

# REMSEN

## CENTRAL SCHOOL DISTRICT



Soar to Success

2022-2023 STUDENT & PARENT HANDBOOK





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With the uncertainty that will come during the upcoming school year due to COVID-19, this document is written from the angle that school is running "normal." Please refer to the District Website for up-to-date and specific information about schedules, protocols, etc. that will be utilized throughout the year, depending on the changing pandemic ([www.remsencsd.org](http://www.remsencsd.org)).

## Soar to Success

# CODE OF CONDUCT



**Kindness - Character - Leadership - Respect**

## **TEAM MEMBERS**

Timothy Jenny – Superintendent and Parent

Gary Winghart – Elementary Principal and Parent

Sanya Pelrah – Jr./Sr. High School Principal

Mary Lou Allen – Board of Education Member

Brian Parent – Board of Education Member and Grandparent

Jamie Dening – Teacher and Parent

Amy Piaschyk– Teacher and Parent

Joshua Jordan - Student

Community/Public Hearing on June 14, 2022

Open for Community/Public Input and Comments June 10, 2022 through July 12, 2022

**Adopted by the Board of Education  
July 12, 2022**

CODE OF CONDUCT

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## I. INTRODUCTION

The Board of Education ("Board") 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.

## II. DEFINITIONS

For purposes of this code, the following definitions apply:

**"District Administrator"** means the Superintendent; Principals; Director of Curriculum and Instruction; Director of Health, Physical Education and Athletics; Committee on Special Education Chair; Business Administrator and any other position identified by the Board as Administrator.

**"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.

**"Parent(s)"** means parent(s), guardian(s) or person(s) in parental relation to a student.

**"School property"** means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

**"School function"** means any school-sponsored extra-curricular event or activity. **"Violent student"** means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
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 damage or destroys the personal property of any school employee or any person lawfully 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, sling shot, 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 when used to cause physical injury or death.

## III. STUDENTS BILL OF RIGHTS AND RESPONSIBILITIES

### A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. The District's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities, which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests, studies in an appropriate manner, and does not infringe upon the rights of others. In addition, to promote a safe, healthy, orderly, and civil school environment, all district students have the right to:

- Take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, gender identity, sexual orientation, social class, or disability or any other categories of individuals protected against discrimination by federal, state, or local law.

- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- To have a safe, healthy, orderly, and courteous school environment.
- To attend school and participate in school programs unless suspended from instruction and participation for a legally sufficient cause as determined in accordance with due process of law.

### **B. Student Responsibilities**

All district students have the responsibility to:

1. Accept responsibility for their actions.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and respect school and others' property.
3. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity for All Students Act (DASA).
4. Conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination or bullying.
5. Report, and encourage others to report, any incidents of intimidation, harassment, discrimination or bullying.
6. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
7. Attend school daily and be in class on time and prepared to learn.
8. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
9. Respond to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
10. Work to develop mechanisms to deal with their anger.
11. Ask questions when they do not understand.
12. Seek help in solving problems that might lead to discipline.
13. Dress and present themselves respectfully for school and school functions.
14. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
15. Follow school and societal rules.
16. Immediately report any health or safety issues to school staff (e.g. presence of illegal substances, injuries, bullying, hazing, harassment, threats or weapons possession).

## **IV. ESSENTIAL PARTNERS**

The Remsen Central School District believes that appropriate student behavior is a result of cooperative efforts among students, parents, staff members, the administration and the Board of Education. The District therefore emphasizes the need for the entire school community to provide a meaningful educational experience to all District students.

### **A. Parents**

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Demonstrate a respect for the value of a completed education.
3. Send their child(ren) to school well-rested every day ready to participate and learn.
4. Attend parent/teacher conferences and meetings to discuss their child's progress and to collaborate in addressing any issues or concerns.
5. Ensure their child(ren) attend school regularly and on time. Appointments should, when possible, be scheduled after school to promote attendance and participation in the entire school day. If their child is out of school they should prepare written excuses for student absences and tardiness.
6. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
7. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and consequences for violating them and help their child(ren) understand the rules and consequences.
9. Convey to their child(ren) a supportive attitude toward education and the district.
10. Build positive relationships with teachers, other parents and their child(ren)'s friends.
11. Help their child(ren) deal effectively with negative 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 children self-respect, respect of others, respect for the law, and respect for public property.
15. 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 expression, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act (DASA).
16. Follow the chain of command when problems arise so that problems can be solved at the appropriate level (staff member/teacher, school counselor/guidance counselor, principal, superintendent, Board of Education).
17. Dress appropriately for a public school building, when on campus, and in a manner that complies with the standards set forth in the student dress code.
18. No parent or community member is allowed to record videos or take photos of students or staff on school grounds during the school day without direct permission of a district administrator.

## **B. Teachers**

**All district teachers are expected to:**

1. Maintain a climate of mutual 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 expression, 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. Confront issues of discrimination, harassment and bullying in any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the teacher to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
5. Be prepared to teach and meet the individualized needs of students.
6. Demonstrate interest and enthusiasm in teaching and concern for all students' achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. 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
9. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
10. Act as a confidential agent in guarding information concerning students. Students' addresses, grades, personal information, records, and reputations are to be guarded, respected, and remain confidential. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
11. Refer to a counselor, administrator, or support staff any student whose behavior requires special attention.
12. Demonstrate respect for school and societal rules.
13. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
14. Serve as a role model for students and conduct themselves in a manner that is professional at all times.
15. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

## **C. School Counselors and Support Service Personnel**

**All district counselors and support service personnel are expected to:**

1. Support the district's educational and academic goals.
2. Know school rules, abide by them, and enforce them in a fair and consistent manner.
3. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
4. Assist students in coping with negative peer pressure/bullying and emerging personal, social, and emotional problems.
5. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.
6. Maintain confidentiality about all personal information and educational records concerning students and their families. Students' addresses, grades, personal information, records, and reputations are to be guarded, respected, and are to remain confidential. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
7. 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.

8. Regularly review with students their educational progress and career plan, including assisting students with college preparation.
9. Encourage and provide information to assist students and their parents with student career planning.
10. Encourage students to benefit from the curriculum and extracurricular programs.
11. 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 expression, 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.
12. Report orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the school counselor or support service personnel to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
13. If acting as a DASA Coordinator, complete any incident of discrimination, harassment, and bullying that are witnessed or otherwise reported to them not more than one (1) school day later.
14. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

#### **D. Other School Staff**

**All school staff members are expected to:**

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. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
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 expression, 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 orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the school staff member to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
7. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

#### **E. Administrators**

**All district administrators are expected to:**

1. Promote a safe, orderly and stimulating school environment, which supports active teaching and learning.
2. Insure that students and staff have the opportunity to communicate regularly with the administrator and approach the administrator for redress of grievances.
3. Evaluate in accordance with the District APPR Plan all staff.
4. Support the development of and student participation in appropriate extracurricular programs and assess and adjust programs as needed.
5. Be responsible for enforcing the code of conduct and resolving all cases promptly and fairly.
6. Organize school schedules and teaching assignments and require effective classroom management and instruction.
7. Become acquainted with students by visiting classrooms and attending school activities.
8. Maintain open lines of communication between school and home.
9. Receive teacher or counselor referrals of students with behavior problems; confer with these students; communicate with parents; and set up cooperative procedures for bringing about modification of the student's behavior.
10. Demonstrate respect for school and societal rules.
11. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
12. 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 expression, 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.
13. If acting as a DASA Coordinator, complete any incident of discrimination, harassment, and bullying that are witnessed or otherwise reported to them not more than one (1) school day later.

14. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

#### **F. Superintendent**

The superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, which supports 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 board about educational trends relating to student discipline.
4. Work to promote and support instructional programs that encourage positive behaviors sensitive to student and teacher needs.
5. Work with school personnel in enforcing the code of conduct and resolving all cases promptly and fairly.
6. Address all areas of school-related safety concerns.
7. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
8. 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 expression, 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.
9. Review in a timely manner all reports prepared by the Compliance Coordinator or DASA Coordinator concerning an incident of alleged discrimination, harassment or bullying and ensure that appropriate reports are made to law enforcement and appropriate corrective actions have been taken in school.
10. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

#### **G. Board of Education**

All school board members are expected to:

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 parents/visitors on school property and at school functions.
2. Adopt 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. Lead by example by conducting board meetings in a professional, respectful, and courteous manner.
4. Appoint a Dignity for All Students Act (DASA) Coordinator for the district. The DASA coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religious, religious practice, disability, sexual orientation, gender/gender identity or expression, and sex. The DASA Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.
5. Support the efforts of teachers, staff, and community to provide the highest quality education for students.
6. Demonstrate respect for school and societal rules.
7. Be student advocates and interact with parents. (To promote an open line of communication and communicate in the appropriate setting, with the goal of helping all students to succeed and for parents to have a clear and open dialog with the Board of Education at Board of Education meetings.)
8. Dress appropriately for a public school building, when on campus, and in a manner that complies with the standards set forth in the student dress code.
9. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

### **V. STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parent(s) 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, distract, or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), bare midriff, shorts above mid-thigh and see-through garments, but not limited to, are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Inappropriate footwear includes: slippers, but not limited to.

5. Not include the wearing of hats, hoods, or costume items in the school buildings during the school day except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, nicotine, vaping/e-cigarettes, or illegal drugs and/or encourage other illegal or violent activities.

Each building principal may allow exceptions to the student dress code for special occasions. All exceptions should be approved through the superintendent.

Each building principal or his/her designee shall be responsible for informing all students and their parent(s) 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. If necessary, parents may be contacted to assist with a student's compliance of the dress code. Any student who refuses to do so or repeatedly fails to comply with the dress code shall be seen as insubordinate and be subject to discipline, up to and including out of school suspension.

## **VI. PROHIBITED STUDENT CONDUCT**

The board of education expects all students to conduct themselves in an appropriate and civil manner, 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 school facilities, equipment, and district vehicles.

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 grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function (e.g. field trips, alternative education tutoring after hours, athletic contests, dances, etc.) specific and clear. 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 violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

### **A. Engage in conduct that is disorderly or disruptive.**

Examples of disorderly or disruptive conduct include but are not limited to:

1. Running or inappropriate jumping in hallways.
2. Making unreasonable (extreme or excessive) noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act, which disrupts the normal operation of the school community.
6. Trespassing. Entering any school building, other than the one they regularly attend, without permission from the administrator in charge of the building, or being on school grounds for no legitimate purpose whether during or after school hours.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, e-readers, or internet/intranet accounts; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the district's acceptable use policy.
8. Electronic devices such as laser pointers, radios, mp3 players, iPods, electronic games, CD players, cellular phones, camera phones, smart watches, and pagers should not be used. On occasion a student may be authorized to use these items with the permission of the administrator/teacher/staff member responsible for the student at that given time. Students in grades 7 through 12 may look at, or type on, their cell phones between classes and during lunch. They may not speak on them at any time, and may only use them for photos, video, or audio recording during school with direct instructor approval. Refusal to put phones away and/or to turn over possession of such devices when instructed by staff to do so will result in disciplinary action.
9. Using shocking devices or other such equipment.
10. Riders are expected to ride responsibly and be in control of their bicycles, skateboards, and snowmobiles at all times. Bikes and skateboards cannot be ridden on school sidewalks, in any roadways or parking lots, on athletic fields, or on the track. Bikes must be parked and locked in a designated area. Once reaching the designated area, skateboards must be carried into the school. Snowmobiles must be driven and parked in designated areas. The school is not responsible for the theft of bikes, skateboards, or snowmobiles.

11. Engaging in pranks of any type, including a senior prank.

**B. Engage in conduct that is insubordinate.**

Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees.
2. Missing, leaving, or arriving late for school, or class, without permission.
3. Willfully skipping detention.

**C. Engage in conduct that is disrespectful.**

**D. Engage in conduct that is violent.**

Examples of violent conduct include but are not limited to:

1. Committing an act of violence upon a teacher, administrator or other school employee, or attempting or threatening to do so. The actual, attempted, or threatened use of violent force on a staff member will result in an automatic out-of-school suspension with recommendation to the Superintendent for permanent suspension.
2. Committing an act of violence upon another student or any other person lawfully on school property, or attempting or threatening to do so, either verbally or through electronic means, such as text messages, email, or social media. The actual, attempted, or threatened use of violent force on another student will result in the out-of-school suspension of the student physically initiating the assault and the possible suspension of both students.
3. The actual, attempted, or threatened use of violent force by students freely entering into a fight on school grounds or on school buses will result in five days of out-of-school suspension in grades 7-12 with possible recommendation for a superintendent's hearing, and up to five days of suspension in grades Pre-K-6.
4. Engaging in harassing conduct, verbal threats, intimidation, or abuse, sexual or otherwise, that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
5. Possessing and/or displaying a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. Also, students using knives, arrows, clubs, or any other implements as weapons to threaten or to inflict bodily harm on other students or who use or have in their possession explosive devices such as fireworks, pipe bombs, etc., will be subject to the following procedures: Suspension out-of-school for up to five days with a Superintendent's Hearing which may result in the following process: A demand for psychological assessment and counseling. Further suspension. A re-evaluation hearing prior to re-instatement. The school district will also reserve the right to involve police and to press charges from the inception of the process.
6. Threatening to use any weapon.
7. Intentionally damaging or destroying or threatening to damage or destroy the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
8. Intentionally damaging or destroying, or threatening to damage or destroy, school district property.

**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 to school personnel, verbally or in writing, including forgery.
2. Theft of school property, the property of other students, school personnel or any other person lawfully on school property or 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, through any means, including electronically. This can include posting or publishing video recordings, audio recordings, pictures, or social media posts about students or school staff without permission of school staff members, including unauthorized recordings of remote learning platforms.
4. Discrimination based on a person's actual or perceived race, age, sexual orientation, 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 or expression, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, which is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotion, 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 or sex.
6. Harassment, which is the creation of a hostile environment by conduct or by verbal threats or threats on social

media, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotion, or physical wellbeing.

7. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
8. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, e-mail, websites, chat rooms, text messaging, social media 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. This would include similar actions carried out by creating a false identity, hacking, and or "catfishing" to do the same.
9. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking/sending/receiving sexually explicit videos/pictures/audio recordings, and other verbal or physical conduct or communication of a sexual nature.
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 school sponsored activity, organization, club or team.
11. Creating, selling, using, viewing, possessing, sharing, distributing, or transmitting obscene objects or materials or creating videos at school without permission.
12. Using or possessing matches, lighters, any form of live or spent ammunition, or any other incendiary materials.
13. Using vulgar, offensive, or abusive language/gestures, cursing or swearing, or threatening others physically or sexually.
14. Engaging in any type of sexual conduct or violent behavior on school property or while attending any school-sponsored function.
15. Possession consuming, selling, attempting to sell, trading, distributing or exchanging, or smoking a cigarette, cigar, pipe, e cigarettes, vape devices, or using chewing or smokeless tobacco, snuff, or any other tobacco product. Tobacco and/or e-cigarette products possessed by students on school grounds will be confiscated and destroyed.
16. Possessing, consuming, selling, attempting to sell, trading, distributing or exchanging alcoholic beverages or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or being under the influence of any such substances on school property or at school functions. "Alcohol" refers to any beverage with alcoholic content, or any substances, such as powdered alcohol (Palcohol), that can be mixed with a liquid to create an alcoholic beverage. "Illegal substances" include, but are not limited to: inhalants, marijuana, synthetic cannabinoids (marijuana), edibles, bath salts, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
17. Possessing, consuming, sharing, selling, attempting to sell, distributing, exchanging or inappropriately using over-the-counter or prescription drugs. Students who legitimately need to use prescription or over-the-counter medications during school hours must contact the school nurse for the appropriate procedures for bringing the medications to school or carrying the medications on their person.
18. Possessing, consuming, selling, distributing, or exchanging any substance with the intent of producing an altered physical, emotional, or mental state.
19. Gambling and gaming.
20. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner, including "mooning" and "pantsing".
21. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
22. Violating gender privacy when using school restroom facilities.
23. Any intentional exposure of persons or property to bodily fluids.

#### **F. Engage in misconduct while on a school bus.**

It is crucial for students to behave appropriately while riding on district buses to ensure 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. Excessive noise, pushing, shoving and fighting will not be tolerated.

#### **Busing Rules**

- Students must be ready when the school bus arrives.
- Students must pass in front of the school bus far enough to be seen by the driver. Students must wait at the right side of the highway, 10 feet ahead of the bus, for the school bus driver to motion them to cross. This is the most dangerous activity of transporting students because the student is not inside the bus.
- Students must enter and leave the bus in an orderly manner.
- Upon entering the bus, students must take seats assigned by the school bus driver and remain seated until it is time to leave the bus.

- Conversation must be held in a normal tone of voice so that the distraction of the school bus driver will be at a minimum.
- Students must not block the aisle in any manner.
- Windows may be opened only by permission of the school bus driver, and students are not to lean from or shout from open windows. Nothing is ever to be thrown from a bus window.
- The school bus is an extension of the school grounds and behavior not acceptable in school is not acceptable on the school bus.
- Students must cooperate in the maintenance of clean, sanitary, and comfortable transportation. Public Health regulations prohibit eating and chewing gum on a school bus.
- Vandalism to bus seats or other areas of the bus interior is not tolerated.
- Students are not permitted to use hairspray or cologne/perfume in school or on the bus at any time.
- Waste papers must be deposited in receptacles provided at the front of the bus.
- All students must respect the property and "persons" of others.
- In no phase of the school program is "horseplay" or "fooling around" more dangerous. No activity of this nature will be tolerated on a bus.
- No pets may be transported on a school bus.
- No student will be allowed to ride any bus other than their regularly scheduled bus unless a written note is provided in the morning.
- Board of Education and insurance regulations permit only regularly scheduled pupils to be transported in school buses without permission of school authorities.
- Public Safety Regulations prohibit the transportation of large parcels on school buses. Under no circumstance can volatile liquids or chemicals such as oil or gasoline be transported on school buses.
- The school bus driver is designated as the authority on the bus. Repeated infraction of the above rules is to be reported to the building principals or superintendent of schools. Incorrect behavior may lead to the suspension of riding privileges.

#### **G. Engage in any form of academic misconduct.**

Examples of academic misconduct include:

1. Plagiarism: Plagiarism is the theft of another person's published material and passing that material off as one's own work. If a student has plagiarized an assignment, the following will occur:
  - The teacher will assign the student a zero for the plagiarized assignment.
  - The teacher will hold a conference with the student and his/her parent(s).
  - The assignment will be completed, with the highest possible grade being 50% of the original possible credit. Repeated offenses of plagiarism will be reported to the building principal for further disciplinary action. The teacher will document the incident through a discipline referral.
2. Cheating: A student cheats when they conspire to fraudulently obtain class assignments or test answers from another source and pass it off as their own. Cheating also includes the giving of answers or assignments to other students. If a student has cheated, the following will occur:
  - The teacher will assign a zero for the assignment or test.
  - The student may not make up the assignment or test for credit.
  - The teacher will notify the parents of the cheating incident.
  - Repeated offenses of cheating will be reported to the building principal for further disciplinary action. The teacher will document the incident through a discipline referral.
3. Copying.
4. Altering records/forgery: Forgery is the imitation or fabrication of another person's signature or written work. If a student is found using a forged excuse, note, or pass, the following will occur:
  - The student will be referred to the building principal.
  - Disciplinary action will be imposed.
  - Parents will be notified.
  - If the forgery resulted in absence from school, the absence will be considered truancy.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

In addition to violations of public law, commission of the conduct listed below may result in disciplinary measures. Violations of public law on school property or at school related events will result in school action regardless of whether or not criminal charges are pressed. Under appropriate circumstances, law enforcement officials will be notified of violations.

#### **H. Concert and Assembly Rules**

Out of respect for performers and presenters at assemblies, concerts, recitals, and plays, rude, loud, and disrespectful behavior will not be tolerated toward anyone who presents or performs for our school and community.

The wearing of hats, hoods, or headphones during these occasions will not be accepted.

Those in attendance at performances are expected to remain seated during the entire performance. If a person must leave for any reason, they should enter or leave the gymnasium/auditorium only during a break in the performance or during applause.

Those in attendance at performances are expected to turn off cell phones or other electronic devices that may cause a distraction to the audience or performers or may interfere with the performance of district audio-visual equipment.

Those persons who refuse to comply with these rules will be asked to leave the performance and will be subject to further disciplinary action.

### **I. Athletic Events**

Everything in this code applies to athletes, spectators, and parents at all events, both home and away. Students in grades Pre-K - 6 attending as spectators must be supervised by an adult at all times.

- Standing in doorways is prohibited as per fire regulations.
- No sound devices, such as bells, horns, etc., are allowed in the gym.
- No unauthorized persons are permitted on the playing floor or field at any time.
- Good sportsmanship is expected. Booing or any other harassment, including the use of vulgar or profane language, of players, cheerleaders, coaches, officials, or fans of the opposing team will not be tolerated.
- For additional information, please refer to the District's Athletic Code of Conduct. Sportsmanship should always be our goal.

### **J. Fire Drills, Lock Downs, and Evacuations**

All emergency drills are conducted to ensure the safety of our entire student body and all staff members. All students are expected to adhere to the following rules:

- During drills, it is expected that students will cooperate fully and immediately comply with all directions given by any staff members. In the case of fire drills and evacuations, students are to follow the evacuation plan posted in each room.
- Students are to quickly and quietly leave the building. Students and staff are to move at least fifty feet away from the building and remain there until directions to re-enter the building or move to emergency evacuation locations are given.
- In a lock down situation, students are to comply with all staff directions and remain totally silent until the signal to move to safe areas is given. At that time, students will move quickly and quietly to the safe areas to await further instructions.
- Failure to fully cooperate during drills puts students and staff at risk, noncompliance with the above rules will result in disciplinary action.

### **K. Lunch/Cafeteria**

A student's lunch period is determined by their personal schedule.

- Students in grades Pre-K-12 fall under the Closed Campus Policy.
- Students in grades Pre-K-12 will remain in the school for supervised lunch. Students in these grades will be allowed to leave school only under the direct supervision of their parents/guardians.

Good table manners and eating habits are expected. Students who do not follow the rules of the cafeteria may lose cafeteria privileges and face disciplinary action.

Rules:

- Be polite and respectful.
- Clean up after yourself. Throwing food will result in disciplinary action and cleaning the cafeteria.
- A pass must be obtained in advance in order to leave the cafeteria.

## **VII. AGE APPROPRIATE RESTATEMENT OF POLICY**

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender

(including gender identity or expression), sex, or any other reason.

You may not act toward another student in a way that reasonably might make them feel threatened or unsafe, or that might reasonably make them unable to concentrate on their school work, because of what you think about their race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), or sex, or any other reason. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.

## **VIII. REPORTING AND RESPONDING TO VIOLATIONS**

All students and staff are expected to promptly report violations of the code of conduct to a teacher, school counselor, building principal, the principal's designee, or superintendent. Any student or staff member observing any individual 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, the School Resource Officer, or the superintendent.

All district staff authorized to impose disciplinary sanctions (superintendent and principals) are expected to do so in a prompt, fair and lawful manner. Parents will be notified of district code of conduct violations. District staff not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their immediate supervisor or his/her designee, who shall in turn impose an appropriate disciplinary sanction.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution. Any illegal substances shall be secured until law enforcement officers are contacted. Once officers are contacted and respond, parents of the student shall be notified and appropriate disciplinary sanctions will be imposed, which may include permanent suspension and referral for prosecution. No weapons, illegal substances, and/or devices shall be returned.

The building principal or their designee or the superintendent will notify the appropriate local law enforcement agency of code violations that constitute a crime and substantially affect the order or security of the school as soon as practical, but in no event later than the close of business the day the principal or their designee or the superintendent learns of the violation. Notification to the parent/guardian may be made by telephone and followed by a letter. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the Policies 0015, Nondiscrimination in Public Accommodations and 7204 Nondiscrimination in Educational Services.

The District has also designated a Dignity Act Coordinator for each school. Those coordinators are:

- Elementary School - Emily Laury 315.205.4300 x.4426
- High School - Kathleen Nebush 315.205.4300 x.5212
- PO Box 46, 9733 Main Street, Remsen, NY 13438

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

### **No Retaliation for Reporting**

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

## **IX. DISCIPLINARY CONSEQUENCES, PROCEDURES & REFERRALS**

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action



only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

#### **A. Consequences**

Students who are found to have violated the district's code of conduct may be subject to the following consequences either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

1. **Oral warning** – any employee of the district staff
2. **Time out** – any employee of the district staff
3. **Written warning** – any employee of the district staff
4. **Written notification to parent** – transportation supervisor, athletic director, coaches, school counselors, teachers, teacher assistants, teacher aide/monitor, principal, superintendent
5. **Suspension from transportation** – transportation supervisor, principal, superintendent
6. **Suspension from athletic participation** – coaches, athletic director, principal, superintendent
7. **Suspension from social or extracurricular activities** – activity director, athletic director, principal, superintendent
8. **Suspension of other privileges** – transportation supervisor, athletic director, principal, superintendent
9. **After School Detention** – teacher, principal, or superintendent
10. **In-school suspension** – principal or superintendent
11. **Temporary removal from classroom** - teacher, principal, or principal's designee
12. **Short-term (five days or less) suspension from school** – principal, superintendent, board of education
13. **Long-term (more than five days) suspension from school** – superintendent, board of education
14. **Permanent suspension from school** – superintendent, board of education
15. **Restitution** – principal, superintendent, board of education

#### **B. Procedures**

In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence 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 consequence.

Students who are to be suspended are entitled to additional rights before the consequence is imposed. When any suspensions occur and the school is closed on the suspension dates, the suspension will carry over to the next attendance day.

#### **C. Suspension from transportation**

If students do not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the transportation supervisor's or principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the transportation supervisor, building principal or the superintendent. In such cases, the student's parent will become responsible for seeing that their 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 district official imposing the discipline to discuss the conduct and the consequence involved.

#### **D. Suspension from athletic participation, extra-curricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges 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 suspension to discuss the conduct and the consequence involved.

#### **E. After School Detention**

A teacher, principal or superintendent may opt to assign after school detention to students in situations where removal from the classroom or suspension would be inappropriate. After school detention will be imposed as a consequence only after the student's parent has been notified to confirm that the student has appropriate transportation home following detention.

#### **F. In-school suspension**

The board recognizes that 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."

Students who are assigned In-School Suspension will be ineligible to participate in or attend any school-related activity/practice/athletic event on the day (including evening) of their suspension. If an In-School Suspension is assigned for the end of a school week and will carry over into the following week, then the student will be ineligible from participation in any activity/practice/athletic event for that weekend as well. The only exception to this will be if a student is to participate in an activity that is credit bearing (ex. choral or instrumental concert).

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.

#### **G. Teacher disciplinary removal of disruptive students**

A student's behavior can affect a teacher's ability to teach and can interfere with the rights of 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. Such practices may include, but are not limited to: short-term "time out" or sending a student to a school counselor, social worker, or other district staff member for counseling. Time-honored 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.

#### **H. Suspension from school**

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, extremely disrespectful, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Students suspended from school are prohibited from attending or participating in any school function on or off school property. The consequence in terms of suspension is subject to the Superintendent's review for extenuating circumstances. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. 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 recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or 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.

