

STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

I acknowledge receiving a copy of Gouverneur Middle School Student Handbook for the 2025-2026 school year. A complete copy of GCSD Code of Conduct can be found on our District's website at www.gcsk12.org.

Signature of Student _____

Student Name Printed _____

Advisory Room # _____

Advisory Teacher _____

Date _____

GOUVERNEUR MIDDLE SCHOOL CODE OF CONDUCT

2025-2026

*** GCSD Code of Conduct can be found on district webpage
Revised 6/16/25 BOE regular meeting**

Welcome to Gouverneur Middle School

Dear Gouverneur Middle School Families;

On behalf of our entire staff, we would like to welcome our new fifth grade students and our returning sixth, seventh, and eighth grade students. I am very proud of the highly qualified educators and support personnel that are committed to providing our students with opportunities both inside and outside of the classroom. As a school, it is our goal to create an environment and support an instructional program that will enable each of our students to become and remain a lifelong learner.

We highly value home/school communication at Gouverneur Middle School. Communication between home and school plays an integral role in each student's success. We encourage you to sign up for parent portal to remain up-to-date about your child's assignments, assessments, and project grades. Please feel free to contact us if /when the need arises. Your involvement and support in your child's education is important. We extend a year-long invitation to our families to join us at school activities and events whenever possible. Your active participation is key to your child's success during his/her middle school years.

Our Middle School program offers four teams, designated to foster a sense of family and belonging amongst our student body. We will continue to focus on character education, common core skills, and the use of data to drive instruction, and to provide consistent implementation of the curriculum with the goal of increasing academic achievement for all students in the Middle School. Our team of teachers meet on a daily basis. Please contact the guidance office and schedule a meeting if academic or social concerns should arise. If any situation cannot be resolved, please contact myself or the Assistant Principal. I am available to every student and parent: however, the most reliable source of information concerning your child's academic progress or social adjustment is your child's team of teachers.

*Sincerely,
Robert Kotz, Principal*

MISSION STATEMENT

The Gouverneur Central School Board of Education is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process, and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society. We believe that our school's purpose is to educate all students so that they achieve their highest potential. Our mission statement is "**Delivering the Promise of a Brighter Future.**"

The educational program is designed to encourage each student to develop his/her maximum educational potential by providing fundamental academic skills and basic knowledge, an opportunity to develop individual interests and abilities to their fullest extent according to his/her individual potential, and special services to promote the physical, mental and emotional development of each student. It is the district's goal to foster in students good work habits, integrity, self-discipline, good sportsmanship, self-confidence and a sense of purpose. Extracurricular activities are offered to enhance the academic program.

The Board encourages parents and teachers to offer their expertise in helping to develop a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community and school.

EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, sex, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. The District Business Manager is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

PROGRAMS FOR STUDENTS WITH DISABILITIES:

Students with disabilities are entitled to receive, at public expense, special education, related services and/or supplementary aids and services as necessary to ensure a free appropriate public education in the least restrictive environment. Each student identified as having a disability will have access to the full range of programs and services of this school district, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of

the district. Parents/students who desire further information on these programs and services should contact the Building Principal at 287-1903.

STUDENTS WITH HIV RELATED ILLNESS:

The Board of Education recognizes the public concern over the health issues surrounding Acquired Immune Deficiency Syndrome (AIDS) and Human Immune Deficiency Virus Infection (HIV). The Board also recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board acknowledges the rights of those students diagnosed as having AIDS or HIV infection to continue their education as well as the rights of all students in the school district to learn and participate in school activities without being subjected to significant risks to their health. The Board also takes notice that under current law and regulations the disclosure of confidential AIDS and/or HIV related information must be strictly limited.

Accordingly, it is the policy of the Board of Education that no student shall be denied the opportunity to attend school, continue his/her education or take part in school related activities solely on the basis of being diagnosed as having AIDS or HIV infection. In accordance with current state law and regulations, it is also the policy of the Board of Education to prevent any student from being subjected to adverse or discriminatory treatment or stigma because he or she has been diagnosed as having AIDS or being HIV infected.

The Superintendent of Schools has developed administrative regulations in regard to the education of students diagnosed as having AIDS or being HIV infected. Any interested individual may review district regulations regarding HIV related illness at the district offices, located at 133 E. Barney Street, Gouverneur, NY.

PREGNANT STUDENTS:

Gouverneur Board of Education recognizes that the opportunity to receive an education is necessary to leading a full and productive life. In addition, a minor under 16 must continue her education. Therefore, pregnant students are encouraged to continue participation in the public school program. As soon as pregnancy is medically confirmed, the student and her parent(s) or guardian(s) should consult with the Building Principal and other appropriate staff to plan an appropriate education program. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that available student health and counseling services, as well as instruction, are provided; that the student is encouraged to return to high school after delivery; and that every opportunity is given to complete high school. Pregnant students will be provided with a home instruction program if a physician certifies that there is a medical condition incident to or other than pregnancy that warrants home instruction. After delivery, students are expected to attend school.

SEXUAL HARASSMENT OF STUDENTS: The district is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the student perceives such behavior as unwelcome, such as inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, blocking a student's movement, rape or attempted rape.

Sexual harassment is a form of sex discrimination. Any student who believes that he or she has been subjected to sexual harassment whether by a teacher, other student, or any individual on school property or at school activities, should file a written report of the alleged misconduct immediately to the principal's office, Title IX Compliance Officer or his/her designee, so that appropriate corrective action up to and including discharge of an employee or suspension of a student may be taken. The student can pursue his/her complaint informally or file a formal complaint (see procedures 5311.3R).

In the absence of a victim's written complaint, the school, upon learning of, or having reason to suspect, the occurrence of any sexual harassment, will promptly begin an investigation.

RACIAL HARASSMENT OF STUDENTS: Racial harassment of students consists of different treatment on the basis of race (also color and national origin) in a manner so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in or benefit from the district's programs, services or privileges. Examples of the type of incidents, which might constitute racial harassment, include:

1. unwanted verbal comments, racial name calling, racial or ethnic slurs, slogans, graffiti;
2. school security treating black students more severely than white students
3. intimidating actions such as cross burning or painting swastikas; and wearing clothing that contains symbols or wording deemed racially demeaning
4. employee repeatedly treating minority students in a racially derogatory manner.

The Board of Education prohibits discrimination on the basis of race, color and national origin. Any student who believes that he/she has been subjected to racial harassment should report the alleged misconduct immediately to the principal's office, Title IX or Title VI Compliance Officer, or his designee, so that corrective action, up to and including discharge of

an employee or suspension of a student, may be taken at once. The student can pursue his/her complaint informally or file a formal written complaint.

In the absence of a victim's complaint, the school, upon learning of, or having reason to suspect, the occurrence of any racial harassment, will promptly begin an investigation and take action as deemed appropriate upon learning the results of the investigation.

CODE OF CONDUCT (summary)

INTRODUCTION

The Board of Education of Gouverneur Central School is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

DEFINITIONS

In accordance with the **Dignity for All Students Act**, School District policy and practice must ensure that no student is subject to discrimination, bullying and/or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property.

The District Dignity Act Coordinator will be the High School Principal. In addition, each Building Principal will serve as The Building Dignity Act Coordinator with designated building counselors serving as assistants.

Cyberbullying means harassment/bullying, as defined below, through any form of electronic communication. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District internet system or student use of personal digital devices including, but not limited to, cell phones, digital cameras, personal computers, and electronic tools.

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; or (d) any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

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

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Emotional Harm 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 nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its

students or employees, directly or through contract, whereby such services performed by such person involve direct student contact. **Gender** means actual or perceived sex and includes a person's gender identity or expression.

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

Gender Expression means the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Gender Identity means one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Harassment and/or Bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. Such conduct shall include acts of harassment and/or bullying that occur on school property or at a school function or occur off school property where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Acts of harassment and/or bullying shall include, but are not limited to, conduct, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition, the term "threats, intimidation, or abuse" shall include verbal and non-verbal actions.

Illegal Substances include, but are not limited to, alcohol inhalants, marijuana/cannabis, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, will result in an impaired or altered state; illegal substances also include any paraphernalia related to these substances.

Material Incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

Logical Consequences- Strategies used to respond to student misbehavior in the Responsive Classroom philosophy. There are 3 main strategies of logical consequences which include: "You break it, you fix it," "Loss of privilege" and "Positive Time-Out." For details, please refer to the Elementary Student Handbook.

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

Relationships mean the way in which two or more people regard and behave toward each other.

Respect means the act of treating everyone in the school community with dignity. This is demonstrated by treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to oneself and not violating others' personal space.

Responsibility means an obligation to behave in accordance with social norms and being held accountable for one's actions.

Restorative Practices are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation, and improving the relationship between parties.

Retaliation occurs when any employee, student, or visitor mistreats any person because he/she reported in good faith, testified about, or otherwise assisted in an investigation, proceeding, or hearing related to alleged harassment or bullying.

School Bus means every motor vehicle owned 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 extracurricular event or activity.

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.

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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.

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

Therapeutic Crisis Intervention for Schools (TCIS) is a trauma-informed crisis prevention and intervention model designed to assist school staff in preventing high-risk behaviors, deescalating potential crises, managing acute behavioral incidents, and reducing the need for physical interventions. TCIS emphasizes creating a safe and supportive school environment.

