit on campus is 10 mph.

Behavior Expectations

Anti-discrimination

The Walton Central School District does not discriminate in employment or in educational programs and activities which it operates on the basis of sex, race, or handicap in violation of Title IX of the Education Amendment of the 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

Assemblies and Audience Courtesy

Assemblies are a privilege to be enjoyed by all students. Student behavior is a reflection of the student body. It is appropriate to applaud by clapping when appropriate. Whistling, talking, or creating any type of disruption through words, sounds, or actions is prohibited. Students who do not behave appropriately during assemblies will face disciplinary consequences.

During any school performance, assembly, or public event, students, parents, guardians, and visitors should abide by these expectations:

For concerts, plays, musicals or other performances:

- Please come to the performance on time
- If you are late, enter only after an entire work has been completed
- If you are late, please sit in the closest available seat to the door you entered from
- Please use good judgment when considering whether or not to bring young children to a performance

- Please refrain from any disruptive behavior during the performance such as talking aloud or making any type of noise
- Please stay for the entire concert, play, musical, or performance

Dances and Club Activities and Events

Dances and club or organization activities are open only for current Walton Central School students. Middle School events will be limited to currently enrolled Middle School Students and High School events will be limited to currently enrolled High School students.

High School students may have the privilege of bringing a visitor to an event, based upon prior approval by the Principal or Vice Principal. To get prior approval, students must apply for a visitor's pass in the main office one week prior to the event. The Principal and Vice Principal reserve the right to refuse the request for a visitor pass.

The District's Code of Conduct will be enforced at all school events, including dances and club or organization activities.

Once the activity or event has started and the student has paid his or her admission fee (or upon admittance if the event or activity is free), students must remain in the building (this includes school sites and off-school sites such as prom). If the student leaves, he or she will not be allowed to return to the activity or event. No person will be allowed to loiter outside the building.

Students arriving one hour after the beginning of the activity or event will not be admitted.

High School activities and events are for students in grades 9 – 12.

Anyone asked to leave an activity or event due to inappropriate behavior or violation of the District Code of Conduct will not be allowed to attend any club or organization activities or events for the remainder of the school year.

Hallway or Bathroom Passes

When classes are in session or students are in assigned locations (lunches, study halls, academic labs etc...), students should have a hall pass from their teachers or other staff members who can give permission to leave a classroom or assigned location. Refrain from disruptive behaviors in the hallways or bathrooms and go to and from the permitted area in a reasonable amount of time. Students who abuse the use of passes will face disciplinary action.

Cell Phone Use

Middle school students may not use cell phones or electronic devices during the normal school day. Students should keep their devices in their lockers if possible. Students may possess devices on their person, but they should be turned off.

High school students may use cell phones or electronic devices during lunch and during bell passing. Students may not use devices during class time. This includes study hall.

See attached Code of Conduct

The Code of Conduct is also available on the District web site: www.waltoncsd.org

* This handbook uses information from many outside sources, including the handbooks of schools in New York and other States as well as a wide variety of web sites that provide information on schools and academic success. Walton Central School does not claim that the contents of this handbook are an original work.