Students who are assigned Out of School Suspension will be ineligible to participate in any school-related activity/practice/athletic event on the day (including evening) of their suspension. If an Out of School Suspension is assigned for the end of a school week and will carry over into the following week, then the student will be ineligible from participation in any activity/practice/athletic event for that weekend as well.

#### **I. 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 verbally. If the student denies the misconduct, the suspending authority provides a written and verbal 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 or overnight, 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. 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 suspending authority prior to the suspension unless the student's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption. 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, upon request, shall be permitted to ask questions of complaining witnesses under such procedures as the suspending authority may establish.

If the informal conference is requested, it will be scheduled at the earliest convenience of the school official.

After the conference, the suspending authority shall promptly advise the parents in writing of their decision. The suspending authority shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent, or their designee, 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 them 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.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. 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 30 days of the decision.

#### **K. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances including, but not limited to, where a student's conduct poses a life threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

#### **L. Additional avenues for disciplinary concerns**

1. **Counseling** - The school counselors shall handle all referrals of students for counseling and determine if further intervention(s) is necessary.
2. **Preventive Services** - Contact Guidance Counselor or Psychologist.
3. **PINS Petitions** - The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require 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.
  - c) Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be sufficient basis for filing a PINS petition.

#### **M. 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,
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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.

### **X. 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 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, the following definitions apply:
  - a. A "suspension" means a suspension pursuant to Education Law § 3214.
  - b. A "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. An "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/her current educational placement as follows:
  - a. The Board, the district (BOCES) superintendent, superintendent of schools, committee of special education 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, or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency. The superintendent may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with disability who violates this code of conduct.
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/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.
2. 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.
    - i. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his/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.
    - ii. 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 parent(s) 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:
  - i. conducted an individual evaluation and determined that the student is not a student with a disability, or
  - ii. determined that an evaluation was not necessary and provided notice to the parent(s) 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 the parent 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 parent(s) 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 the parent(s) 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/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/her current educational placement during such proceedings.
  - b. The parent(s) 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.
    - i. 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 parent(s) and the district agree otherwise.
    - ii. 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 parent(s) 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:

1. 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.
2. 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.

### **XI. 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 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.
4. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

### **XII. STUDENT SEARCHES AND INTERROGATIONS**

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code. Students are not entitled to any sort of "Miranda -type" warning before being questioned by school officials, nor are school officials required to contact a student's parent(s) before questioning the student. However, school officials will tell all students why they are being questioned.

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official or employee only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law, the rules of the school (i.e., the District Code of Conduct), or school policy. The reasonableness of any search involves a twofold inquiry: 1) School officials must first determine whether the search is justified at its inception, and 2) School officials determine whether the search, as actually conducted, is reasonably related in scope to the circumstances which justified the search in the first place.

Factors to be considered by an authorized District official or employee in determining whether reasonable suspicion exists to search a student include:

- a. The age of the student;
- b. The student's school record and past history;
- c. The predominance and seriousness of the problem in the school where the search is directed;
- d. The probative value and reliability of the information used as a justification for the search;
- e. The nature or type of suspected or observed violation;
- f. The school official's prior knowledge of and experience with the student; and
- g. The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.

#### **A. Student Lockers, Desks and other School Storage Places**

District owned and provided desks, lockers, textbooks, computers, and other materials, supplies, or storage spaces loaned by the school to students remain the property of the school; and these items and/or places may be opened and inspected by school employees at any time without prior notice and without a student's consent. The purpose of these

searches, when they occur, is to ensure the safety of students, faculty, and staff, enhance school security and prevent disruptions of the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. However, a student's personal belongings contained within a locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

### **B. Strip Searches**

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat, sweater, or jacket. Strip searches are intrusive in nature and are never justified in a school setting. If school officials have highly credible evidence that a student poses an imminent danger, or if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

### **C. Documentation of Searches**

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his/her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

### **D. Police Involvement in Searches and Interrogations of Students**

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his/her designee shall first try to notify the student's parent(s) to give the parent(s) the opportunity to be present during the police questioning or search. If the student's parent(s) cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless otherwise directed by the police official present in the District. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function when such police presence or search was initiated by the District and absent a directive from the police official present otherwise

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

### **E. Child Protective Services Investigations**

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on



school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

### **XIII. PROHIBITED STAFF CONDUCT**

The Board of Education requires that all school district employees and/or volunteers maintain professional, ethical relationships with district students that are conducive to an effective, safe learning environment. Staff/volunteers must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members and/or volunteers are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct.

Inappropriate employee and/or volunteer behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (including but not limited to phone, e-mail, letters, notes, or social media communications) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

### **XIV. VISITORS TO THE SCHOOLS**

In order to allow parents, members of the community and other interested persons to learn what the District does, the Board encourages visitations to the buildings and grounds.

It is the policy of the Remsen Central School District to allow visits to the school buildings and facilities by parents, adult community members and other interested persons, according to the guidelines issued herein to preserve the safety of students and staff and to avoid disruption of the educational program.

Prohibited Acts which will be held in violation of the stated policy of the Board of Education shall include, but not be limited to:

1. Using or threatening physical force or violence to harass, abuse, intimidate, coerce or injure another, or to cause damage to or loss of property;
2. Disrupting the orderly conduct of classes or of any other authorized school program or activity;
3. Interfering with the lawful or authorized activity of other persons;
4. Entering upon school property at any time for other than lawful or authorized purposes, or without signing in at the building administration office;
5. Refusing to comply with any lawful instruction of a district official acting in the performance of his duties in carrying out this policy;
6. Any other conduct which interferes with district activities.

Visitors, licensees and invitees who engage in prohibited acts, as set forth above, will be directed to leave school property permanently or for such a period of time and under such conditions as the Superintendent shall prescribe. In addition, intervention by public law enforcement officials may be sought in appropriate instances.

In order to safeguard a school and classroom atmosphere which is conducive to learning, the Remsen Central School District establishes the following rules for the governance of visitors to the schools. These guidelines are in addition to any rule, regulation, penalty or punishment under the provisions of existing state law.

All visitors who have legitimate business in the public schools must report to the Main Office immediately upon entering a building, sign in and receive the permission of the Building Principal or his/her designee before visiting. The visitor must sign out at the conclusion of the visit. A sign shall be posted on each entrance to all District buildings directing visitors, licensees and invitees to sign in.

Parents are welcome at school. Visitations to classrooms for any purpose require permission in advance from an administrator or his/her designee in order to allow teachers the opportunity to accommodate their schedules. Parents or guardians wishing to speak with a specific teacher concerning the progress of a child must make an appointment with the teacher, in addition to obtaining the permission of the Building Principal.

Parents are encouraged to visit guidance counselors, school nurses, school psychologists and other support personnel by appointment to discuss any concerns the parent or guardian may have regarding a student.

Any visitors wishing to inspect school records must comply with all applicable Board rules and regulations.

No staff member shall transact business with, or permit the continuing presence in the school of, a visitor who has not been duly registered. Unauthorized visitors should be reported to the Building Principal or his/her designee.

## **XV. 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, but not limited to students, parents, 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.

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.

Animals are prohibited - with the exception of service animals - during school hours or at school-sponsored events for the safety of students and staff. In addition, animals are strictly prohibited from the track at all times.

Bikes, scooters, skateboards and rollerblades are prohibited from the track at all times.

### **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 lawfully 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, threaten or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, social class, sexual orientation, gender 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, consume, sell, distribute or exchange vape devices, alcoholic beverages, illegal drugs, or controlled substances, or be under the influence of either on school property or at a school function.
10. Possess, use, or threaten to use weapons (or facsimiles thereof) 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. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Use tobacco products, nicotine, and/or e-cigarettes or vape devices of any kind in or on school property or while attending a school function.
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

## **B. Penalties**

To maintain a positive and safe school environment, persons who violate this code shall be subject to the following penalties:

1. **Parents/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 and/or arrest. Violent, threatening, or criminal behaviors may warrant a permanent ban from school grounds.
2. **Students** shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements, as stated in this Code of Conduct.
3. **Tenured faculty members** shall be subject to immediate ejection and/or arrest, and disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. **District Employees** in the classified service of the civil service entitled to the protection of Civil Service Law §75 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 3 and 4** shall be subject to immediate ejection and/or arrest, warning, reprimands, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.
6. **Other(s).** 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 and/or arrest. Violent, threatening, or criminal behaviors may warrant a permanent ban from school grounds.

## **C. Enforcement**

The superintendent, building principal, advisors, athletic director, teachers, staff and chaperones **shall be responsible for enforcing the conduct required by this code.**

When the building principal, superintendent, athletic director or their designees become aware of an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, they or their designees shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. They 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, superintendent, athletic director or their designees 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.

# **XVI. DISSEMINATION AND REVIEW**

## **A. Dissemination of Code of Conduct**

The board will work to ensure that the community is aware of this code of conduct by:

1. Providing a public hearing prior to Board approval.
2. Posting the Code of Conduct on-line at the district's website, including annual updates or amendments thereto.
3. Providing by mail a plain language summary of the Code of Conduct to all persons in parental relation to the students prior to the beginning of the school year.
4. Providing copies of a summary of the code to all students in an age-appropriate, written plain-language version, at a general assembly held at the beginning of each school year.
5. 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.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members, and provide opportunities to review and discuss the Code with the appropriate personnel.

The board may sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. 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. 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.

## **XVII. GUN FREE SCHOOLS POLICY**

No student shall bring onto school premises or have in their possession on school premises any "firearm" as defined in federal law. For the purpose of this policy, the term "firearm" shall mean: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant; the frame or receiver of such weapon; any firearm muffler, or silencer; or any destructive device.

In accordance with the Gun-Free Schools Act of 1994, any student found guilty of bringing a firearm onto school premises or having such a firearm in their possession on school premises, after a hearing has been provided pursuant to Section 3214 of the Education Law, will be suspended from school for a period of not less than one year. However, after the imposition of the one-year penalty has been determined, the Superintendent of Schools may review and modify such suspension requirement for a student on a case-by-case basis. In reviewing the student's one-year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisional Law.

For students who are classified as having a disability under the Individuals with Disabilities Act (IDEA) and Part 200 of the Commissioner's Regulations, a suspension for more than ten days constitutes a change of placement. As such, if a student with a disability brings a weapon to school in violation of Board policy and federal law, the District will not follow the procedures under Education Law Section 3214. It will also provide parental notice in accordance with Commissioner's Regulations to refer the student to the Committee on Special Education (CSE) before a change of placement (i.e., a suspension for more than ten days) is revoked.

The District will continue to offer students with disabilities a free and appropriate public education despite any suspension imposed as a result of this Board policy. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a. This policy does not prohibit Remsen Central School from utilizing other disciplinary measures, including but not limited to, out-of-school suspension for a period of five days or less or in-school suspensions in responding to other types of student misconduct which infringe upon the established rules of the school.

The District will continue to provide the suspended student with appropriate alternate instruction during the period of the student's suspension. Regulations shall be developed by the administration to implement this policy.

Remsen Central School District

Legal Ref: NYS Education Law §§809-a, 2801, 3214; 8 NYCRR 100.2 and 200; NYS Public Law §§101-476; IDEA; 18 USC 921; Goals 2000: Educate America Act P.L. 103-227 (Gun Free Schools Act of 1994) Adopted: 06/21/01 Revised: 08/14/12, 09/08/15, 08/13/19, 7/13/21, 7/12/22

# STUDENT ATTENDANCE

Students 7007

## I. Philosophy

The Board of Education, in accordance with Section 104.1 (c) of the Regulations of the Commissioner of Education, establishes this comprehensive attendance policy. The objectives of this policy are to ensure the maintenance of an adequate record verifying the attendance of all children, to establish a mechanism to examine patterns of pupil absence and to develop effective intervention strategies to improve school attendance.

## II. Policy

The Board, administration and staff of the district recognize that regular classroom attendance is an essential part of a successful educational program and that there is a critical relationship between academically engaged time and student performance.

## III. Expectations for Good Attendance

A. 1. Students are expected to attend scheduled classes. The insistence on good attendance serves as a clear and constant reminder of the importance of attendance in instruction, enabling the student to:

- Learn subject matter and earn good grades
- Develop responsible work and study habits, and
- Prepare for the world of work

2. Under New York State Education Law Section 3205, parents are responsible for the regular attendance of their children for instruction.

### B. Absences

1. Excused

- Section 175.6 of the Commissioner's regulations define the following as "excused absences:" personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, disciplinary detention of an incarcerated youth or any other reason approved by the Commissioner.

2. Unexcused

- Most absences not mentioned above are interpreted under the law as "unexcused absences" including but not limited to vacation, shopping, babysitting, oversleeping, needed at home, or missing the bus. Any reason not listed as excused shall be deemed unexcused unless the Building Principal determines otherwise.

3. All instances of absences (full-day, tardy, or leaving early) require a written parent/guardian note. The excuse must identify the date/time of absence, reason for absence, and be signed by a parent/guardian.

## IV. Responsibility for Good Attendance

Successful implementation of this policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators and all staff members.

### A. Parent/Guardian Responsibilities

1. It is the responsibility of parents/guardians to ensure that their children attend school regularly and on time.
2. When a student is absent, tardy, or leaving early from school, parents/guardians must contact the school to report the absence and provide the appropriate written excuse.
3. District may require a written doctor's excuses after five (5) consecutive absences.

4. Parents are required to provide their current home address, telephone number, emergency number(s) and a list of adults to contact in their absence.

#### **B. Student Responsibilities**

5. Students must attend school daily and be on time.
6. Students must attend all classes and are expected to participate fully.
7. Students are expected to make timely arrangements with their teachers to make up assignments and class work they have missed during their absence.