Tobacco Product means any vaping or nicotine-containing devices and accessories to such devices and any other tobacco-containing product in any form, as well as matches, lighters and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

Under the Influence A student shall be considered “under the influence” if they have used any quantity of an Illegal Substance or alcohol within a time period reasonably proximate to their presence on School Property, on a School Bus, in a school vehicle, or at a school-sponsored School Function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

Violent Pupil means a student under the age of 21 who: 1. Commits or attempts to commit an act of violence upon a school employee. 2. Commits or attempts to commit while on school property or at a school function, an act of violence upon another student or any other person on school property or at the school function. 3. Possesses, while on school property or at a school function, a weapon or any instrument that appears capable of causing physical injury or death. 4. Displays, while on school property or at a school function, what appears to be a weapon. 5. Threatens, while on school property or at a school function, to use a weapon. 6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school function. 7. Knowingly and intentionally damages or destroys school district property.

Weapon means a firearm as defined in 18 USC § 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death. Any “look-alikes,” fake or toy weapons are considered a weapon for purposes of this definition.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

	<i>It is the student's right:</i>	<i>It is the student's responsibility:</i>
1)	To attend school in the district in which one's parent or legal guardian resides.	To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
2)	To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.	To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
3)	To be respected as an individual.	To respect one another, and to treat others in the manner that one would want to be treated.
4)	To express one's opinions verbally or in writing.	To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
5)	To dress in such a way as to express one's personality.	To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
6)	To be afforded equal and appropriate educational opportunities.	To be aware of available educational programs in order to use and develop one's capabilities to their maximum.

7)	To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.	To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
8)	To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
9)	To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.
10)	To a supportive learning environment where they feel safe and respected. Through the implementation of TCIS, the district is committed to providing interventions that promote positive behaviors and address challenges constructively, focusing on deescalation and reintegration into the classroom.	To contribute to a positive and respectful learning environment by demonstrating self-regulation, engaging in conflict resolution strategies, and participating in restorative practices when necessary. Students are expected to follow de-escalation techniques, seek help from staff when facing challenges, and take an active role in reintegration efforts after behavioral incidents to maintain a safe and supportive school community.

ESSENTIAL PARTNERS

Expectations for Parents

All parents are expected to:

- 1) Recognize that the education of their child(ren) is a joint responsibility of the parents or guardians and school community.
- 2) Prepare their children for school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110).
- 3) Ensure that children attend school regularly and on time.
- 4) Ensure absences are excused.
- 5) Insist their children be dressed and groomed in a manner consistent with the student dress code.
- 6) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- 7) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.
- 8) Convey to their children a supportive attitude towards education and the District.
- 9) Build good relationships with teachers, other parents and their children's friends.
- 10) Work with our schools to maintain open and respectful communication.
- 11) Help their children deal effectively with peer pressure.
- 12) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 13) Provide a place for study and ensure homework assignments are completed
- 14) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Expectations for Teachers

- 1) Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 2) Be prepared to teach.
- 3) Demonstrate interest in teaching and concern for student achievement.
- 4) Know school policies and rules, and enforce them in a fair and consistent manner.
- 5) Communicate to students and parents:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.

- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- 7) Confront issues of discrimination, bullying and/or harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination, bullying and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
- 10) Maintain confidentiality about all personal information and educational records concerning students and their families.

Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Initiate and appropriately document teacher/student/counselor conferences and parent/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 3) Regularly review with the students their educational progress, career plans and graduation requirements.
- 4) Provide information to assist students with career planning.
- 5) Encourage students to benefit from the curriculum and extracurricular programs.
- 6) Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers. 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 8) Report incidents of discrimination, bullying and/or harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
- 9) Maintain confidentiality about all personal information and educational records concerning students and their families.

Expectations for Student Support Service Personnel

- 1) Support educational and academic goals.
- 2) Know school rules, abide by them and enforce them in a fair and consistent manner.
- 3) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 4) Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- 5) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
- 7) Regularly review with students their educational progress and career plan.
- 8) Provide information to assist students with career planning.
- 9) Encourage students to benefit from the curriculum and extra-curricular programs.
- 10) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 11) Report incidents of discrimination, bullying and/or harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination, bullying and/or harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
7. All staff members are required to participate in ongoing professional development that equips staff with the skills necessary to prevent and manage crisis situations effectively, ensuring a safe and supportive environment for all students. Physical intervention techniques are taught as a last resort, emphasizing de-escalation and reintegration strategies.

Expectations for Principals

- 1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- 2) Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.

- 3) Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
- 4) Support the development of and student participation in appropriate extracurricular activities.
- 5) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 6) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 7) Follow up on any incidents of discrimination, bullying and/or harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
8. All staff members are required to participate in ongoing professional development that equips staff with the skills necessary to prevent and manage crisis situations effectively, ensuring a safe and supportive environment for all students. Physical intervention techniques are taught as a last resort, emphasizing de-escalation and reintegration strategies.

Expectations for the Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination, bullying and harassment, supporting active teaching and learning.
- 2) Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- 3) Inform the School Board about educational trends, including student discipline.
- 4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 5) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 6) Address all areas of school-related safety concerns.

Board of Education

- 1) Collaborate with students, teachers, administrators and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- 2) Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- 3) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- 4) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

Student Use of Electronic Communication Devices

The G.C.S.D believes in the importance of uninterrupted instructional settings as critical to student attention to task and ultimately to their academic achievement. To that end, G.C.S.D. may control such interruptions to the learning climate including, but not limited to, personal electronic devices.

We also recognize that students are being educated in a global setting. Electronic devices play an important role in this education. Students now live in a technology dependent world in which electronic devices such as laptop computers, tablets, and smart phones play a key role. However, the district reserves the right to monitor, control, and limit the use of any electronic device used within the school grounds and at all school functions to mitigate distractions, enhance learning, and maintain the safety of students and staff.

Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved.

Prohibition of Cell Phones and Electronic Devices in New York State Assessments

Students are prohibited from bringing cell phones and certain other electronic devices into a classroom or other location where a New York State assessment is being administered, including but not limited to Regents Exams, Regents Competency Tests, Grades 3-8 Tests in English Language Arts and Mathematics, Grades 5 and 8 Science Tests, NYSESLAT, and the NYS Alternate Assessment.

Prohibited devices include, but are not limited to: • Cell phones • BlackBerry devices and other PDAs • iPods and MP3 players • iPads, tablets, and other eReaders • Laptops, notebooks or any other personal computing devices • Cameras or

other photographic equipment • Headphones, headsets, or in-ear headphones such as earbuds • Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

Test proctors, test monitors, and school officials shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them while the test is being administered, including break periods. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device.

Some students with disabilities may use certain recording/playback devices provided that such an accommodation is specified in the student's IPE or 504 Plan. Prohibited devices further may be allowed if there is documentation from a medical practitioner on file at the school that a student requires such a device during testing. In all other cases, the prohibition as provided above remains in effect and the student may not enter the exam room with any prohibited device.

Student Dress Code

The intent of the Student Dress Code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society.

All students, whether in-person or remote learners, are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Clothing should not expose the midriff (front and back), lower abdominal area, gluteal area or chest, and students may not wear clothing through which these areas of the body are visible.
3. Ensure that underwear and undergarments are completely covered with outer clothing, nor shall clothing contain any holes, rips, tears, or sheer portions allowing underwear or undergarments to be seen through clothing.
4. Include footwear at all times. Footwear that is a safety hazard should not be worn to school.
5. Not include the wearing of hats, or head coverings, in the building except for a medical or religious purpose or designated school activities during the academic day.
6. Not include messages or images that are lewd, vulgar, obscene, contain sexually explicit messages, (including messages that are innuendos or have double-meanings), and/or libelous or denigrate others on account of race, color, religion, creed, national origin, gender/gender identity, sexual orientation, or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal substances (as defined in this Code) and/or encourage other illegal or violent activities.
8. Not be clothing, jewelry, symbols, etc. that are determined by the Administration to indicate membership in a group that exists to intimidate or threaten the safe and orderly operation of the school and/or the health and welfare of the staff and/or students.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including out of school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Nothing in this Dress Code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to discipline students for doing so. Nothing in this Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to braids, locks and twists) or to wear their hair in a particular texture, or to discipline students for doing so.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property, at a District function, or off school property when the actions create or would foreseeably create a risk of

substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to logical consequences, Restorative Practices, and/or disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

A. Engage in conduct that is disorderly. Examples of disorderly conduct include but not limited to the following:

1. Engaging in any act which disrupts the normal operation of the school community - running in hallways, making unreasonable noise, or using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Obstructing vehicular or pedestrian traffic.
3. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
4. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of the District's computer system (DCS), consisting of software, hardware, computer networks and electronic communications systems; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
5. Unauthorized use of electronic devices/equipment (i.e., laptops, netbooks, Chromebooks, cell phones, smart phones, iPods, iPads, tablets, eReaders, and other personal electronic devices deemed inappropriate by the administration).
6. Violations of the Student Dress Code.

B. Engage in conduct that is insubordinate

Examples of insubordinate conduct include but not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive.

Examples of disruptive conduct include but not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in conduct that is violent.

Examples of violent conduct include but not limited to:

- 1) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee or attempting to do so.
- 2) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property or attempting to do so.
- 3) Engaging in bullying and/or harassing conduct, threats, intimidation, or abuse (verbal or non-verbal) that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- 4) Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
- 5) Displaying, using, or threatening to use a weapon, as defined by this Code of Conduct, or displaying, using, or threatening to use what appears to be a weapon.
- 6) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.
- 7) Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others:

Examples of such conduct include, but are not limited to:

1. Lying, deceiving, or giving false information to a teacher, administrator or other school personnel.
2. Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.