#### **C. Teacher/Staff Responsibilities**

1. Teachers are responsible for maintaining accurate attendance reports. Period/subject attendance shall be submitted throughout the day in the Student Management System. Teachers shall inform the appropriate personnel (Nurse, Attendance, Main Office) if they have a child who should be present in their class, but who is absent.
2. Teachers shall refer students who are chronically absent (attendance rate 85% or less) to their Building Principal or Designee.
3. Teachers with the support of other appropriate staff members (e.g. the school nurse, social worker, guidance counselor, and attendance officer) shall be responsible for preliminary contact with parents and students to assess a situation of absenteeism and devise a plan of improvement.
4. Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in all of their classes. Teachers can make a difference in the attendance habits of their students. (Phone calls to parents or guardians supporting attendance expectations are encouraged).

#### **D. Administrative Responsibilities**

1. The District shall maintain a register of attendance for each pupil which includes the student's name, date of birth, home address, names of parents/guardians, telephone numbers to contact parents/guardians, date of enrollment, record of pupil's attendance on days of instruction, and the date of withdrawal or date dropped from enrollment.
2. The Principal or Designee is responsible for implementing the attendance policy.
3. The Principal or Designee is responsible for identifying students who require alternative services and/or programs for absences or tardiness.

#### **V. Activities to Support Good Attendance**

1. The implementation of an effective and efficient student attendance system that is accurately recorded, consistently maintained and fairly administered.
2. The provision of prompt service to pupils in need of help as soon as a need is suspected.
3. The establishment of cooperative relationships between parents and other members of the staff in the interest of the child.
4. The establishment of cooperative relationships with other community agencies which serve families of pupils with attendance problems.
5. The maintenance of an effective policy that encourages student attendance and is in compliance with the commissioner's regulations and rulings.

#### **VI. Intervention**

1. The objective of intervention strategies is to identify the cause(s) of absenteeism, to reduce absenteeism and to circumvent the need for action in the courts (PINS petitions).
2. At progress report and report card times, attendance reports will be generated (cumulative from the start of the year). Students will then be placed into one of the 3 tiers listed below, based on the percentage of days they have missed (full days). The building's Attendance Committee (made up of Building Principal, Nurse, Social Worker(s), and School Counselor, other(s)) will provide appropriate interventions to students.
3. C. Please refer to the Athletic Code for attendance requirements that pertain to athletic participation.

<b>TIER I</b> Students with normal, expected attendance (100%-92%)	<b>TIER II</b> Students that are at-risk (91%-86%)	<b>TIER III</b> Students who are chronically absent (attendance rate 85% or less)
<b>Possible Interventions:</b> <ul style="list-style-type: none"> <li>• Attendance report/letter with each child's progress report and report card, stating which tier they fall in</li> <li>• Daily call if parent hasn't informed the school of the absence</li> <li>• If the absenteeism is due to an extensive illness, home or hospital instruction is available</li> </ul>	<b>Possible Interventions:</b> <ul style="list-style-type: none"> <li>• All tier I interventions</li> <li>• Parent contact, phone call or meeting</li> <li>• Inform parent and child of potential consequences if child moves to tier III</li> <li>• Meeting with child</li> <li>• Encourage child to get involved in extra-curricular activities</li> <li>• Match the child with a mentor</li> <li>• Attempt to understand and address the reasons for absenteeism</li> <li>• Discipline for unexcused absences</li> </ul>	<b>Possible Interventions:</b> <ul style="list-style-type: none"> <li>• All tier I and II interventions</li> <li>• Creation of attendance action plan (which may include counseling, home visit, mentor, daily phone calls by a person, alternative transportation)</li> <li>• PINS petition</li> <li>• CPS call</li> <li>• Loss of privileges</li> </ul>

## VII. Incentives

The Commissioner has recommended that all Districts implement an incentive program to improve attendance.

### A. Building-Wide

- a. Campaign encouraging attendance - examples include visuals, posting building attendance rates, bulletin board, stickers, etc.

### B. Student Basis

We are aware that there are times when children are ill, and we do not want to encourage a 100% attendance policy at the cost of a healthy school environment. In addition, we want children to have a fresh start each report card time frame, so the attendance rate calculation for incentive purposes will not be cumulative and will be run each marking period. Students who have 95% or better attendance each marking period may be eligible for the following:

- a. Exceptional Attendance Award
- b. Having their name placed into a drawing for prize(s) and/or fun event(s)
- c. Earning other additional privileges

## VIII. Coding System for Absences

Refer to IIIB for excused and unexcused reasons.

Attendance is entered into the Student Management System as Excused or Unexcused, full day, in late (tardy), or out (early dismissal).

## IX. Notification

Written notification to parents concerning students' absences, tardiness or early departures, will include information that resource/support personnel are available.

## X. Implementation and Review

- A. The Superintendent shall review building level pupil attendance records and if such records show a decline in pupil attendance the Board shall make any revisions deemed necessary to improve pupil attendance.
- B. The Superintendent shall establish a means to provide a plain language summary of this policy to parents/ persons in parental relation at the beginning of each school year and take other steps to promote the understanding of such policy.
- C. The Superintendent shall provide each teacher with a copy of this policy after approval/amendment and provide new teachers with a copy upon employment.
- D. Copies of this policy shall be made available upon request to any member of the community.

# JR./SR. HIGH SCHOOL INFORMATION

## Grades 7-12

### ANNOUNCEMENTS

If a staff member or student has a request for an announcement, this shall be made on a form in the main office, in advance, and the principal will approve such requests.

### ARRIVING LATE AND PARTICIPATION IN EXTRACURRICULAR EVENTS

Any students who will not be in their first period class by 7:53 a.m. are considered tardy. Students arriving after this time must sign in at the main office and must provide a written note, stating the reason for being tardy (signed by a parent/guardian).

Students must be in school by 9:28 a.m. (the beginning of 3rd period) to be eligible for athletic participation and extra-curricular events, including attending dances. If there are extreme situations that prevent a child from being in school prior to 3rd period (doctor appointment, college visit, etc.) then the child shall provide proof of the excused absence upon their entry, and this requires the principal's approval.

### BELL SCHEDULE

Students can enter the building at 7:20 a.m. (not before). Students may begin reporting to their 1st period class at 7:40 a.m. Breakfast is available from 7:20-7:48. The locker rooms are not to be used during 7:20-7:48 a.m.

If the high school were to transition to a fully remote learning model, then all students would follow their schedule remotely via synchronous (live) instruction and learning.

P1	7:53 - 8:39
P2	8:42 - 9:25
P3	9:28 - 10:11
P4	10:14 - 10:57
P5	11:00 - 11:43
P5 Lunch	11:00 - 11:30
P6	11:33 - 12:16
P6 Lunch	11:46 - 12:16
P7	12:19 - 1:02
P8	1:05 - 1:48
P9	1:51 - 2:34

### BOCES ATTENDANCE AND ACADEMIC REQUIREMENTS

Attendance and academic achievement at the Vocational Center (BOCES) are an important part of the training process. In support of this, a student who has been illegally absent or tardy on two occasions or who is not maintaining at least a 65% average will be placed on probationary status. At that time, a conference will be held with parent/guardian, student and the school counselor. If attendance or academic achievement continues to be a problem, the student will be terminated in the course and removed from the BOCES program. Students missing the bus to BOCES are to report immediately to the main office.



## **BOCES ELIGIBILITY - VOCATIONAL EDUCATION PROGRAM**

Participation in any BOCES program is not an automatic entitlement. Students will be placed in BOCES programs based upon:

1. Application and essay (application available in guidance).
2. Student and parent interest, course preference.
3. School Counselor screening.
4. Aptitude testing when applicable.
5. BOCES admission procedures.
6. No student will be permitted to drive to BOCES unless approved (forms available at BOCES).

Students attending morning or afternoon BOCES are to board the bus at the back of the building. The morning bus to BOCES leaves at approximately 7:45 a.m. and the afternoon bus will leave at approximately 11:00 a.m. Follow the bus procedure when exiting the bus and entering the school bus and entering the school building.

## **LUNCH**

Students are expected to be on time for their lunch period, just like any other class. Students may choose to sit where they'd like, but students may be given assigned seats by lunch monitors. Students should not "cut" in the lunch line and should not take food/touch food/or ask for food from other students unless it is offered to them. Students wishing to meet with teachers or go to the Library during lunch should have a pre-signed pass, and any students leaving the cafeteria must sign out. Cell phones are allowed to be used during lunch (please refer to the Code of Conduct for acceptable use). Socialization is encouraged during lunch, but we expect that there is no yelling, horse play, and wandering during lunch. Throwing of food is not tolerated. Students should ensure their lunch items are disposed of, trays are returned, and their chairs are pushed in prior to leaving the cafeteria.

Note that students have many offerings for purchase in the 7-12 cafeteria - double lunches, snacks, drinks, etc. If parents have questions about the charges for their children, please contact the cafeteria manager for a summary of student purchases. Parents can also place stipulations for what their child is or isn't allowed to purchase through the cafeteria.

## **CHAIN OF COMMAND**

Whenever you have a question or concern, it is important that you communicate with the school personnel directly involved in the situation. In the event that you are not content with the outcome, then please refer to the Chain of Command for who to communicate with next. Please email the person you are wishing to make contact with, or call the school to set up an appointment at (315) 205-4300.

### **Instructional/Academic:**

Staff Member/Teacher - School Counselor - Principal - Superintendent - Board of Education

### **Athletic:**

Coach - Athletic Director - Principal - Superintendent - Board of Education

## **CHANGE OF ADDRESS/PHONE NUMBER/CUSTODY INFORMATION**

Notify the office immediately if you have a change in address, phone number, parent/guardian information, etc.

## **CHANGING A SCHEDULE DURING THE YEAR – CUT OFF TIME TO DROP A CLASS**

Students desiring to change their schedule should make an appointment in advance with the school counselor. Students must make changes within the first ten days of the beginning of the class. Any changes after that deadline must be approved by the principal. The changing of a schedule must be initialed by the teachers impacted, parent, school counselor, building administrator and student.

A "Student Change of Schedule" form will be issued for all schedule changes. This form is to be signed by the respective teachers and then submitted to the school counselor. Students are directed to first report to the teacher whose course they are dropping and obtain the signature; then report to the teacher whose course they are adding to obtain their signature, and remain in that class for the remainder of the period. Prior to the close of school on that day, return the completed form to the guidance office. A student schedule change will not be considered final until the completed schedule change form is returned to the school counselor.

## **CLASS RANK AND VALEDICTORIAN/SALUTATORIAN**

- I. Class rank will be determined by following Policy 8102, Grade Point Average Computation and the following guidelines:
  - A. In cases where two or more students have the same GPA, the class rank will use the total number of course credits earned by the student, and also counted in the student's GPA to determine the rank. That is, the student with the higher number of course credits will be ranked higher.
  - B. In cases where two or more students have the same GPA and the same number of course credits, the students will all be given the same ranking. Lower ranked students will be ranked at the next lower rank. For example, if two students are ranked number one, the next student will be ranked number two, and will be Salutatorian.
  - C. Students graduating early or late will be ranked with the class they actually graduate with.
- II. The Valedictorian(s) and Salutatorian(s) will be determined at the completion of the 30th week of the academic school year for graduating students based on the following criteria:
  - A. Partially completed courses will be counted based on the grade as of the end of the 30th week; the course credit will be weighted based on the percent complete.
  - B. If a student has transferred from another school district and has an alphabetic transcript rather than a numeric transcript, the student's rank will be calculated by converting the alphabetic grades to numeric grades after consulting with the previous school district for appropriate considerations. The student will be enrolled for the period of three successive school years at Remsen Central School District, inclusive of grade 12. Enrollment is understood to be on or before BEDS day of year one through the end of the senior year.
  - C. There may be multiple Valedictorians and Salutatorians at the decision and discretion of the Board of Education.

## **DANCES**

All school rules and expectations are in place for dances, including the dress code and public displays of affection. Grinding and mosh style dancing are not appropriate at dances. Students will not be admitted to the dance after the first hour, unless they were attending a school event that caused them to arrive late. Individuals who leave the dance will not be readmitted.

Dances are for Remsen Central School District students in grades 7-12. Students may choose to bring a guest who is not a Remsen student, but guests from other schools must also be in grades 7-12 (guests who have graduated or are not enrolled are not allowed to school dances). Non-Remsen guests must have the appropriate form completed at least two days prior to the dance, and the principal will verify that the child is in good standing at their school. If guests are not cleared through the main office, following this procedure, they will not be allowed to attend.

All of the above rules apply to the Snow Ball, with the exception that guests for the Snow Ball may have graduated, up to the age of 20, but guests shall not be 21 or older.

The Jr./Sr. Prom is for Remsen Juniors and Seniors only. These students may choose to bring a guest to the prom. Prom guests must be in 9th grade or above, but no one age 21 or over may attend. Again, if the guest is not a Remsen Central School District student, then the appropriate form must be completed with the main office at least 2 days in advance of the prom.

Students must be in attendance by the start of 3rd period on the day of the dance to attend. If the dance is on a day there isn't school, then this applies to the school day prior to the dance. Students in ISS or OSS may not attend the dance.

## **DIGNITY ACT COORDINATOR**

Remsen Central School has identified and appointed the Dignity Act Coordinator (DAC) at the High School. To comply with the Dignity Act, at least one staff member in each school must be designated the DAC and be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion practice, disability, sexual orientation, gender (defined to include gender identity or expression), and sex. There are several staff members that are trained and can step into the role of DASA investigation intake facilitator. These individuals (facilitators) will lead or supervise the thorough investigation of all reports of harassment, bullying, or discrimination, and to ensure that such investigations are completed promptly after receipt of any written reports. For more information on the Dignity Act go to: [www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/)

Mrs. Kathleen Nebush - DASA Coordinator High School

DASA Investigation Report forms are available in the High School Guidance Office and on our website ([www.remsencsd.org](http://www.remsencsd.org)).