3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include, but is not limited to, posting or publishing video, audio recordings or pictures via social media or other electronic communications.
4. Discrimination, based on a person's actual or perceived race, age, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, disability, or any other legally protected class as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by threats, intimidation or abuse (verbal or non-verbal), that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender/gender identity or sex.
6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort
7. "Cyberbullying," including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club, or team.
11. Selling, using, possessing, or distributing obscene material.
12. Possessing, using, consuming, selling, purchasing, distributing, or exchanging (or attempting to possess, use, consume, sell, purchase, distributed or exchange), or being under the influence of alcohol, Tobacco Products, or Illegal Substances (as defined in this Code), on School Property or at a School Function.
13. Gambling and gaming.
14. Inappropriate touching and/or indecent exposure. Engaging in displays of affection of a sexual nature, including but not limited to kissing, caressing, groping and other similar overt expressions of affection. Such behavior is inappropriate in the school environment and depending on the circumstances, including the age of the students involved, may also constitute criminal conduct.
15. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on District buses for their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior and with this Code of Conduct. Violations of the Code of Conduct occurring on a school bus shall be subject to the same discipline as though the conduct occurred on school grounds. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism. Plagiarism includes, but is not limited to, instances when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when submitting one's own work for academic credit when they have already received academic credit for that work. Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/ organizations) also constitutes plagiarism (Nova Southeastern, 2021).
2. Cheating. Cheating is intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own (Nova Southeastern, 2021).
3. Copying.
4. Altering records.
5. Accessing other users' email, district provided accounts or network storage accounts and/or attempting to read, delete, copy, modify, or interfere with the transferring and receiving of electronic communications.
6. Recording audio or video or taking photographs in classrooms (including online classes) without prior permission from the course instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of the designated course.
7. Violation of the District Acceptable Use Policy for technology.
8. Assisting another student in any of the above actions.

Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing or having knowledge of a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Persons standing in the parental relationship to the student shall be notified of code violations by telephone, followed by a letter. The notification must identify the student and explain the conduct that violated the code of conduct.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

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

Reporting Discrimination, Harassment and Bullying (Dignity For All Students Act)

Prevention is the cornerstone of the District's effort to address bullying and harassment. In order to implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the Dignity For All Students Act Coordinator ("DAC"). These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The DASA Coordinators will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

1. Professional development for staff members;
2. The complaint process; and
3. Implementation of the Dignity Act's civility curriculum components.

The Dignity Act Coordinators are as follows:

Lead Coordinator – District: Cory Wood, High School Principal, wood.cory@gcsk12.org, 315-287-1900

Building Coordinators:

High School: Assistant Principal 315-287-1900
Guidance Counselor 315-287-4914

Middle School: Principa, Assistant Principal, Guidance Counselors 315-287-1903

Elementary: Principal, Assistant Principal, Guidance Counselors 315-287-2260

The DASA Coordinators are the school employees charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator, or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes they have been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a school employee otherwise learns of any occurrence of possible conduct prohibited by this Code, the school employee shall promptly and orally notify the DASA Coordinator(s) no later than one (1) school day after such school employee witnesses or receives the complaint or learns of such conduct.

Such school employee shall also file a written report with the DASA Coordinator(s) no later than two (2) school days after making such oral report. In the event that the DASA Coordinator is the alleged offender, the report will be directed to the Principal or Superintendent.

After receipt of a complaint, the DASA Coordinator(s) shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The DASA Coordinator(s) shall ensure that such investigation is completed promptly and investigated in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a school official, employee, volunteer, vendor, visitor and/or student has violated the District's Code of Conduct or a material incident of harassment, bullying and/or discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

The Principal, Superintendent, or their designee shall promptly notify the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct. The Principal or the Principal's designee shall provide a regular report, at least once during each school year, on data and trends relating to harassment, bullying and/or discrimination to the Superintendent of Schools.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination shall be prohibited.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

Disciplinary Penalties, Procedures and Referrals

School officials must consult the Code of Conduct when determining an appropriate disciplinary intervention and/or consequence. In addressing inappropriate behaviors, it is necessary to evaluate all of the circumstances surrounding the behavior in order to determine the least punitive response that would properly address the inappropriate behavior. The following facts must be considered prior to determining an appropriate disciplinary intervention and/or consequence.

1. The student's age, maturity, and ability to understand consequence;
2. The student's disciplinary record including the nature of any prior misconduct and the number of prior instances of misconduct;
3. Any previous disciplinary consequences and/or interventions used and the student's response to those interventions;
4. The circumstances and/or context in which the behavior occurred;
5. The student's IEP, 504 Accommodation Plan, or designation as a student suspected of having a disability if applicable;
6. The student's current FBA (Functional Behavioral Assessment) and BIP (Behavior Intervention Plan) if applicable;
7. At the discretion of administration, individuals may participate in restorative practice strategies and/or educational components, when appropriate;

A. Understanding Levels of Intervention Behaviors are categorized based on their nature and impact, while disciplinary responses are 19 organized into levels to provide a structured framework for addressing student conduct. Each behavior category corresponds to a range of possible interventions and consequences, ensuring that responses are fair, consistent, and developmentally appropriate. Lower-level responses emphasize preventative, restorative, and supportive approaches, such as verbal redirection, counseling, and mediation. As behaviors increase in severity, disciplinary responses become more intensive. Potentially including suspension or alternative disciplinary placements. This framework ensures that interventions are proportionate and focused on student growth rather than punishment while maintaining a safe and respectful learning environment. B. Consistent and Equitable Application of Discipline Disciplinary responses will be differentiated based on individual circumstances, ensuring that all students are treated fairly, with dignity and respect. To uphold integrity and consistency across disciplinary actions: ● Consequences and intervention at all levels will be applied consistently while recognizing individual student needs; ● All incidents will be documented, and parents will be notified of inappropriate behavior and corresponding actions taken. As a general rule, violations and associated penalties listed in this Code are advisory, and discipline will be progressive. This means that a student's first violation will typically result in a less severe consequence, with escalating responses for repeated misconduct. However, the District retains discretion to impose an appropriate disciplinary response, including higher-level consequences for serious infractions, even for a first

offense, when necessary to maintain safety and order. C. Students with Disabilities If a student's conduct is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education (CSE). Any disciplinary action must be administered in accordance with federal and state laws, including IDEA and Section 504, and must align with the separate provisions in this Code of Conduct for disciplining students with disabilities. No student identified as having a disability shall be disciplined for behavior that is a direct result of their disability. D. Therapeutic Crisis Intervention for Schools (TCIS) and Restorative Practices The district employs a range of disciplinary actions with an emphasis on restorative practices and behavioral interventions. Therapeutic Crisis Intervention for Schools (TCIS) are an integral part of our approach, equipping staff with de-escalation techniques and trauma-informed practices to address the underlying causes of behavior. TCIS ensures that disciplinary responses remain supportive, educational, and developmentally appropriate. Physical interventions will be used only as a last resort when there is an imminent risk of harm and all other de-escalation strategies have been exhausted.

Expectations to Consider for Prekindergarten Through Grade 2

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskilled attempts to communicate what they want, what they need, or what they don't like. When a child engages in aggressive behavior that threatens or harms other children or makes the learning environment feel unsafe, supportive procedures need to be in place to ensure that both children involved in the incident receive immediate attention and care. In addition, students who have experienced traumatic events may have emotional, social development, behavioral, or academic problems that need to be responded to with extreme sensitivity and awareness.

Staff and parents can expect these actions will take place:

- A staff person will temporarily remove the child who has engaged in the aggressive act immediately from the environment to help the child regain a sense of calm so that staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of the children involved in the incident will be contacted.

All responses to prekindergarten through grade 2 children's inappropriate behavior will be delivered in an age-appropriate manner and aligned with the levels below.

A. Interventions/Consequences

The interventions and consequences aligned with each behavior level listed represent a menu of potential responses. Teachers and administrators may choose to utilize one or more responses to best address inappropriate behavior. Administrators and teachers are not expected to use all interventions listed for each level. When appropriate, administrators and teachers may choose to use lower-level interventions. Multiple incidents of lower-level infractions will warrant more intensive and more serious consequences resulting in a higher level of intervention. School staff should strive to utilize the least punitive responses they believe will properly address the student's inappropriate behavior.

There are a range of disciplinary interventions and/or consequences when a student has made an inappropriate choice about their behavior. These include:

Level 1: Classroom Interventions and Responses: May be appropriate when a student has no prior incidents and interventions have not been put in place. The goal is to teach skills so students can learn and demonstrate safe and respectful behavior. The teacher aims to prevent a minor discipline problem from becoming a major disciplinary incident.

Level 1 Suggested Interventions and/or Consequences

- Teacher/Student Conference
- Parent/Guardian Contact
- Reminders/Redirection
- Reteaching of Expectations and Skills
- In-Class Time Out
- Loss of In-Class Privileges
- Self-Charting of Behaviors
- Teacher Consequence
- Seat Change
- Written Reflection
- Verbal Redirection
- Reflective Activity
- Daily Progress Sheet on Behavior
- Restorative Justice Strategies
- Warning from Appropriate Administrator
- Referral to Student Support Team (SST)

Level 2: Intensive Support and Appropriate Administration: May be appropriate when supports have been put in place in the classroom to address the behavior but the behavior has continued to negatively impact the learning of the student and others or due to severity of offense.

Level 2 Interventions and/or Consequences

- Meeting with Appropriate Administrator
- Student/Teacher/Guardian Conference
- Lunch Detention(s)
- Loss of Privileges
- Removal from Class
- In-School Suspension
- Detention(s)
- Change in Class/Schedule
- Restitution
- Referral to Student Support Team (SST)
- Restorative Justice Strategies
- Educational Component
- Referral to Counselor

Level 3: Short-Term Suspension: May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating (repeated offenses).

Level 3 Interventions and/or Consequences

- Redirection by Appropriate Administrator
- Removal from Class
- Short-term Suspension (1-5 days)
 - o In-School Suspension
 - o Out-of-School Suspension
- Referral to Outside Support Agencies
- Referral to Counselor
- Restorative Justice Strategies
- Referral to Student Support Team (SST)

Level 4: Extended Suspension, Expulsion, Referral: May be appropriate when behavior presents a substantial disruption to the educational process or a potential or an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

Level 4 Interventions and/or Consequences

- Long Term Suspension
- Referral to Outside Support Agencies
- Expulsion
- Restorative Justice Strategies
- Referral to Law Enforcement
- Referral to Student Support Team (SST)

What is a Student Support Team (SST)?

A **Student Support Team (SST)** is a formalized structure for a group of educators, administrators, and other staff to meet regularly to address concerns about individual students or groups of students. SSTs are designed to support students both by anticipating and preventing issues before they occur and by providing interventions and/or resources when issues do arise. At the same time, SSTs support staff members by introducing teachers who bring an issue to the team to new strategies and building their capacity to support a wide range of students.

Note: A referral to the Student Support Team may result in a number of different outcomes, including but not limited to:

- Informal Classroom Behavior Plan
- Referral to Academic Intervention Services (AIS)
- Referral to the Committee on Special Education (CSE)
- Referral to the Section 504 Committee
- Development of a Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)

Disciplinary Matrix The following is the Disciplinary Matrix, which contains a list of potential inappropriate or disruptive behaviors and the appropriate interventions or consequences. As a general rule, violations and associated penalties listed in this Code are advisory, and discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. However, the District retains the discretion to impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue.

TABLE OF OFFENSES	LEVELS			
Assault (SSEC)			X	X
Bomb Threat (SSEC)			X	X
Cyberbullying			X	X
DASA Violation (SSEC)			X	X

Dress Code Violation	X	X	X	
Disruptive Behavior	X	X	X	X
Electronics – Use or Misuse	X	X	X	
Failed to Report to Detention	X	X	X	
Failed to Report to Lunch Detention	X	X	X	
Failed to Report to I.S.S.	X	X	X	
False Alarm (SSEC)			X	X
Harassment – Non DASA	X	X	X	X
Insubordination	X	X	X	X
Inappropriate Behavior	X	X	X	X
Left Class Without Permission	X	X		
Left School Without Permission	X	X	X	
Minor Altercation with Physical Contact – No Injury	X	X	X	X
Racial Incident		X	X	X
Repeatedly Unprepared for Class	X	X		
Sexual Behavior	X	X	X	X
Sexual Offense (SSEC)			X	X
Skipped Class	X	X		
Substance Use or Possession			X	X
Tardy to Class	X	X		
Tardy to School	X	X		
Theft		X	X	X
Threat of School Violence	X	X		
Unprepared for P.E.	X	X		
Use, Possession, Sale of Alcohol (SSEC)			X	X
Use, Possession, Sale of Drugs (SSEC)			X	X
Vandalism		X	X	X
Verbal Altercation	X	X	X	
Weapons Possession (SSEC)			X	X

Additional Elementary Codes:

Class rules Violation	X	X		
Code of Conduct Violation	X	X	X	X
Name Calling	X	X		
Unsafe Action	X	X	X	
Other	X	X	X	X

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention. Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student’s parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention. Should parents decline detention an appropriate alternative penalty will be substituted.

Suspension from transportation. If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Director of Transportation’s attention. Students who become a serious

disciplinary problem may have their riding privileges suspended by the Superintendent of Schools, Building Principal, CSE Chairperson, or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

In-school suspension. The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

Teacher disciplinary removal of disruptive students. A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. The Gouverneur School District supports three alternatives to students remaining in the classroom. Such practices may include, but are not limited to:

- 1) short-term "time out" in a "Buddy Teacher" elementary classroom or in an administrator's office;
- 2) sending a student to the principal's office for the remainder of the class content period only; or
- 3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored responsive classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

Time-honored responsive classroom management techniques such as these do not constitute disciplinary removals for purposes of this code. On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A secondary classroom teacher may remove a disruptive student from class for the remainder of the period and one additional classroom period. The removal from class applies to the class of the removing teacher only. After meeting with the building administrator or their designee, the student may be assigned to an alternative setting for additional class time.

An elementary classroom teacher may remove a disruptive student for a maximum of 45 minutes for each incident. Based on the student's behavior and teacher recommendation, the principal may extend the removal time. If the removal time is extended by the principal, the teacher, principal or designee, student, and whenever possible the parents or guardians, will conference before the student returns to class. If more than two incidents occur, the teacher, principal or designee, student, and parent or guardian, will conference before the student returns to class.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student, parent and principal with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or on-going threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student, parent and principal why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day. The teacher must make their intentions known by contacting the parent. Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- 1) The charges against the student are not supported by substantial evidence.
- 2) The student's removal is otherwise in violation of law, including the district's code of conduct.
- 3) The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities which shall include alternative educational programs appropriate to individual student needs, until he or she is permitted to return to the classroom. The principal or his/her designee will meet with the student, determine the alternative educational program, and make arrangements to ensure continued educational services. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class. Removal of a student with a disability, under certain 20 circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from school. Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member. The superintendent or principal, upon receiving a referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the parents in writing of their decision.

Long-term (more than 5 days) suspension from school.

When the superintendent or building principal determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against themselves, and the right to

present witnesses and other evidence on their behalf. The superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. The decision of the superintendent regarding the long-term suspension may be appealed to the Board of Education, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing, specifying the reason for the appeal, and submitted to the district clerk within thirty (30) days of the date of the superintendent's decision. There will be no personal appearances before the Board; the appeal will be considered solely in writing. The Board will not convene to consider and decided an appeal unless the full record of the appeal has been compiled and provided to the Board, and at least ten (10) business days remain before the next scheduled Board of Education meeting. If the written appeal is not received and the appeal record has not been compiled in full and provided to the Board at least ten (10) business days before the next scheduled Board meeting, then the appeal will not be considered and decided at that meeting. It will instead be considered at a later regularly scheduled Board meeting. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within thirty (30) days of the decision.

Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and wellbeing of other students, school personnel or any other person on school property or attending a school function.

C. Minimum Periods of Suspension

1) Students who bring a weapon to school. Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2) Students who commit violent acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3) Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the class-room by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1) Counseling/Other Support Agency Referrals

The Guidance Office shall handle all referrals of students to counseling and other appropriate human service agencies, as needed.

2) PINS Petitions

The district may file a PINS (Person in Need of Supervision) petition in Family Court or make referrals to other support agencies on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

3) Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

E. Restorative Justice Strategies

Historically, the discipline of students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions, and suspensions.

Understanding and recognizing discipline as a “teachable moment” is fundamental to a positive approach to discipline with the ultimate goal of teaching prosocial behavior. Therefore, the board authorizes restorative justice strategies to be employed where appropriate. Restorative justice strategies may include but are not limited to conferences which restore relationships between staff, students, and parents/guardians; conflict resolution; mediation; restorative circles; and participation in lessons to teach positive social behavior or anger management. This approach seeks to simultaneously hold students accountable and change unacceptable behavior.

Restorative practices are a set of principles and strategies used to build community, respond to harm/conflict by repairing the harm done to affected parties, and reintegrating students into the school community. Restorative practices support SEL (social emotional learning) skills by providing students with the opportunity to practice skills such as emotion recognition, social perspective-taking, self-control, and problem solving as they work through the restorative process.

As students work through the restorative process, they will be asked:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn prosocial strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

The Board supports staff and administration to utilize restorative justice practices where appropriate in addressing student disciplinary issues. In the application of restorative principles, the process is always voluntary for the students.

Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with

disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1) For purposes of this section of the code of conduct, the following definitions apply.

- a) "suspension" means a suspension pursuant to Education Law § 3214.
- b) "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- c) "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2) School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Board, the district (BOCES) superintendent of schools, the CSE Chairperson or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - **"Weapon"** "as used herein" which means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or 26 substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

- **"Controlled substance"** means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

- **"Illegal drugs"** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3) Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1) A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

- 1) The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2) The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - conducted an individual evaluation and determined that the student is not a student with a disability, or
 - determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3) The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4) The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated, into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

6) The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7) During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1) An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

- a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her

current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

- During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

- If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2) An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations: The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. However, in situations where alternative procedures and methods such as CPI (Crisis Prevention & Intervention) that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- 1) Protect oneself, another student, teacher or any person from physical injury.
- 2) Protect the property of the school or others.
- 3) Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

STUDENT SEARCHES AND QUESTIONING OF STUDENTS

The Board of Education is committed to facilitating an atmosphere on school property and at school functions that is safe and orderly. Accordingly, authorized District personnel may conduct searches and/or questioning of students in accordance with applicable Board of Education policy.