### **DRIVING TO SCHOOL**

Students with a valid driver's license, wishing to drive to school, must submit an application for approval through the main office. This should include identification of the vehicle(s) to be driven and license plate information, and needs to be updated in advance if vehicles/license plates change during the year. Driving to school is a privilege, and the principal has the authority to deny this to students, based on available parking space and overall safety. Students who drive recklessly will have their right to drive on school property denied, and if driving is dangerous/damaging, or if vehicles are vandalized, then authorities may be contacted and disciplinary measures imposed.

Students must park in designated spots, and students may not be in their cars or the parking area during school hours. Students may not leave the school at any time, without prior permission (this includes driving to the elementary building). Also, students attending BOCES may not drive themselves, unless the required approval form has been completed. If the school administration has reasonable suspicion that something in a vehicle is illegal, poses a safety risk, and/or violates the school's code, the vehicle is subject to search and seizure. The right of inspection of a student's vehicle is inherent in the authority granted to school boards and administration. Weapons are never allowed on school property, and this includes hunting weapons in vehicles that enter school property.

Please remember that passing a stopped school bus from any direction, when it has its red lights on, is against the law. This applies to buses that are in school driveways/property.

### **DRIVING SPECIAL VEHICLES TO SCHOOL (TRACTORS, SNOWMOBILES, MOTORCYCLES)**

Inspection, registration and insurance on vehicles must be up-to-date, and you must be a legal driver. Appropriate paperwork must be completed with the Main Office. Vehicles should be parked in the assigned areas.

### **FOOD AND DRINKS IN THE HALLWAYS**

Students should not bring high energy drinks with excessive amounts of caffeine to school (Red Bull and others). Drinks and food shall be consumed in breakfast/lunch locations, school store, and in classrooms with teacher approval. Only water shall be brought to classrooms and allowed in lockers/hallways.

### **FOREIGN EXCHANGE STUDENTS**

Membership in the National Honor Society

Foreign exchange students will be eligible for membership in the National Honor Society if they meet the local National Honor Society eligibility criteria.

Class Rank and Class Average

Foreign exchange students will not be included in the official file list that is developed each year for "class rank and class averages." This pertains to Juniors and Seniors.

### **GRADE POINT AVERAGE COMPUTATION**

I. The following Grade Point Average (GPA) computation method is utilized in determining GPA:

- A. Advanced Placement Courses will be curved by adding +10 additional points to the final overall score for the student in that class.
- B. Regents, Regional LOTE, and Dual Credit (e.g. MVCC) Courses will be curved by adding +5 additional points to the final overall score for the student in that class.
- C. All other courses will not be curved.

II. Courses which are normally taken in 9th through 12th grade will be counted for the GPA calculations. If those courses are taken early (that is, while the student is in 8th grade) they will be counted for the GPA calculation. Courses counted will be identified in the school course catalogue.

- A. Pass fail classes not counted toward the GPA
- B. If a class is retaken by a student, the highest grade will be counted toward the GPA and the lower scores for the same class will not be counted. In the case where student fails a course(s), the failing grades will be counted in the GPA calculation. If a failed class is retaken by a student, the highest grade will be counted toward the GPA and the failing scores for the same class will not be counted.
- C. If a student is enrolled in a Regents or LOTE class, the higher of the two final marks will be used to calculate

class rank. (i.e. final school grade of a course = 75%; Regents Examination/regional LOTE examination = 90%; the Regents examination/regional LOTE examination grade would be calculated in). The same Regents examinations may be taken more than once and the higher grade counts.

- D. For students graduating in 2017 and later, as an incentive for broadening their education, students will have 0.25 points added to their GPA for each full credit completed above the 22 credits required for graduation by New York State. For example, a student graduating with 25 credits will have 0.75 points added to their GPA before rounding to the nearest whole number.
- E. Students transferring to Remsen Central School will have course grades transferred with adjustments as determined by the Remsen Central School administration after consultation with the school where the courses were taken.
- F. The GPA will be rounded to the nearest whole number. That is, an average of 90.5% will be rounded to a 91% and an average of 90.49% will be rounded to a 90%.
- G. The GPA stated on the transcript is a curved GPA based on the foregoing policy.

### **HALLWAY/BATHROOM PASSES**

Students are expected to be on time to each class when the bell rings. Students that are held up with an adult should secure a pass from the staff member, verifying they were with an adult. In addition, if students are in the halls during classes, they must get a pass from the teacher when they leave the classroom. Students should not be "hanging out" in the hallways or bathrooms during classes. They should have the required materials when going to each class and use the restroom between classes, if possible.

### **HATS AND HOODS**

Should be removed once first period begins (7:53 a.m.) and remain off until 9th period ends (2:34 p.m.).

### **HONOR ROLL AND HIGH HONOR ROLL**

The Remsen Central School District Honor Roll is designed to give recognition to those students who have demonstrated excellence or near excellence in their academic subjects.

#### *Grades 7-12*

- A. All full-time students who have achieved a ten (10) week marking period grade average of eighty five (85) or better are eligible for Honor Roll.
- B. All full-time students who have achieved a ten (10) week marking period grade average of ninety (90) or better are eligible for High Honor Roll.

### **ILLNESS DURING THE SCHOOL DAY**

If a child becomes ill or injured during the school day, he/she shall report to the nurse. If the nurse determines that the child should go home, the parent or guardian will be contacted. In the event that the parent or guardian cannot be reached, the emergency contacts will be called to assist. If children leave early due to illness, they cannot participate in, or attend, extra-curricular events that day.

### **INCOMPLETE GRADES**

Students who have not fulfilled course requirements, typically for reasons beyond the student's control, for a particular marking period, will receive an incomplete (INC) on their report card. Students will have TWO WEEKS from the end of the normal marking period date to complete or make-up these incomplete grades. Should these grades not be made up within the two weeks period, the average the student earns, including the missing grades, will be recorded on the report card.

### **LEAVING THE SCHOOL BUILDING**

Students may not leave the school building without prior parent permission communicated to the office before leaving (this includes students who are 18 or older). If students will be leaving school early, a written note from the parent/guardian must be provided to the main office at the start of the school day stating who is picking the student up, for what reason, and at what time. The school will only release students to their parents/guardians, unless a note has been provided in advance, stating that someone else has permission to pick their child up. When a child is being picked up, they will be signed out by the adult through the attendance office.

### **LOST AND FOUND**

Please turn in any found items to the main office, and if you have lost something, please check in at the main office.

### **MATERIALS LOANED TO STUDENTS**

While you are a student at Remsen Central School, you will be loaned items such as textbooks and other school related materials. These loaned items materials will be your responsibility and are to be well taken care of until you turn them back in at the end of the school year. This also includes Library books that you sign out of the Library. Your parents will be billed for lost or damaged items loaned to you by the school.

### **NON-DISCRIMINATION POLICY**

- a. The Remsen Central School District does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or any other characteristic protected under applicable federal, state or local law. This policy of non-discrimination includes the following areas: *recruitment and appointment of employment pay and benefits; counseling services for students; access by students to educational programs.*
- b. The principals have been designated as Title IX officials. These officials will provide information, including complaint procedures to any student or employee who feels that his or her rights under Title IX of the educational amendments of 1972 may have been violated by the district or its officials.

### **PHYSICAL EDUCATION**

New York State Law mandates that all students are to participate in physical education classes.

All students participating in physical education classes at Remsen CSD are required to wear sneakers and a change of clothing. Failure to be prepared to change clothing for physical education may result in a detention being assigned and possibly impact the grade the student receives for physical education class.

An excuse dated and signed by your parent is required if you have a temporary physical disability that would prevent you from taking part in physical education class. This excuse will be given to the school nurse, who will check its validity and write an excuse for you to give to your physical education instructor. A letter from a physician must verify sickness or disabilities that would prevent you from participation for more than three consecutive physical education classes.

Except for scheduled physical education classes, students may not enter the gym and locker rooms. No students will be permitted in the gym or locker rooms without direct and proper supervision of a faculty member.

### **REPORT CARD MARKS**

Teachers may choose to weigh their final exams as part of the overall final course grade (combined with each marking period). Please refer to the course syllabus and/or teacher grading policies.

### **REQUEST FOR WORK WHEN STUDENT IS ABSENT**

Please contact the guidance office prior to 9 am if you would like to pick up school work for an absent student. This allows for adequate time for teachers to prepare, as they only have intermittent breaks throughout the day.

### **REWARDS/INCENTIVES**

It is our goal to reinforce and reward positive behaviors in students - good behavior, attendance, effort, etc. Therefore, a positive behavioral program will be utilized where students can earn coupons to enter drawings for prizes. At the conclusion of each marking period, the drawings will take place for various prizes. Students can earn tickets to enter in the following ways:

- 3 tickets - High Honor Roll
- 2 tickets - Honor Roll
- 3 tickets - Exceptional Attendance Award - 95% or better full day attendance for each marking period, not cumulative for the year
- 2 tickets - if chosen as Student of the Quarter or Most Improved by a teacher
- Teachers will also have tickets to give out at their discretion throughout a marking period for good deeds.

## **SCHEDULE OF PROGRESS REPORTS AND REPORT CARDS**

5 Week Progress Reports - 10/6, mailed 10/14  
Marking Period 1 Report Cards- 11/10, mailed 11/18  
15 Week Progress Reports - 12/16, mailed 12/22  
Marking Period 2 Report Cards- 1/27, mailed 2/3  
25 Week Progress Reports - 3/3, mailed 3/10  
Marking Period 3 Report Cards - 4/6, mailed 4/21  
35 Week Progress Reports - 5/12, mailed 5/19  
Marking Period 4 Report Cards - 6/13, mailed 6/27

## **SCHOOL COUNSELOR/GUIDANCE OFFICE**

The school counselor in the guidance office offers many services to both students and teachers. These include: academic and personal counseling, testing, construction of the master schedule and individual student schedules, promotions and credits toward graduation, and college, employment and career counseling. The counselor will assist in changing and developing new courses, maintaining record files and arranging parent conferences.

If you wish to speak with the counselor, you must obtain a pre-signed pass. Attempts are made to have students meet with the counselor during lunch/study halls/etc. so that class time is not missed.

## **SIGNS/POSTERS**

All signs and/or posters to be hung around the school shall be pre-approved by the principal.

## **SPECIAL TRANSPORTATION/DISMISSAL REQUESTS**

Students who will be making special dismissal arrangements, from what is their typical schedule, shall provide a written note from their parent to the office, prior to 10 AM. If the student is riding a bus, he/she will then pick up a bus pass before going to the buses, so the driver knows that the child is approved to be let off at a different location.

## **STAYING AFTER SCHOOL**

All students should exit the building by 2:40 p.m. unless they are staying after and have arrangements for supervision. A late bus is available for students every day at 5:30 p.m. and at 4:00 p.m. on Tuesdays and Thursdays. Students who are planning to ride the late bus must sign up in the main office by 12:00 p.m., so there is adequate planning time. If students arrange for their own transportation after school, they must be supervised while in school and exit promptly after they have finished their activity. Students who stay after school must make arrangements in advance with teachers/staff. Students cannot be unsupervised nor can they leave the school campus and return, unless permission has been obtained from the principal.

## **STUDENT PERFORMANCE INCENTIVE PROGRAMS**

Each Classroom Teacher will choose a "Student of the Quarter" and "Most Improved Student" each marking period. These students will be provided with a certificate.

- A. STUDENT OF THE QUARTER – A student who has shown great academic effort and is a fine citizen. The student works to their fullest potential and enhances the classroom atmosphere.
- B. MOST IMPROVED STUDENT – This award is given to a student who has shown improvement, either academically or behaviorally.

## **STUDENTS TRANSFERRING**

If a student is moving to another district, then the parent/guardian shall promptly go to the guidance office of the new school and enroll the child there. The new school will request records from Remsen.

## **SUMMER SCHOOL**

Credit will be granted for summer school courses taken at an accredited summer school program. In the spring the district will provide information to families about summer school options.

## **WORKING PAPERS**

If you are between the ages of 14-17, and you are in need of working papers, please stop in the main office to

# ATHLETIC CODE OF CONDUCT

## WE ARE REMSEN RAMS

### *Teamwork, Leadership, Sportsmanship*

Each student athlete and coach is a direct representation of Remsen Central School District. Student athletes and coaches are expected to demonstrate outstanding sportsmanship, respect and self-control. Student-athletes that disrespect their coach, the officials, or the opposing team will lose the privilege of being part of the team.

Regardless of poor calls, frustrating plays, taunting from the opposing team, or disagreement with the coach, Remsen Central School District has zero tolerance for inappropriate conduct, on or off, the court, course, field, or track.

All Remsen student-athletes, coaches, and parents/spectators will exhibit exceptional character, teamwork, respect, sportsmanship, and self-control. Regardless of the challenges we experience, **we will lead by example.**

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## STUDENT-ATHLETE EXPECTATIONS

The Remsen Central School athletic program is part of our academic program. Participation in interscholastic sports is a privilege. Our wish is to use athletics to help students become more productive and responsible citizens in their school and their community. Athletics allows the student the opportunity to learn skill and character traits in a different type of classroom. We hope our athletes will further their lives by practicing good sportsmanship, self-discipline, loyalty, respect for others, responsibility, respect for a healthy lifestyle, teamwork, cooperation, dedication and commitment. It is the goal of the entire school community to work together to achieve these goals. The athlete and their parents must recognize that there are risks of injury in interscholastic sports. Remsen Central School athletics come under the direction of the New York State Public High School Athletic Association (NYSPHSAA) and Section III. All rules established by these organizations shall be observed. You may refer to [www.nysphsaa.org](http://www.nysphsaa.org) and [www.section3.org](http://www.section3.org) in order to become familiar with the rules and regulations of each of these governing bodies.