VISITORS TO THE SCHOOLS The Board welcomes parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- 1) Anyone who is not a regular staff member or student of the school will be considered a visitor.
- 2) All visitors to the school must report to the office of the principal upon arrival at the school. All visitations must have a purpose. There they will be required to sign the visitor's register and may be issued a visitor's identification badge, which must be always worn while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.
- 3) Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- 4) Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- 5) Teachers are expected not to take class time to discuss individual matters with visitors.
- 6) Any unauthorized person on school property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- 7) All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school

function including students, teachers and district personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. In addition, the District has established a District-level school safety plan and a building-level emergency response plan for each District school, which have been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

- 1) Intentionally injure any person or threaten to do so.
- 2) Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person on school property, including graffiti or arson.
- 3) Disrupt the orderly conduct of classes, school programs or other school activities.
- 4) Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- 5) Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex.
- 6) Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- 7) Obstruct the free movement of any person in any place to which this code applies.
- 8) Violate the traffic laws, parking regulations or other restrictions on vehicles.
- 9) Possess, use, consume, sell, purchase, distribute, or exchange (or attempt to possess, use, consume, sell, purchase, distributed or exchange), or be under the influence of alcohol, Tobacco Products, or Illegal Substances (as defined in this Code) on School Property or at a School Function.
- 10) Possess or use weapons in or on school property or at a school function except in the case of law enforcement officers or except as specifically authorized by the school district.
- 11) Loiter on or about school property.
- 12) Gamble on school property or at school functions.
- 13) Falsely report an incident, or place a false bomb as defined in the New York State Penal Law.
- 14) Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- 15) Willfully incite others to commit any of the acts prohibited by this code.
- 16) Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties: 1) Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. 2) Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements. 3) Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have. 4) Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have. 5) Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or their designee shall be responsible for enforcing the conduct required by this code. When the building principal or their designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code and is authorized to seek restitution as described in law.

Dissemination of Code of Conduct

The Board will facilitate community awareness of this Code of Conduct by:

- 1) Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at a general school assembly held at the beginning of each school year.
- 2) Making copies of the Code available to all parents at the beginning of the school year.

- 3) Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
- 4) Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
- 5) Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- 6) Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

The Board of Education, via a committee of representative stakeholders, will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

STUDENT RULES

Simple Rules of Conduct

1. *Keep your hands and feet to yourself.*
2. *If you don't have something nice to say, don't say anything at all.*
3. *Respect other people's differences and property*
4. *Manners always count.*
5. *If you need help, ask a teacher, your guidance counselor or principal.*

STUDENT ATTENDANCE.

School begins at 7:35 A.M.

The following conditions make it possible for a student to be legally absent or tardy:

- illness of student
- religious observance
- sickness or death in the family
- military obligation
- severe storms/ impassable roads
- quarantine
- doctor/ dentist appointment
- college visits
- required to be in court
- music lessons
- other approved reasons allowed by Board Policy or Administrative regulations

TRUANCY AND TARDINESS:

ALL STUDENTS ABSENT OR TARDY FOR ANY OTHER THAN THE ABOVE REASONS ARE ABSENT ILLEGALLY AND IN VIOLATION OF THE EDUCATION LAW. (Non-school organizations, boy scouts, church groups, etc., meetings and conferences are not considered legal reasons for being excused from school.)

If you are absent, you must present your homeroom teacher with your excuse when you return. You are required to supply a written excuse from a parent or guardian for every absence. Students are expected to make up work that is missed through absence.

If you wish to be excused during the school day, take your written parental permission note to your period one teacher before 7:45 A.M. You may only be excused (for the above legal reasons) by written request of your parent, unless emergency conditions should arise. It is also necessary that one of your parents call for you personally, unless you have early dismissal or school permission to drive. Should you return to school on the same day, you must sign back in to school with the attendance clerk.

If school is closed because of bad weather, sickness, or any other nonscheduled reason, notice will be given over local radio and television stations, if possible before 6:00 A.M. Once school is closed, all activities, practices, sporting events and/or meetings are cancelled for that day.

Minimum attendance for each class is required as a condition for receiving a passing grade or for permission to take a final examination. Classroom attendance is also a requirement for summer school admission. (See Summer School)

In compliance with the legal requirements that released time be provided for religious instruction when the request for such instruction is by an organized sectarian group and the instruction will be provided according to the regulations of the Commissioner of Education by such organized sectarian groups, the Board will approve such instruction under conditions arranged between the interested parties and the school administration as to hours, days, etc. Permission will not be granted for such religious instruction to be given in the school buildings, nor can transportation of any sort be provided either to or from places of such instruction.

The children whose parents request religious instruction for them may be excused for one hour per week, agreed on by the respective sectarian groups, in order to receive religious instruction by one of the sectarian groups which is responsible for reporting to the school the pupil's attendance.

A student must be present for at least three (3) hours during a school day in order to receive credit for attendance.

STUDENT PARTICIPATION IN SPECIAL EVENTS:

Student participation in activities, such as field trips, dances and special events will be in accordance with the established Board of Education Policy.

STUDENT DISMISSAL PRECAUTIONS REGULATION:

In order to ensure students' safety, the building principal maintains a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to the custody of any individual who is not the parent or guardian of the student, unless the individual's name appears upon the list.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. The signature of the parent or guardian must be notarized.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing, with a properly notarized signature of the parent or guardian. Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of his/her child, shall be maintained in district offices.

If anyone seeks the release from school of a student, he/she must report to the school office and present satisfactory identification to the building principal. If the person seeking the release of a child exhibits to the school official an out-of-state custody order the superintendent will be called.

Early excuses for emergency reasons should be requested in writing by the parent. Medical releases are handled through the Nurse's Office. All other reasons for release must be submitted to the Main Office, and students must be picked up in the Main Office. The person seeking the student's release must sign the register in the office.

In the event of an emergency, the Superintendent of Schools (phone number 287-4870) may release a student to some individual not appearing on the approved list only if the parent has been contacted by the Superintendent and has approved the release, and the Superintendent determines that an emergency exists.

ARRIVAL AND DEPARTURE FROM CAMPUS:

Students will not be allowed access to the building before 7:00 a.m. and will go directly to cafeteria. Middle School building will open for students at 7:00 a.m.

At 7:40 A.M. all doorways into the middle school will be locked to prevent outside entrance. The main middle school entrance will be the only entrance for late arriving students and the general public. These entrances should be used by all individuals throughout the day.

All visitors must report to the middle school office to obtain a pass. Instructions are contained on the visitor's pass. Visits by individuals other than teachers, parents or adults on legitimate business are discouraged. The student must obtain

advance approval from the administration and a student's teachers before he may bring a visitor to attend classes. The normal time limit for visitors is one half hour. Students may not leave the school building or property during the school day unless excused by an administrator and/or the health office with parent permission. This includes bus students. Students must sign in and out of the building through the attendance clerk or health office.

ALTERNATE FORMS OF TRANSPORTATION:

Bicycles, roller blades, roller skates and skateboards are not allowed on any school property at any time. A student should walk the bicycle from the street onto and off of the school grounds. Park bicycles in the assigned place and lock them.

CRIMINAL BEHAVIOR ON SCHOOL GROUNDS:

The school is a public building and as such has laws, which protect it and its occupants. In extreme situations, student's behavior may place themselves at risk of arrest, imprisonment and/or fine. The school will assist law enforcement agencies in investigating, arresting and prosecuting criminal acts that occur on school district property. The following section is provided as a warning to students and parents of action the school district is required to take under state and federal law. A more detailed list is provided under Parent and Community Relations.

Firearms and Weapons. Federal law now requires that students found in the possession of firearms of any type (functioning, non-functioning, loaded, and/or unloaded) be immediately arrested and suspended from school for a minimum of one year.

Bombs and Bomb Threats. New York State law requires that individuals that place explosive devices, devices that resemble bombs, and/or make phone calls or threats regarding bombs are subject to long-term suspension, arrest, imprisonment and fine.

Arson. Setting fires in a public building is punishable by suspension, arrest, imprisonment and/or fine.

Threatening Actions or Language. Students that make threatening remarks of violence to teachers, staff members, or fellow students will be subject to immediate suspension, arrest, imprisonment, and/or fines.

DINING AREA:

All students with the exception of seniors with privileges will use the school dining area. A student has the right to have a clean, safe area to eat lunch. It is the responsibility of the student to help maintain a clean and safe environment.

Dining Area Rules:

- a. Follow the directions of the supervisors.
- b. Keep the cafeteria clean.
- c. Students will be required to clean their tables at the end of each lunch
- d. Use the trash can.
- e. Keep hands, feet and objects to yourself.
- f. Talk at a normal conversation level.
- g. Candy, lollipops, etc. should be eaten in the cafeteria-not in the hallways.
- h. Students must sign with a monitor before leaving the cafeteria

BATHROOMS:

Boys' and girls' bathrooms have definite purposes. Unnecessary visits overcrowd the facilities and prevent others from using them. Those using the bathrooms as "hangouts" are subject to punishment, Example: Loitering repeatedly in the bathroom constitutes misuse.

CARE OF SCHOOL PROPERTY BY STUDENTS:

Students are expected to assume responsibility for school property in their care and show care and respect for such property. Any damage done to library books, textbooks or other school equipment due to misuse or negligence must be paid for by the student held responsible.

The Gouverneur Central School lends textbooks to you. It is expected that the books will wear out in time, but the user of the book is expected to give it reasonable, careful use. All books issued are numbered and a record is made by all classroom teachers as to their condition. When courses are changed or when a student leaves school, all books must be returned to the teacher who issued them. A fee is charged for lost, missing or mutilated books lent to you. Transfer papers and other school records are not issued until all book fees owed are paid. It is recommended that students cover all textbooks to preserve them for future use.