Athletic teams and student-athletes are representatives of their family, their school, and their community. Therefore, it is important that the student-athlete's conduct during any activity concerning the sport in which they are engaged be governed by a basic respect for:

- All facilities at the home school and at away games.
- Locker rooms and athletic facilities at the home school and at away games.
- Buses and any other forms of transportation.
- Equipment.
- Any individuals they may relate to as a member of a Remsen Athletic Team, including but not limited to students, spectators, coaches, officials, teachers, administrators, custodians, bus drivers, and chaperones.
- Student Athletes will conduct themselves, both in and out of school, as responsible young adults. Athletes should refrain from acts of behavior that are incompatible with the purpose and goals of the interscholastic program.

Student-athletes have the responsibility to:

- broaden themselves and develop strength of character
- maintain their class work
- practice teamwork, self-discipline, respect and hard work
- maintain good sportsmanship
- be successful and enjoy athletics
- contribute to the reputation of the school
- act as a leader
- make others proud of their efforts

When posting athletic information on social media, student athletes will avoid making derogatory or inflammatory statements about other athletes, schools, coaches, or officials associated with their team or an opposing team. Any posting or communication via social networking websites which disrupts either the educational or athletic environment or which advocates the violation of any school or team policy will be unacceptable. This would include but not limited to:

- The consumption of alcohol or the use of illicit drugs
- Inappropriate sexually-oriented material
- Activities involving bullying, hazing or harassment of any kind

Student athletes will not post digital photographs of other athletes, coaches, or officials associated with their team or an opposing team without the permission of those persons in the photographs.

A student will be ineligible for one week if they receive three or more detentions during the previous school week. Students that are ineligible may not participate in interscholastic competition during that time period. The coach in consultation with the Athletic Director and Principal will determine participation at practices.

A student-athlete who has violated the District Code of Conduct and been assigned to in-school suspension (ISS) or out-of-school suspension (OSS) forfeits his or her participation in and attendance at athletics during the period of suspension. If the suspension (ISS or OSS) involves the last day of the school week and the first day of the subsequent week, the student-athlete will be suspended from participating in any weekend practices or games.



Student-athletes are strictly prohibited from bullying, harassment, hazing or participating in any acts of initiation or coercion that may result in humiliation or endanger the safety of other students on or off school property that interferes with a student's safety and learning experience or causes a student to be afraid for his/her safety through the expectation of bodily or emotional harm

Hazing is defined as the performance of any act or the coercion of another to perform any act of initiation that causes or creates a risk of humiliation or dangerous activity, or that risks inflicting mental or physical harm. Permission, consent or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in the policy.

Depending on the severity of an inappropriate behavior, a student-athlete may be disciplined. A lesser penalty may be imposed to more accurately reflect the severity of the violation, or, for more severe behaviors, a student-athlete may be subject to dismissal from a team.

#### **AUTOMATIC TEAM SUSPENSION FOR CRIMINAL CHARGES**

Any student charged with a felony will be suspended from the team they currently participate on pending an appeal.

A student who receives a criminal summons, appearance ticket, or is arrested must notify the athletic director within 48 hours. Failure to do so may result in suspension from the team.

Please see the Appeal Process section for more information.

### **SCHOOL AND TEAM ATTENDANCE**

#### **Daily Attendance:**

In order for a student-athlete to attend or participate in a practice or game, it is necessary that the student attend classes for the full school day on the day of the activity.

- Students will not be allowed to participate in the day's event or practice if they enter school after the start of third period (After 9:30 a.m.). Medical excuses/documentation (from a doctor), court requirements, and bereavement are the only exceptions to this rule. Attendance requirements include those students participating remotely. Students will be expected to attend practices or events but will not be allowed to participate.
- Student-athletes excused early for a medical appointment must bring a medical excuse to return to school for an athletic practice or event. Medical excuses should be submitted to the office or the coach if returning outside normal school hours.
- If a student-athlete is absent from school on the last scheduled day of the week, the student-athlete will not participate in practices or games for the remainder of the week, including Saturday and/or Sunday, unless the student-athlete's coach is presented with a note, at the beginning of the practice or game, indicating an excused absence for the day's absence. An excused absence is defined as: personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, or other reason approved by the Commissioner and/or administration.
- When in attendance, and not ineligible, the student is expected to attend all team practices and contests.
- Attendance at indoor practices is closed to those not a part of that team.
- Students serving an in-school suspension will be ineligible to practice/play that day.
- Physical Education is part of the required curriculum for graduation in New York State.
- Therefore, students not participating in physical education class (without a legal excuse) may not participate in a practice or contest that day.
- Absent from practice – students that are absent from a practice or practices may be withheld from participation for either a portion or all of their next contest/activity. A student's illegal absence may result in a loss of conditioning or lack of awareness of new team strategies that would place the student behind his/her teammates in these areas.

**School Vacation/Recess Participation Policy:**

For the safety of our student-athletes, students who do not participate in scheduled practices/contests during a school vacation/recess may be required to participate in a period of reconditioning upon their return. The length of the period of reconditioning before participation in an actual athletic contest will be determined at the discretion of the coach in consultation with the athletic director.

**ELIGIBILITY**

In order for a student in grades 7-12 to be eligible for interscholastic athletics, the student must meet the eligibility requirements governing interscholastic athletics as set forth by the Remsen Central School District and the New York State Public High School Athletic Association in regards to age and level of competition. Particular rules and regulations are available from the Athletic Director.

Upon entering the ninth grade a student is eligible for participation in interscholastic sports competition for eight consecutive semesters or until nineteen years of age. (If the age of nineteen is reached on or after September 1st, the student may participate during that school year.)

A junior high student may participate in varsity and junior varsity sports providing that all requirements under the NYS Athletic Placement Process are met.

**ACADEMIC ELIGIBILITY**

Because athletics serve as a part in the development of an all-round student, athletes must meet certain academic standards to remain eligible to play in interscholastic contests. Academic eligibility applies not only to athletics, but all extracurricular clubs to emphasize the focus on academics in all student school experiences.

**ACADEMIC PROBATION**

Academic probation is a precautionary step to support a student before they fall behind in academic coursework. Starting at the end of the second week of any progress interval, teachers may recommend a student for academic probation. The teacher will discuss academic probation with the student, contact the student's parent/guardian and the guidance department indicating the student is being recommended for academic probation. This will be done if a student has exhibited signs they may be academically struggling with a course, such as receiving failing scores on consecutive assessments or failing to submit consecutive assignments.

If a student is recommended for academic probation they will be required to report to Peer Tutoring, scheduled during lunch periods, to receive additional support from a student-volunteer that is exhibiting success in the course for the duration of the time they are considered to be on academic probation. The teacher recommending academic probation may also recommend a specific student-volunteer. Students on academic probation will also be encouraged to meet with their teacher(s) and support staff.

A student will be removed from academic probation by demonstrating that they are no longer struggling with course content, by either receiving passing grades on consecutive assessments, submitting consecutive assignments, or receiving passing grades at the end of any progress interval.

**ACADEMIC INELIGIBILITY**

Every five weeks a student that is failing two or more classes will be placed upon the ineligibility list. Students on the ineligibility list will be required to schedule at least 1 academic support session per week for each subject area that they are currently not successful in. This may occur during lunch periods, during the school day if the schedule allows, or during after-school support time. Academic support sessions may be scheduled with either the ineligible student's teacher, or another individual contingent on approval from the student's teacher. If a student does not attend a scheduled support session, they will not be able to participate in extracurricular activities until attending another academic support session.

If a student demonstrates improvement in the course(s) that placed them on the ineligibility list, and improve their standing in the class to passing, the teacher will discuss the improvement with the student, contact the student's parent/guardian and the guidance department, indicate the student is no longer required to attend the weekly academic support session, or recommend a shift to academic probation for that course.

A student may be removed from the academic ineligibility list prior to the next 5-week progress interval or 10-week marking period by a student's teacher as soon as they improve their academic standing to passing in all academic courses. This will be determined by the uniform consensus of the student's teachers, the guidance office, and building principal. This process is the responsibility of the student to contact their teachers, have the teachers sign off, and return the form to the guidance office and/or building principal for removal from the ineligibility list. At the end of each five-week period every student will be re-evaluated and a new list will be developed.

## **ACADEMIC MENTORING**

To help support students in their ability to initiate interventions on their behalf, a Remsen staff mentoring program may be enacted. If a student is recommended for academic probation 3 or more times or is placed on the academic ineligibility list for consecutive cycles, the student may be assigned a staff mentor. A list of students that qualify for mentoring will be provided to staff and discussed during a team workshop. The staff mentor would then initiate a plan to help support the student in addition to the peer mentoring and/or academic support sessions they already receive due to academic probation or academic ineligibility.

## **MEDICAL STANDARDS FOR PARTICIPATION**

**Health Examinations (Physicals):** A student-athlete who tries out for interscholastic competition must receive and pass an adequate health examination.

- The health examination (physical) shall be conducted by the Remsen School physician.
- If a student-athlete would prefer that a private physician conduct the physical, the physical must first be approved by Remsen's appointed physician before the student-athlete will be deemed eligible for athletic participation.

**Self-Reporting Injuries and Illnesses:** It is the responsibility of the student-athlete to inform the coach if the student-athlete is ill or injured before, during, or after any activity associated with the sport in which the student-athlete is participating.

- Students must also report any illnesses or injuries that cause absence from athletic participation over a weekend, scheduled vacation, or holiday.

**Participation after Injury:** A student-athlete who seeks and receives treatment for an injury must provide a written statement from the emergency room or other physician before returning to athletic practice or play.

**Participation after Concussion/Head Injury:** Remsen Central School has adopted a specific concussion protocol that shall be followed by any coach/athlete when the athlete sustains a head injury.

**Medical Excuse from Participation:** Student-athletes who are injured or ill may be excused from participation by their physicians.

- Student-athletes excused from participation must have releases from their physicians before they will be allowed to return to participating.

## **INSURANCE:**

The school district carries insurance for students. This is non-duplicating insurance and requires parents to apply to their personal insurance carrier first. The school insurance has certain financial limits and parents may be required to pay certain balances of the medical bills.

## **ATHLETIC PLACEMENT PROCESS**

A student is eligible for junior varsity or varsity standing and play as a freshman.

Under some circumstances, some students may be eligible for junior varsity or varsity standing and play prior to their freshman year if the coach of a specific sport requests that a student-athlete be considered to move up in classification. In making this request, the coach will take into consideration the following criteria:

- The student is in good academic standing.
- The student has a record of good attendance.
- The student has a record of good conduct.
- The student has previous play and demonstrates exceptional performance in the sport.
- The athletic director or athletic administrator approves the athlete to begin the Athletic Placement Process.

- The student-athlete's parent(s) give(s) permission for the student to move up in classification.
- The student-athlete passes a maturity physical administered by the school's designated school physician. (Other physicals will not be accepted.)
- The student-athlete passes a physical fitness test as per New York State regulations.

An Athletic Placement Process form shall be submitted to Section III for any student-athlete who meets all criteria listed above.

## **PARENT AND SPECTATOR BEHAVIOR, ETHICS AND CONSEQUENCES**

"Student-athletes compete with honor and integrity, and play for the love of the game, so let's all cheer for our team, have fun and support the spirit of Section III Athletics."

~ New York State Public High School Athletic Association

**General Guidelines:** The following are guidelines for parent and spectator behavior and ethics which are promoted by the New York State Public High School Athletic Association.

- Direct all energies to encouraging your team.
- Avoid actions which offend visiting teams or individual players.
- Show appreciation of good play by both teams.
- Learn the rules of the game in order to be a more knowledgeable spectator.
- Treat all visiting teams in a manner in which you would expect to be treated.
- Accept the judgment of coaches and officials.
- Encourage other spectators to participate in the spirit of good sportsmanship.
- Be positive.

**Parent Conflicts with Coaches or Officials:** From time to time, conflicts arise between parents and their children's coaches or the officials. At no time is it appropriate to go onto a field or court of play to approach a coach or official whether before, during, or after an athletic contest, regardless of the venue. Additionally, it is inappropriate for a parent to verbally confront a coach or official at any time before, during, or after an athletic contest. If a parent has a conflict with a coach or official, it is expected that the parent will contact the coach or the athletic director via phone the day after the athletic contest to discuss the conflict or ask to set up a meeting to address the conflict in person. The athletic director, building principal, and/or superintendent will be in attendance at the meeting.

## **CONSEQUENCES FOR UNACCEPTABLE PARENT/SPECTATOR BEHAVIOR**

Parents or spectators who engage in unacceptable behaviors before, during, or after athletic contests – regardless of the venue – will be warned and requested by school staff (principals, superintendent, athletic director, coaches, chaperones) or officials to stop the said behaviors. Parents or spectators who do not comply with said requests will be directed to leave school premises. Parents or spectators who refuse to leave shall be subject to ejection and/or arrest. Depending on the severity of the behavior or repeated violations over time, the parent/spectator may be immediately ejected and/or banned from attending athletic events in the future.

## **GOALS FOR ATHLETIC TEAMS**

**Modified Athletics:** The goals of modified athletics are the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship. The New York State Athletic Association dictates playing time for some, but not all, student-athletes participating in modified athletics.

**Junior Varsity Athletics:** The goal of junior varsity athletics is to build on the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship, with an emphasis on preparing student-athletes for competitive varsity play.

**Varsity Athletics:** The goals of varsity play are to win the season and progress to post-season competition without losing sight of the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship.

## **TEAM TRAVEL RULES**

On team trips, student-athletes will ride to and from the event on district transportation unless otherwise On team

trips, student-athletes will ride to and from the event on district transportation unless otherwise determined by the athletic director or administrator.

All players must ride to and from games with the team. Players may ride home with their parent after signing out with the coach. A note signed by the parent should be provided to the coach when an athlete intends to ride home with the parent/guardian of another player.

Failure to adhere to these rules may result in disciplinary action.

## **UNIFORMS, EQUIPMENT AND PROPERTY**

Uniforms are only to be worn for school athletic contests, to demonstrate team unity on days of competition, and/or designated school spirit events. Remsen uniforms are not to be worn for regular school attendance, physical education classes, or outside of school at any other time.

All student-athletes are held personally and financially responsible for the uniforms/equipment issued to them. If school uniforms/equipment are lost, returned in poor condition (given consideration for normal wear and use), or not paid for, the student-athlete will forfeit any honors/awards for that sport and will be ineligible to participate on an athletic team until the uniform/equipment is returned or paid for. A senior athlete who fails to return their uniform/equipment, replace it, or pay for it prior to graduation will forfeit participation in the graduation ceremony.

## **TRAINING RULES AND TEAM DISCIPLINE**

### **A. Training Rules:**

In order for athletes to perform at their maximum ability without compromise to their personal health and team integrity, training rules are in effect from the first day of the official athletic season and conclude at the end of the day of the final contest of the season. All team rules and regulations relating to practices, individual conditioning, curfew hours, proper nutrition and game conduct are set forth by the coach of each sport, clearly establishing expectations for that sport.

### **B. Team Cuts:**

Should a student-athlete be cut from a team prior to a final roster and wish to try out for another team, they may be eligible to do so. This can only be done if the student-athlete requests approval from the coaches of the sports involved, as well as the Athletic Director.

### **C. Season Completion:**

Grace Period: A player may voluntarily leave the team at any point before the first contest after consulting with the coach. If an athlete chooses to leave a team, they must inform the coach of his/her decision and may leave the team without penalty.

Any player that leaves a team after the start of the first contest shall be ineligible for the next sport season. A conference among the player, their parents, the Athletic Director and the principal may allow a student to leave the team for certain extenuating circumstances without penalty after submitting a completed "Permission Form to Discontinue Athletic Participation" (Appendix A).

### **D. Tobacco, Alcohol and Drug Use Infractions**

It is clearly understood that the use of tobacco products, any nicotine-containing products, and vaping of any substance; the consumption of alcoholic beverages; and the use of illegal drugs or misuse of prescription drugs is dangerous to the health and general maturation of the adolescent and impacts negatively a student-athlete's ability to perform. Therefore:

- The possession, sale or use of alcohol, tobacco products, any nicotine-containing products, and vaping of any substance, illegal drugs (including but not limited to marijuana, cocaine, synthetic marijuana, bath salts, heroine, LSD, steroids or any other drug with the potential to cause impairment to the student-athletes' health and performance) or the unauthorized use of prescription or nonprescription drugs/inhalants is strictly prohibited on or off school grounds.
- Under no circumstances, is a student-athlete of the Remsen Central School District allowed to consume alcohol or use/abuse drugs at any time.

- Student-athletes who violate this regulation are subject to consequences including the potential to lose all honors, privileges and awards.
- Any student athletes who are in attendance at a gathering/party where there is underage alcohol use, tobacco use, or drug use shall physically leave and report any safety concerns to an adult. Student athletes who fail to leave or report safety concerns will face a minimum of a one-game suspension and/or be subject to the "Penalties for Athletic Code Infractions".

### **E. Additional Infractions**

Additional Infractions shall include, but not be limited to, the following:

- Destroying or defacing school property (home & away).
- The stealing of school property.
- Disrespect to the coach, game officials or spectators which constitute immediate attention to disciplinary action.
- Fights that are a result of the student's action, during a game or practice.
- Members of District athletic teams are, in fact, representatives of the District and are expected to conduct themselves properly at all times, whether or not they are engaging in school-related activities and whether or not they are on school grounds. Team members who engage in violent or disruptive acts or engage in destruction of private property which occur off school grounds may be subject to disciplinary action up to and including dismissal from the team in accordance with the Athletic Code and the Code of Conduct.

## **PENALTIES FOR ATHLETIC CODE INFRACTIONS**

Should an infraction take place during school hours or at any school sponsored event, the penalties outline below will be applied concurrently with and/or in addition to any school or district penalties prescribed by the District Code of Conduct.

The following three levels of consequences for infractions of the athletic code will apply to student-athletes in grades 7-12:

The penalty for a first infraction shall be suspension from athletics for 50% of the current season. If less than 50% of the season remains, then the starting date will be after the first half of the next sports season. A student that receives an athletic suspension will be required to attend and observe all practices and games, but will not be allowed to wear their uniform. A second infraction during any future sport season shall result in removal from athletics for the remainder of that season plus the next athletic season. A third infraction will result in dismissal from extracurricular athletics for the remainder of the student's high school career.

The Remsen Central School District reserves the right to impose a stricter penalty based on the severity and nature of the infraction.

### **APPEAL**

Appeal Process:

- An athlete suspended from participation, as well as the parent/legal guardian of the suspended athlete, may appeal the suspension to athletic committee.
- Student-athletes will not compete in any contests during the appeal process.
- The appeal must be in writing.
- The appeal must be submitted to the athletic director or high school principal within five days of their notification of the suspension.
- The written appeal must contain exact reasons and details why the suspension is being appealed.
- The review board will consider the matter and meet with the student if deemed appropriate.
- The committee's decision on the appeal is final.

A student-athlete may appeal a disciplinary action caused by an infraction that may result in temporary or permanent suspension from athletics by appealing first to the Athletic Director and Jr./Sr. HS Principal, second to the Superintendent of Schools, and lastly to the Board of Education.

### **SELF-REPORTING OF ALCOHOL OR SUBSTANCE USE/ABUSE**

When a student who confidentially self-reports to a Remsen Central School staff member, coach, or administrator that they violated the Athletic Code by being involved in alcohol or substance use/abuse will be:

- Granted a one-time confidential waiver of athletic consequences provided that the student does not attempt to abuse or manipulate this support to avoid immediate consequences.
- Recommended to attend substance abuse counseling.
- Allowed to continue participating as a student-athlete, provided that the determination is made that continued participation is not a health risk to the individual or a safety risk to other athletes or to coaches.
- Should the violation of alcohol or substance use/abuse be repeated, the student shall be subject to disciplinary action as outlined in Penalties for Athletic Code Infractions.

## **REPORTING STUDENT ATHLETE VIOLATIONS**

The following persons are required to report alleged athletic code violations that they have personally witnessed to the student-athlete's coach, athletic director, or principal.

- Any RCS employee or School Board member.
- Any adult acting as a chaperone.
- Any adult assisting with a school activity at the request of a district employee.
- Any law enforcement agency or officer.
- Any parent or legal guardian of the student-athlete involved.

Athletic code violations personally witnessed by the aforementioned shall be investigated by the student-athlete's principal and the athletic director. Reports of alleged violations by persons other than the aforementioned may be investigated by school administration, provided the administration believes that the evidence warrants such an investigation.

## **DUAL PARTICIPATION**

Remsen Central School recognizes that talented athletes, providing they have parental consent, may request to The Center State Conference allows for dual participation throughout the year, provided parental consent. Per Section III policy, indoor track athletes are not allowed to compete in more than one sport during the winter season.

In order to allow for adequate preparation and conditioning, the following guidelines must be met during participation.

1. At the beginning of each sport season the athlete must declare his/her primary sport of participation. The athlete must be committed to attend all practices and contests of such declared sport.
2. If scheduling of practices and contests allows such athlete to practice and meet the commitments of the declared sport then the athlete may also be allowed to participate in additional contests for a second declared sport.
3. The athlete must notify the respective coaches in advance of any scheduling conflicts.
4. The athlete must remain off the ineligibility list for the period of his/her sports season(s). If a student who participates in two sports is on the ineligibility list, they will need to reduce their participation to just their primary sport for the duration of the ineligibility period.

## **COMBINATION PARTICIPATION**

Combination/Participation in Athletics with Surrounding Districts

In the past, there have been student-athletes who have participated in activities that are not offered through Remsen Central School. Combinations between school districts fall under the guidelines of Section 3 and the NYSPHSAA. If a student-athlete has interest in participating in these sanctioned sports, they must make the Athletic Director aware of their intention to participate in a sport where a combination is necessary with another school district by the following dates:

**Fall Sports – May 15 | Winter Sports – September 30 | Spring Sports – January 15**

## **PRE-REQUISITES FOR PARTICIPATION IN ATHLETICS**

PPRIOR TO THE FIRST PRACTICE ALL ATHLETES MUST:

- Submit the Athletic Participation Permission Form to the athletic director, signed by the athlete and a parent/guardian.
- Submit the Emergency Form to the school nurse, signed by the student's parent/guardian.
- Have on record a current physical exam on file in the nurse's office. "Current" means within the past calendar year of the first practice date for that sports season.
- Submit the Interval Health History form to the school nurse, signed by the student's parent/guardian.

**\*\*\*IMPORTANT\*\*\***

ALL FORMS LISTED ARE MANDATORY AND MUST BE TURNED IN BEFORE THE SEASON BEGINS. STUDENT-ATHLETES WILL NOT BE ALLOWED TO PARTICIPATE IN PRACTICES OR CONTESTS UNTIL ALL FORMS ARE COMPLETED, SIGNED, AND RETURNED. THANK YOU!

**PERMISSION FORM TO DISCONTINUE ATHLETIC PARTICIPATION**

INSTRUCTIONS: It is understood that the coach's signature below indicates that a coach/student-athlete discussion regarding the decision to discontinue the program has taken place prior to the parent and Athletic Director signatures. Signatures are to be obtained in the order requested on this form. Student athletes are required to continue to attend their scheduled practices until instructed by the coach or Athletic Director.

**Step 1 - STUDENT INPUT:** Please state the reason for discontinuation of the current sport being played

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\_\_\_\_\_  
Student-Athlete's Printed Name

\_\_\_\_\_  
Student-Athlete's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sport & Level

**Step 2 - COACH INPUT:** Please place a check beside one of the statements and add comments

\_\_\_\_\_ I approve \_\_\_\_\_ I disapprove - of the athlete's request to discontinue playing the sport.

COMMENTS:

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\_\_\_\_\_  
Coach's Printed Name

\_\_\_\_\_  
Coach's Signature

\_\_\_\_\_  
Date

**Step 3: PARENT INPUT:** Please place a check beside one of the statements and add comments.

\_\_\_\_\_ I approve \_\_\_\_\_ I disapprove – of the athlete's request to discontinue playing the sport.

COMMENTS:

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\_\_\_\_\_  
Parent's Printed Name

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**Step 4: ATHLETIC DIRECTOR INPUT**

\_\_\_\_\_ I approve \_\_\_\_\_ I disapprove – of the athlete's request to discontinue playing the sport.

\_\_\_\_\_ Student's uniform and equipment have been turned in

\_\_\_\_\_  
Athletic Director's Signature



# INTERVAL HEALTHY HISTORY SHEET

**Prior to the start of the athletic season, all student-athlete's parents must complete the required NYSED Interval Health History Form.**

Sample Recommended NYSED Interval Health History for Athletics—Two Page Form  
Both pages must be completed.

Student Name:	DOB:
School Name:	Age:
Grade (check): <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	Level (check): <input type="checkbox"/> Modified <input type="checkbox"/> Fresh <input type="checkbox"/> JV <input type="checkbox"/> Varsity
Sport:	Limitations: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date of last health exam:	Date form completed:

**Health History to Be Completed by Parent/Guardian, Provide Details to Any Yes Answers on Back.**

Medicines needed at practice and/or athletic event require the proper paperwork, contact school with questions.

Has/Does your child:		
General Health Concerns	No	Yes
1. Ever been restricted by a health care provider from sports participation for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have an ongoing medical condition? <input type="checkbox"/> Asthma <input type="checkbox"/> Diabetes <input type="checkbox"/> Seizures <input type="checkbox"/> Sickle Cell trait or disease <input type="checkbox"/> Other		
3. Ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>
4. Ever spent the night in a hospital?	<input type="checkbox"/>	<input type="checkbox"/>
5. Been diagnosed with Mononucleosis within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have only one functioning kidney?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have a bleeding disorder?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have any problems with his/her hearing or wears hearing aid(s)?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have any problems with his/her vision or has vision in only one eye?	<input type="checkbox"/>	<input type="checkbox"/>
10. Wear glasses or contacts?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Allergies</b>		
11. Have a life-threatening allergy? Check any that apply: <input type="checkbox"/> Food <input type="checkbox"/> Insect Bite <input type="checkbox"/> Latex <input type="checkbox"/> Medicine <input type="checkbox"/> Pollen <input type="checkbox"/> Other		
12. Carry an epinephrine auto-injector?		
<b>Breathing (Respiratory) Health</b>		
13. Ever complained of getting more tired or short of breath than his/her friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
14. Wheeze or cough frequently during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
15. Ever been told by a health care provider they have asthma?	<input type="checkbox"/>	<input type="checkbox"/>
16. Use or carry an inhaler or nebulizer?	<input type="checkbox"/>	<input type="checkbox"/>