The school district provides hall and gym lockers for all students in grades 5 to 12. Students will be responsible for safeguarding the combination to these lockers. It is also expected that students will maintain their lockers in a neat and orderly fashion. **Students may not share lockers.** A locker is under the control of the school district at all times. Students

must use lockers issued by school authorities. Personal locks on lockers are prohibited. School authorities have the right to search student lockers and their contents without a search warrant. A warning need not be given to the student to whom the locker was assigned before a search could be made.

School equipment may not be used by students except under direction and supervision of a teacher. Damage to other property or equipment should be reported to the main office or the appropriate teacher. Acts of vandalism are crimes against the school district and the community, which supports the school and should be immediately reported to the building principal.

STUDENT CONDUCT ON SCHOOL BUSES:

Transportation is provided to certain school students. Questions about the school transportation program should be directed to Supervisor of Transportation, phone number 287-0650. For those students who are eligible to ride buses the following rules apply.

Bus Rules

Students are expected to follow the driver's instructions.

Students are expected to speak in a normal conversational tone.

No food or drink may be consumed on the bus unless authorized by the transportation supervisor.

Everyone has the right to be treated with respect.

Students will remain seated and keep arms and legs within their own space while bus is in motion.

All tobacco products are prohibited.

Insubordination or profanity to the **driver will not be tolerated.**

Students will not endanger the safety of **themselves and/or** others.

All school policies apply on the bus!

Students are required to sit in their assigned seat on the bus.

Students found violating bus conduct rules will be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline. Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities.

DRUG AND ALCOHOL ABUSE:

The school is committed to the prevention of alcohol and other substance use/abuse. No student may use, possess, sell, or distribute alcohol or other substances, nor may he/she use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. "The term "alcohol and/or other substances" refers to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, synthetic marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look alike drugs, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs is also forbidden.

Additionally, the following persons are not permitted to enter school grounds or school-sponsored events: any person who gives any visible and/or physical indication that he/she has used or consumed alcohol and/or other substances, or any person who school personnel have reasonable grounds to suspect has used alcohol and/or other substances.

Any substances found shall be taken immediately. The parent/ guardian of the student(s) involved will be called and appropriate disciplinary action taken, up to and including permanent suspension. The district may bring legal charges against the student(s) involved, including a lawsuit. In its effort to maintain a drug-free environment, the district shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

Disciplinary measures for students found to have used or to be using, in possession of, or distributing alcohol and/or other substances, and for students possessing drug paraphernalia are discussed in Penalties. Students will be referred for assistance in dealing with their chemical use problem. If a student does not follow the intervention program he/she may be suspended from extracurricular activities.

DANGEROUS WEAPONS IN SCHOOL:

No student shall have in his or her possession on school premises any rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, or any object that is not necessary for school activities and which could be used as a weapon. A weapon is defined as any instrument capable of firing a projectile, the ammunition for any such weapon, a firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

In accordance with law, a student found guilty of bringing a firearm, as defined in section 921 of Title 18 of the United States Code, onto school property after a hearing has been provided pursuant to section 3214 of the Education Law will be referred to the criminal justice or juvenile delinquency system and will be subject to at least a one year suspension from

school. However, after this penalty has been determined, the Superintendent of Schools will review the penalty and may modify such suspension on a case-by-case basis. If the Superintendent believes a one year suspension penalty to be excessive, he/she may modify the penalty based on criteria including but not limited to:

- ✓ the age of the student;
- ✓ the student's grade in school,
- ✓ the student's prior disciplinary record;
- ✓ the Superintendent's belief that other forms of disciplinary may be more effective;
- ✓ input from parents, teachers and/or others;
- ✓ other extenuating circumstances.

Authorized law enforcement officers are the only people permitted on school property to have a weapon in their possession.

SMOKING ON SCHOOL PREMISES:

Due to the health hazards associated with smoking, and in accordance with federal and state law, students are forbidden to use or possess tobacco and tobacco-related products (also known as "smokeless" or "chewing" tobacco) on school premises, on school buses, or at school-sponsored activities. This includes Vape pens. Students violating this policy will be disciplined using the range of penalties listed in section 5313, Penalties.

USE OF RADIOS, SPEAKERS, ETC.:

Radios, boomboxes, headsets, beepers, cellular phones, laser pointers, electronic games, etc. are disruptions to the learning process. The use of these items is prohibited in school. All such equipment will be confiscated and held until a parent comes in to pick it up.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE GUIDELINES).

GOUVERNEUR CENTRAL SCHOOL

INTERNET SAFETY POLICY

To gain access to the Internet, all **students** must obtain parental permission and must sign and return to the principal's office a Student Acknowledgement for Chromebook and Internet Use form.

The Board of Education will provide access to various computerized information resources through the District Network Media ("DNM" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This access may include, but not be limited to, electronic mail, online services and the Internet. It may include the opportunity for some students to have independent access to the DNM from their home or other remote locations. All use of the DNM, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DNM and also to give students and parents/guardians notice that student use of the DNM will provide student access to external computer networks and the Internet, which are not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DNM or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DNM. This policy does not attempt to articulate all required and/or acceptable uses of the DNM; nor is it the intention of

this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior. District students shall also adhere to the laws, policies and rules governing computers and electronic devices including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

Students who engage in unacceptable use may lose access to the DNM in accordance with applicable due process procedures, and may be subject to further discipline under the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112. Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. District personnel may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DNM will be private.

STUDENT COMPLAINTS AND GRIEVANCES:

Students will be given an opportunity to be heard on complaints and grievances they may have. On issues affecting the student body, students should discuss the matter with their student government representative before appealing to the school administration.

A student filing a complaint for any matter, or alleging discrimination on the basis of disability and/or sex including sexual harassment or racial harassment should read the following information regarding the resolution of the complaint.

Investigation of a Complaint. Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations will follow. All witnesses shall be interviewed and complainants will be notified of the outcome of the investigation.

Informal Complaints. The Gouverneur School District encourages the resolution of all student complaints as promptly as possible and at the lowest level possible. Accordingly, students are urged to discuss complaints first with the appropriate teacher, staff member or Building Principal. If the complaint concerns sexual harassment, under no circumstances will the student be required to discuss the alleged harassment with the individual alleged to be harassing him or her. Upon receipt of an informal complaint the Building Principal or other appropriate staff member will conduct a prompt investigation to determine what occurred and then take appropriate steps to resolve the situation. Complainants have the right to end the informal process at any time and begin the formal stage of the complaint process.

Formal Complaints. Formal complaints may be submitted either to initially report a complaint or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint.

Stage I Compliance Officer

1. Within 30 school days after the events giving rise to the complaint, the student or parent shall file a complaint in writing with the Compliance Officer or designee. The Compliance Officer or designee shall promptly investigate the complaint. All employees of the school district shall cooperate in such investigation.
2. Within 15 school days of the receipt of the complaint, the Compliance Officer or designee shall make a finding in writing as to whether there is merit to the complaint and whether there has been a violation of state or federal law. In the event the Compliance Officer or designee finds that the complaint has merit or that there has been a violation of law, he/she shall propose a resolution of the complaint.
3. If the student or parent is not satisfied with the finding of the Compliance Officer or designee, or with the proposed resolution, the student or parent may, within 15 school days after receiving the report of the Compliance Officer or designee, file a written request for review by the Superintendent.

Stage II Superintendent of Schools

1. The Superintendent may request that the student and parent, the Compliance Officer or designee, or any other member of the school district staff present a written statement to him/her setting forth any information that such person has relative to the complaint and the facts surrounding it.
2. The Superintendent shall notify all parties concerned as to the time and place when a hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. The Superintendent shall hold such bearing within 15 school days of the receipt of the appeal.
3. Within 15 school days of the bearing, the Superintendent shall render a determination in writing as to whether there is merit to the complaint and whether there has been a violation of state or federal law. If it is found that the complaint has merit or that there has been a violation of law, he/she shall propose a resolution of the complaint.
4. If the student is not satisfied with the determination of the Superintendent, he/she may, within 15 school days after its receipt, file with the Clerk of the Board of Education, a written request for review by the Board.

Stage III Board of Education

1. When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.
2. The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the student. All parties concerned shall have the right to present further statements and testimony at such hearing.
3. Within 15 school days of the hearing, the Board shall render its determination in writing as to whether there has or has not been a violation of state or federal law. If it is found that the complaint has merit or that there has been a violation of law, he/she shall propose a resolution of the complaint.

PROMOTION AND RETENTION OF STUDENTS

Gouverneur School will make every effort to place each student in the most appropriate learning level for a successful educational experience. At the middle school level, promotion from one class to the next shall be contingent upon meeting the required standards at the grade level, chronological age and social development of the student. Complete standards for student progress at each grade level are contained in an administrative directive available from the classroom teacher or Building Principal.

Testing and Grades: Present framework of local school policy, as established by the Board of Education, calls for the administering of major unit tests at the completion of a unit of instruction during the four marking periods. It is further required that two grades, preferably three, per week be generated for all students. These grades may come from projects, homework, class work quizzes or tests including unit tests.

Grades will be calculated consistently for all courses with the student class average counting 80% of the FCA, and the final exam counting 20% of the FCA.

State Testing: When administered, students in grades 5-8 will take state tests in ELA & Math. In addition, students in 8th grade will take a state test in Science.

No student will be allowed to take a midterm or final examination unless all course work has been completed to the satisfaction of the class teacher.

A student who does not report for a final examination shall receive a "Zero" for the final exam mark unless there are extenuating circumstances as determined by the appropriate principal. In these cases an "incomplete" may be given and a time limit for the incomplete will be determined by the Principal (normally two weeks). If the incomplete is not made up before the set time limit, the test mark shall become an "F" and an "F" shall be given for the final grade.

Because of failure to comply with the attendance policy, any student who is ineligible to take a final examination because of attendance should receive an "I" for the final examination and an "F" for the final grade. These students will not be eligible for **repeating that** course in summer school.

HONOR ROLL:

Honor roll is calculated for all students. The actual calculation depends on the student's course load. Report card grades are not rounded up for honor roll calculation. Calculation of standing:

- 87 92 Honor Roll
- 93 96 High Honor Roll
- 97 100 Academic Excellence.

SELECTION PROCESS FOR THE NATIONAL JUNIOR HONOR SOCIETY: Membership in the National Junior Honor Society is an honor extended by the faculty of Gouverneur Central School to students in grade 7. To be eligible a candidate must be found worthy in four areas of merit: Scholarship, Leadership, Service and Character. To be eligible for membership consideration a candidate must have achieved a minimum of an 87 average for four consecutive quarters prior to induction. Although a person may have a high scholastic average, this does not guarantee membership.

Each potential member is sent a letter requesting that he/she meet with the advisor and pick up an informational packet. This form asks the prospective member to list all activities, jobs, volunteer work, sports, awards and honors. A candidate must demonstrate that he/she has been involved in service projects in and out of school. A potential member must also demonstrate leadership by having been elected to an office, or by having demonstrated potential for the same.

A form is also circulated to the faculty, which is asked to comment positively or negatively on those students with whom they have had contact.

Character guidelines are as follows:

- ✓ Integrity - No record of cheating or intentional dishonesty.

- ✓ Positive Behavior - No record of skipping classes or of knowingly violating any school regulation. The student consistently promotes positive attitude and behavior.
- ✓ Cooperation - Willing to assist classmates and faculty members. No record of insubordination or poor conduct at school functions.
- ✓ Ethics - Wants to do the "right" thing in most situations.

All of this information is collected and presented to the five-member faculty council for review. The decision of the faculty council is final.

HELP FOR STUDENTS

PARENT CONFERENCES:

Parent teacher conferences are an important element in reporting student progress to parents. Parents may initiate a conference by calling the school office and making an appointment with the teacher, counselor or Building Principal. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time.

If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another conference time may be arranged.

HOMEWORK:

Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student. Parents and the school share the responsibility for student learning. Parents can assist their child(ren) with homework by:

- ◆ providing a study area free of distractions and with good lighting
- ◆ asking questions about the content of student homework
- ◆ giving requested assistance, but letting the student do his or her own work
- ◆ avoiding undue pressure
- ◆ helping create a "homework habit," at the same time each night

Gouverneur School believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

At the discretion of the teacher, students may be assigned 20 minutes of homework per class each night. If a student feels that he or she has an excessive amount of or too little homework per week, a conference with the guidance counselor is suggested. All homework assignments will be graded and counted towards each student's quarterly grade.

OTHER ACADEMIC PROGRAMS

AIDS INSTRUCTION:

In compliance with the Commissioner's regulations, the district will provide AIDS instruction as part of a sequential and comprehensive health program for all students, K12. The school provides age appropriate instruction, which must include the following information:

1. the nature of the disease;
2. methods of transmission of the disease; and
3. methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).

A copy of the course outlines (by grade level) is kept in the main office for public information. Parents may request to have their child(ren) excused from that segment of AIDS instruction regarding methods of prevention of the disease by filing a request with the Superintendent of Schools. The request must give assurance that such instruction will be given at home. Please contact the Building Principal for a copy of the request form.

The district has an advisory council consisting of members of the Board of Education, appropriate school personnel, parents and community representatives (including representatives from religious organizations). The advisory council makes recommendations on content, implementation, and evaluation of the AIDS instructional program.

PHYSICAL EDUCATION:

The Physical Education Department provides a handbook of its grading procedures and rules to each participating student. If a student requires a special or adaptive physical education program, he/she should notify the guidance counselor and PE teacher as soon as possible. A note from the student's physician may be required. It is a requirement of Gouverneur Central School that one-piece bathing suits are required for the swimming unit of physical education.

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO:

Gouverneur School believes that education is an important preventive measure against student involvement with drugs, alcohol, and tobacco. Instruction will include sessions about the causes and effects of drug, alcohol, and tobacco abuse, especially on young people. In addition, all high school students will receive instruction on the dangers of driving while under the influence of alcohol and/or drugs.

Parents and students who want more information on substance abuse, or would like to ask questions about a specific problem, may call and/or visit the Guidance Office. Individuals with problems should feel comfortable to seek help without fear of punishment. The Guidance Office encourages students who believe they may have a substance abuse problem to meet with their counselor and discuss it as soon as possible.

PROGRAMS FOR STUDENTS WITH DISABILITIES:

Students with disabilities are entitled to receive, at public expense, special education, related services and/or supplementary aids and services as necessary to ensure a free appropriate public education in the least restrictive environment.

Each student identified as having a disability will have access to the full range of programs and services of this school district, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.

Parents/students who desire further information on these programs and services should contact the Principal at 287-4972.

STUDENT SERVICES

STUDENT HEALTH SERVICES:

If a student is hurt or ill, he/she should tell a teacher and ask for a pass to the school nurse's office. Students must "sign out" from the nurses' office if they are released from school early (see Early Dismissal Precautions). The school nurse will provide emergency care for students in accidental or unexpected medical situations. If a student needs to take medication during the school day, he/she must follow these rules:

Bring a note from his/her parent, which gives the nurse permission to store the medication for the student's use releasing the Board and its employees of liability for the administration of medication. Note with instructions about dosage and times given. Give the nurse a copy of the prescription and the doctor's phone number.

FREE AND REDUCED PRICE FOOD SERVICES:

The nutrition of district students is an important factor in their educational progress. The school therefore participates in federally funded school breakfast and lunch programs, and shall provide free or reduced price food services to qualified district students. (A free and reduced price food application will be mailed to all families.) The school Cafeteria Supervisor (Phone number 287-1690) will provide further information upon request.

HOMEBOUND INSTRUCTION: (Home Tutoring)

Homebound instruction is a service provided to students who are unable to attend school due to medical or disciplinary problems. Secondary students receive instruction for two hours per day and elementary students receive one hour per day. Students receive credit for their work while on homebound instruction. The parent must notify the Principal, Ass't. Principal or Guidance Counselor if a student will be on an extended absence and will require an itinerant teacher. If the inability to attend is due to a medical reason, the parent should obtain from the child's physician a doctor's note stating the child is medically unable to attend school for a defined period of time.

CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

Gouverneur Central School District recognizes the educational values inherent in student participation in the extracurricular life of the school. For such purposes as building social relationships, developing interests in an academic area, and gaining an understanding of the responsibilities of good citizenship.

STUDENT ORGANIZATIONS:

The district will register any group organized for a purpose not prohibited by Board of Education policy or by law, if such group submits a list of its members designated as contacts, a copy of its constitution and/or bylaws, and the constitution and bylaws of any off campus organization with which it may be affiliated. Student groups may not restrict membership on the basis of race, sex, national origin or other arbitrary criteria.

Administrative regulations governing the use of school facilities shall abide by the Equal Access Act in the creation of a "limited open forum." All non-curriculum related student activities, regardless of religious or political content, shall have the same opportunities as any other such activity to operate on school grounds.

MIDDLE SCHOOL STUDENT COUNCIL: Each advisory is asked to elect one representative and one alternate to attend monthly meetings. These meetings are also open to any student member of the Middle School. Meetings are held after school. The Student Council seeks to promote open communication between students, staff and administration.

STUDENT PUBLICATIONS:

Students have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youths in a school setting.

The school encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted.

Expressions of personal opinion must be clearly identified as such and must bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications, which are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum, are not considered a public forum. In such cases, the Board of Education reserves the right to edit or delete such student speech, which it feels, is inconsistent with the district's basic educational mission.

DISTRIBUTION OF LITERATURE:

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools and the Building Principal.

STUDENT FUNDRAISING:

The following guidelines apply to student contests, fund drives and outside projects:

1. The Building Principal at must approve all fundraising activities at least two weeks before any items are ordered or any commitments are made to either outside companies or to students.
2. The degree of financial need of the student organization as well as the purpose to which the money will be used will be considered in deciding whether to approve or disapprove any fundraising activity.
3. No more than two fundraising activities will be approved in any month.
4. No sale of food will be allowed in the building on school days before 2:43 P.M.
5. Posters or flyers may be posted announcing the existence of approved fundraising activities but neither staff nor students may be personally solicited during school hours (including lunch hours).

STUDENT ACTIVITIES FUNDS MANAGEMENT:

Money from the student activity funds shall be used for covering operating costs of each organization. The elected treasurer of the organization or the activity advisor will be responsible for the handling of all money along with the central treasurer in the District Office. Financial records will be maintained for periodic inspection by the school district and the annual audit by outside auditors.

Any unencumbered class or activity funds will automatically revert to the general activity fund of the school when a class graduates or an activity is discontinued.

INTRAMURAL & INTERSCHOLASTIC ATHLETICS:

Student interscholastic athletics are an integral and desirable part of the district's secondary school educational program. Student eligibility for participation in interscholastic teams shall include:

1. authorization by the school physician;
2. written parent or guardian consent; and

3. endorsement by the Building Principal based on established rules and various league and State Education Department regulations

The district offers the following intramural programs and athletic teams for both girls and boys at the Varsity, Junior Varsity and Modified Levels

*Baseball Golf Basketball Cross Country Football Soccer
Softball Swimming TrackVolleyball *Wrestling

If interested in participating in any of these programs, contact GCS Athletics

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES:

Gouverneur students who participate in extracurricular activities are expected to conform to standards, which meet or exceed the requirements of the general district code of conduct. The intent of the academic eligibility policy is to ensure that students involved in daily extracurricular activities such as sports and drama are academically successful throughout the duration of the activity.

A list of students participating in the activity will be distributed to the faculty. Students who are failing or whose behavior is inconsistent with academic success will be expected to participate in a program of remediation. It is the faculty's expectation that all students will adhere to plans of remediation to regain their eligibility. To ensure this, all faculty members agree to assist students in developing those plans.

The remediation agreement forms, available in the office, will be signed by both teacher and student, and copies will be forwarded to the parent/guardian, coach/advisor, AD/PAD and building principal. The agreement will have a probation period of two weeks.

If the agreement is not successfully completed, the student will be suspended temporarily from the activity. If the agreement has not been completed at the end of an additional two weeks, the student will be suspended from the activity permanently.

In case of an appeal brought by the student or teacher, the situation will be resolved by a majority vote of a **five member appeals board** consisting of two students, the building principal, the athletic director and/or the performing arts director.

Certain activities require a minimum level of participation/training as established by the activity advisor/coach. The student agrees to these conditions (provided by activity advisor/coach) and realizes that failure to maintain this minimum level of participation may result in suspension from the activity:

EMERGENCY PREPAREDNESS

ACCIDENT PREVENTION AND SAFETY PROCEDURES:

These rules are to ensure the safety of students and employees of the district while on district property. All students and members of the school community must:

1. Immediately report any conditions involving equipment or buildings which may be dangerous to student or employee health or welfare;
2. Immediately report any unsafe practices by anyone in the building or on the grounds;
3. Ride bicycles only on the roadways, not the sidewalks. Bicycles are to be parked in the rack provided by the school. Pleasure riding on the school grounds is prohibited during school hours; and
4. Observe the 5-mile/hour speed limit on school grounds.

EYE SAFETY DEVICES:

Eye safety devices are provided for all students, instructors and visitors who are engaged in or observing the use of materials or equipment, which may potentially damage the eyesight.

FIRST AID:

In emergencies, the school nurse will follow established First Aid Procedures. These procedures include the following requirements:

1. No medical treatment except first aid is permitted in school;
2. A master first aid kit shall be kept and properly maintained in the school and on each school bus;
3. No drugs shall be administered by school personnel unless authorized by a physician;
4. Parents are asked to sign and submit an emergency medical authorization which shall indicate the procedure they wish the school to follow in the event of a medical emergency involving their child;
5. In all cases where the nature of an illness or an injury appears serious, the parent will be contacted if possible, and the instructions on the child's emergency card followed. In extreme emergencies, arrangements may be made for the child's immediate hospitalization whether or not the parent can be reached.

EMERGENCY PLANS:

In accordance with regulations of the Commissioner of Education, the district has developed an Emergency Management Plan to safeguard the safety and health of students and staff as well as district property, in the event of a true emergency.

Each year, the school will stage a "test" or drill of the Emergency Management Plan, including practice in sheltering students and staff, and an early dismissal at a time not more than 15 minutes earlier than the normal dismissal time. Parents will be informed of any such "test" at least one week prior to the drill.

The district Emergency Management Plan includes the following:

1. Definitions of "emergency" and procedures to be followed to activate the Plan;
2. Designation of a control center in anticipation of, or in response to an emergency;
3. Identification of sites of potential emergencies;
4. Identification of appropriate responses to emergencies;
5. Procedures for coordinating the use of district resources and personnel during emergencies;
6. Identification of district resources which may be available for use during an emergency;
7. A system for informing all schools within the district of the plans for taking the following actions, if appropriate: school cancellation; early dismissal, evacuation; and sheltering;
8. Pertinent information about each school (including information on school population, number of staff, transportation needs and the business and home telephone numbers of key employees of the district and others, as appropriate); and
9. Procedures for obtaining advice and assistance from local government officials.

FIRE DRILLS:

The Building Principal is responsible for conducting fire drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Fire drills shall include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures.

All students are expected to cooperate with staff members during fire drills, and to leave the buildings in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative discipline, and may merit a penalty.

EMERGENCY CLOSINGS:

The Superintendent of Schools may close the schools or dismiss students/staff early when hazardous weather or other emergencies threaten health or safety. Once school is closed all activities are cancelled for that day.

Parents are requested to avoid calling schools on days of poor weather, it is important to keep school phone lines open. School closing and delayed starting times will be announced over local radio and television stations, if possible before 6:00 A.M. If no report is heard, it can be assumed the schools are opening on time.

RELATIONS WITH PARENTS WITH DISABILITIES:

District parents with disabilities will be afforded an equal opportunity to participate in the services, programs and activities of the district, particularly those which are designed for parental involvement and are directly related to their child's academic and/or disciplinary progress (e.g., parent/teacher conferences, and/or meetings with other school personnel).

SCHOOL DISTRICT RECORDS

Often, parents, students, and other community members may want to have specific information about the schools in this district. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations, and the Commissioner's Regulations. Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or student. There are a number of exceptions to this rule, such as other school employees and officials, and certain state and federal officials, who have a legitimate educational need for access to such records in the course of their employment.

Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files, and data directly related to their children or themselves, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent of a student under 18 years of age or a student 18 years of age or older shall make a request for access to that student's school records, in writing, to the Principal or Guidance Counselor. Upon receipt of such request, arrangements

shall be made to provide access to such records within a reasonable period of time, but in any case, not more than 45 days after the request has been received.

If information contained in the student's record is believed to be inaccurate or misleading, the parent or eligible student should write the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the parent or eligible student when notified of the right to a hearing.

Students with disabilities shall have the option of deciding whether to disclose the existence of their disability on their high school transcripts.

Requests to inspect or make copies of records must be submitted in writing, either in person or by mail, to the Records Access Officer, who will provide information regarding fees and the number of copies available. The Records Access Officer shall acknowledge receipt of the request and advise the approximate date when the request will be granted or denied.

When a request for access to a public record is denied, the Records Access Officer shall indicate in writing the reasons for such denial, and the right to appeal. An applicant who is denied access to a public record may file an appeal by delivering a copy of the request and a copy of the denial to the district clerk of the Board of Education within 30 days after the denial from which such appeal is taken. The appeal will be submitted to the Board of Education for decision.

For information on other topics, interested persons may inspect and/or copy school district records at the Office of the Records Access Officer (District Business Manager) located at district offices (133 E. Barney Street, office hours 9am to 4pm) during regular business hours on any business day on which the Board of Education offices are open.

PUBLIC COMPLAINTS

The Board of Education recognizes the right of community members to register individual or group concerns regarding instruction, district programs, materials, operations, and/or staff members. The main goal of this district is to resolve such concerns with only the parties involved, whenever possible. Public complaints about the school district will be directed to the proper administrative personnel. Complaints about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant shall then contact the building principal; if there is no resolution on this level, the superintendent of schools shall be contacted. The Superintendent shall refer the issue to the Board for final resolution.

All matters referred to the superintendent and/or the Board must be in writing. Concerns registered directly to the Board as a whole or to an individual Board member shall be referred as soon as is reasonably possible to the superintendent for investigation, report, and/or resolution.

COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS:

The following procedures shall apply to complaints concerning any textbook, library book or any other district instructional material:

1. When a person has a complaint concerning a textbook, library book or other instructional material and protests its use in class or its availability in a school library, the building principal shall hold an informal meeting with the complainant and the teacher, librarian, or other staff member who is using or providing the book or material. At this meeting, the complainant will be asked to make clear his or her objection to the material; the teacher or librarian will be asked to explain the educational value of the material.
2. If the complaint is not resolved informally, the complainant may file a formal written complaint with the superintendent of schools on a form provided for this purpose.
3. Upon receiving a formal written complaint, the superintendent shall designate an Instructional Review Committee, consisting of an administrator, a librarian, a teacher and a parent of a student enrolled in the district, to investigate and judge the challenged material.
4. The committee shall:
 5. read and examine the challenged materials;
 6. consider the specific objections to the material voiced by the complainant;
 7. weigh the values and faults of the material as a whole;
 8. consider oral presentations made to the committee, if any;
 9. where appropriate, solicit advice or opinions from other district faculty and/or relevant professional organizations such as the American Library Association, the National Council of Teachers of English, National Council of Social Studies Teachers; and
10. issue a report to the superintendent containing its recommendations concerning any complaint.
11. The Superintendent shall review the report of the committee, make a decision and notify the complainant and appropriate staff.

12. If the complainant is not satisfied with the Superintendent's decision, he/she may refer the complaint to the Board. The Superintendent will deliver a copy of his/her decision and the committee's report to the Board for its consideration. The Board shall make the final decision.

NOTIFICATION OF SEX OFFENDERS:

The Gouverneur School District shall cooperate with local law enforcement in its efforts to notify the schools when a person with a history of sex offenses against a child is being paroled or released into the community. Any information provided by local law enforcement officials shall be posted in an appropriate location in all school buildings. In addition, the Superintendent of Schools shall ensure the dissemination of any such information to all staff that might come into contact with the offender in the course of doing their jobs, including Building Principals, staff who issue visitors' passes, bus drivers, custodians, playground monitors, security personnel, and coaches. All other staff members and community residents shall be informed of the posting requirement and of the availability of the information, upon request. For additional information or for specific requests, community residents should contact the District Clerk.