Has/Does your child:		
Concussion/ Head Injury History	No	Yes
17. Ever had a hit to the head that caused headache, dizziness, nausea, confusion, or been told he/she had a concussion?	<input type="checkbox"/>	<input type="checkbox"/>
18. Ever had a head injury or concussion?	<input type="checkbox"/>	<input type="checkbox"/>
19. Ever had headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
20. Ever had any unexplained seizures?	<input type="checkbox"/>	<input type="checkbox"/>
21. Currently receive treatment for a seizure disorder or epilepsy?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Devices/Accommodations</b>		
22. Use a brace, orthotic, or other device?	<input type="checkbox"/>	<input type="checkbox"/>
23. Have any special devices or prostheses (insulin pump, glucose sensor, ostomy bag, etc.)? If yes, there may be need for another required form to be filled out.	<input type="checkbox"/>	<input type="checkbox"/>
24. Wear protective eyewear, such as goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family History</b>		
25. Have any relative who's been diagnosed with a heart condition, such as a murmur, developed hypertrophic cardiomyopathy, Marfan Syndrome, Brugada Syndrome, right ventricular cardiomyopathy, long QT or short QT syndrome, or catecholaminergic polymorphic ventricular tachycardia?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Females Only</b>		
26. Begun having her period?	<input type="checkbox"/>	<input type="checkbox"/>
27. Age periods began:		
28. Have regular periods?	<input type="checkbox"/>	<input type="checkbox"/>
29. Date of last menstrual period:		
<b>Males Only</b>		
30. Have only one testicle?	<input type="checkbox"/>	<input type="checkbox"/>
31. Have groin pain or a bulge or hernia in the groin?	<input type="checkbox"/>	<input type="checkbox"/>

This sample resource was created by the NYS Center for School Health located at [www.schoolhealthny.com](http://www.schoolhealthny.com) – 12/2020

Sample Recommended NYSED Interval Health History for Athletics – Page 2

Student Name: \_\_\_\_\_

School Name: \_\_\_\_\_

DOB: \_\_\_\_\_

Has/Does your child:		
Heart Health	No	Yes
32. Ever passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
33. Ever complained of light headedness or dizziness during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
34. Ever complained of chest pain, tightness or pressure during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
35. Ever complained of fluttering in their chest, skipped beats, or their heart racing, or does he/she have a pacemaker?	<input type="checkbox"/>	<input type="checkbox"/>
36. Ever had a test by a health care provider for his/her heart (e.g. EKG, echocardiogram stress test)?	<input type="checkbox"/>	<input type="checkbox"/>
37. Ever been told they have a heart condition or problem by a health care provider? If so, check all that apply: <input type="checkbox"/> Heart infection <input type="checkbox"/> Heart Murmur <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> Low Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Kawasaki Disease <input type="checkbox"/> Other: _____		
Injury History	No	Yes
38. Ever been diagnosed with a stress fracture?	<input type="checkbox"/>	<input type="checkbox"/>

Has/Does your child:		
Injury History continued	No	Yes
39. Ever been unable to move his/her arms and legs, or had tingling, numbness, or weakness after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
40. Ever had an injury, pain, or swelling of joint that caused him/her to miss practice or a game?	<input type="checkbox"/>	<input type="checkbox"/>
41. Have a bone, muscle, or joint injury that bothers him/her?	<input type="checkbox"/>	<input type="checkbox"/>
42. Have joints become painful, swollen, warm, or red with use?	<input type="checkbox"/>	<input type="checkbox"/>
Skin Health	No	Yes
43. Currently have any rashes, pressure sores, or other skin problems?	<input type="checkbox"/>	<input type="checkbox"/>
44. Have had a herpes or MRSA skin infections?	<input type="checkbox"/>	<input type="checkbox"/>
Stomach Health	No	Yes
45. Ever become ill while exercising in hot weather?	<input type="checkbox"/>	<input type="checkbox"/>
46. Have a special diet or need to avoid certain foods?	<input type="checkbox"/>	<input type="checkbox"/>
47. Have to worry about his/her weight	<input type="checkbox"/>	<input type="checkbox"/>
48. Have stomach problems?	<input type="checkbox"/>	<input type="checkbox"/>
49. Ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>

COVID-19 Information	No	Yes
50. Has your child ever tested positive for COVID-19?	<input type="checkbox"/>	<input type="checkbox"/>
51. Was your child symptomatic?	<input type="checkbox"/>	<input type="checkbox"/>
52. Did your child see a healthcare provider (HCP) for their COVID-19 symptoms?	<input type="checkbox"/>	<input type="checkbox"/>
53. Did your child have any cardiac symptoms (new fast or slow heart rate, chest tightness or pain, blood pressure changes, or HCP diagnosed cardiac condition)? If yes, please provide additional information.	<input type="checkbox"/>	<input type="checkbox"/>
54. Was your child hospitalized? If yes, provide date(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, was your child diagnosed with Multisystem Inflammatory syndrome (MISC)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, is your child under a HCP's care for this?	<input type="checkbox"/>	<input type="checkbox"/>

**Please explain fully any question you answered yes to in the space below, include dates if known.**  
 Use additional pages if necessary.

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Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This sample resource was created by the NYS Center for School Health located at [www.schoolhealthny.com](http://www.schoolhealthny.com) – 12/2020

## ATHLETIC PARTICIPATION PERMISSION FORM

To the Remsen Athletic Director:

I have read the Athletic Code of Conduct of the Remsen Central School District. I understand the provisions as stated, and agree to abide by these provisions while a member of any team.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student's Signature

I have read the Athletic Code of Conduct of Remsen Central School District. I have reviewed it with my son/daughter. I agree to cooperate with Remsen Central School in enforcing this code as it applies to him/her and to myself and our family as responsible spectators. I give my permission for him/her to participate in the stated sport, subject to the standards and provisions stated.

Primary Sport: \_\_\_\_\_

Secondary Sport: \_\_\_\_\_ (if played during same season)

\_\_\_\_\_  
Parent or Legal Guardian Signature

\_\_\_\_\_  
Date

## EMERGENCY FORM

Name of Student: \_\_\_\_\_ Age: \_\_\_\_\_

Home Address: \_\_\_\_\_

Parent(s) Name: \_\_\_\_\_

Time of this activity: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

If a parent is not available, name(s) of alternate person to contact in case of an emergency?

\_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Does your child have any allergies? \_\_\_\_\_

Does your child have any history of medical problems in which a teacher, ambulance attendant or hospital personnel should be aware of during an emergency?

\_\_\_\_\_

\_\_\_\_\_

Has your child been seen by a Dr. or under Dr.'s care for any medical reason (injury, etc.) since the end of the last sport season? \_\_\_\_\_

If so, when \_\_\_\_\_; For what reason? \_\_\_\_\_

\_\_\_\_\_

Has he / she been released by the Dr. to play sports? \_\_\_\_Yes \_\_\_\_No

I authorize the coach in charge of this activity to have my child transported to the nearest hospital, if not in the Utica area. If in the Utica area, I would like my child transported to \_\_\_\_\_ Hospital.

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

# **ELEMENTARY SCHOOL INFORMATION**

## **UPK-6**

We, at Remsen Elementary School, believe that the faculty and staff must work together with the students and their parents and guardians to ensure a safe school community. The best learning environment is provided when all individuals involved in a student's learning work together with a common goal. Our goal is to work cooperatively to produce well adjusted, socially responsible school citizens who attain their social emotional as well as academic goals.

**Remsen Elementary Students are expected to abide by three simple rules:**

**BE KIND | BE SAFE | DO YOUR BEST JOB**

**The Remsen Elementary rules extend to the following general expectations for all students:**

- To maintain personal space.
- To treat teachers, staff, and other students with respect and consideration.
- To follow the directions of teachers and staff without any inappropriate responses.
- To demonstrate respect for personal property, school property, and the property of others.
- To care for each other's safety i.e. no tripping, pushing, shoving, fighting, or throwing objects.
- To keep the building and grounds free of litter and graffiti.
- To walk, not run unless in gym class, recess, or on the playground.
- To generally stay to the right while passing through the halls quietly.
- To use an "inside voice" (speak in a normal voice without shouting).
- To abstain from fighting, name-calling, bullying, pushing, and yelling.
- To follow all rules of good behavior during assemblies, extracurricular activities, fire drills, and other school functions.
- To turn all "found" items into the "lost and found" in the office.
- To obey all cafeteria and recess rules (which are clearly posted in the cafeteria).

EXPECTATIONS	CLASSROOM	CAFETERIA	BUS	RECESS
<i><b>Be Kind</b></i>	<ul style="list-style-type: none"> <li>• right your wrongs</li> <li>• give up put-downs</li> <li>• praise people</li> <li>• refrain from disturbing or distracting others as they work</li> </ul>	<ul style="list-style-type: none"> <li>• maintain personal space</li> <li>• keep your hands and feet to yourself</li> <li>• help others</li> </ul>	<ul style="list-style-type: none"> <li>• use kind words</li> <li>• maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>• include everyone</li> <li>• use kind words</li> <li>• help others</li> </ul>
<i><b>Be Safe</b></i>	<ul style="list-style-type: none"> <li>• maintain personal bubble</li> <li>• make smart choices</li> <li>• listen to all public address (PA) announcements</li> <li>• seek wise people</li> </ul>	<ul style="list-style-type: none"> <li>• stay in your seat</li> <li>• walk slowly when throwing out trash</li> <li>• do not share food with others</li> <li>• do not throw food or other objects</li> </ul>	<ul style="list-style-type: none"> <li>• remain in your seat</li> <li>• keep hands and objects away from windows</li> <li>• do not throw objects</li> </ul>	<ul style="list-style-type: none"> <li>• dress appropriately for weather conditions</li> <li>• stay in the recess area at all times</li> <li>• use equipment properly and safely</li> </ul>
<i><b>Do Your Best Job</b></i>	<ul style="list-style-type: none"> <li>• arrive to class on time</li> <li>• follow the directions of all staff and substitute personnel</li> <li>• arrive prepared with all necessary materials needed for class</li> </ul>	<ul style="list-style-type: none"> <li>• talk quietly with friends at your table</li> <li>• clean your area when done eating, before leaving the cafeteria</li> <li>• listen to directions provided by lunch monitors and other adults in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>• follow directions given by the bus driver and other school staff</li> <li>• talk quietly and do not cause distractions</li> <li>• act as good examples by being cooperative, careful and kind</li> </ul>	<ul style="list-style-type: none"> <li>• follow directions given by the recess monitors</li> <li>• behave responsibly</li> </ul>

\*Please note: Students will go outside for recess daily unless weather conditions make it unsafe. In making the determination about the location of recess, weather related factors including precipitation and wind chill will be considered, in addition to ground conditions (ie. icy walkways and/or play areas or unusually muddy conditions). If a student has a medical problem requiring that the student remain inside, please provide a doctor's excuse to stay inside for an extended time or a parent note for a day or two of inside recess.

Please dress children appropriately for weather conditions and label all outerwear with your child's name to prevent loss.

#### **Dignity Act Coordinator**

Remsen Central School has identified and appointed the Dignity Act Coordinator (DAC) at the Elementary School. To comply with the Dignity Act, at least one staff member in each school must be designated as the DAC and be thoroughly trained to handle human relations in the areas of race, color, wright, national origin, ethnic group, religion practice, disability, sexual orientation, gender (defined to include gender identity or expression), and sex. There are several staff members that are trained and can step into the role of DASA investigation intake facilitator. These individuals (facilitators) will lead or supervise the thorough investigation of all reports of harassment, bullying, or discrimination, and to ensure that such investigations are completed promptly after receipt of any written reports. For more information on the Dignity Act go to: [www.p12.nysed.gov/dignityact/](http://www.p12.nysed.gov/dignityact/)

Mrs. Emily Laurey - DASA Coordinator Elementary School

DASA Investigation Report forms are available in the Elementary School Main Office and on our website ([www.remsencsd.org](http://www.remsencsd.org)).

## KEYS TO SCHOOL SUCCESS

Please review these student and caregiver responsibilities to optimize your student's success.

### Student Responsibilities

- attend school regularly and on time
- Students should arrive between 7:20 - 7:40 a.m. each day  
The instructional day is 7:50 a.m. - 2:20 p.m.
- be active in learning
- follow school rules
- be courteous and kind to others
- cooperate and work with others
- complete homework every day and hand in on time
- develop good study habits
- speak positively about classmates and teachers

### Parent/ Guardian Responsibilities

- be sure to have your child in school, ready to learn, by 7:40 a.m. each day as instruction begins at 7:50 a.m. each day
- teach safety, health, and nutritional habits
- become acquainted with teachers
- prepare for Parent/Teacher conferences
- share appropriate information regarding your child with the teacher
- seek information concerning your child's progress and behavior in school
- build your child's confidence in her/himself
- show interest in your child's work activities
- encourage your child to achieve
- contact the school if problems arise
- speak positively about school and teachers
- read all written communication sent home by school

### Emergency Contact Forms

Please be sure to review, complete and return the Student Emergency Form that we will send home so that we know how to respond appropriately in regards to communication, transportation and medical considerations in regards to your child in the event of an emergency at school. Children do get hurt or become ill while at school and we need to know who to contact in the event that we cannot get in touch with a parent or guardian. Keep this form current throughout the school year.

### General Contact Information

Please keep the office informed of any change of address, telephone number, or email address during the school year. In the event it becomes necessary to contact you, this information is very important and should be kept current. An early school closing will also necessitate parental contact.

### School Closings

Sometimes there is an emergency, like a snowstorm, that makes it necessary to close school. This may be done before school in the morning, or an early dismissal may be necessary. Whenever there is an emergency closing, it is announced on local radio and television stations. If we close school early, it's important that parents have told us what to do about dismissal.

If a child is to go from school to someone else's home, we must have a note on file in the office saying where to send the child in an emergency. In addition to notifying the media, ParentSquare will be utilized to send out notifications. It is very important that we maintain correct contact information. Please be sure to contact the Main Office of the school at 315-205-4300, ext. 4223 to keep your information current.

**Picking-up Students Prior to Dismissal**

We are concerned about the safety of our students and must insist that students are to be picked up only by parents, legal guardians, or others designated in writing by parents. It is also preferred that students not be picked up early unless it is absolutely necessary. Please schedule appointments after school, on Saturdays, or during vacation periods.

If you plan to pick up your child at school, a note must be submitted indicating your plans for that day. Please have your child give the note to the teacher, so that it can be sent to the Main Office. On the note, please indicate the time your child will be picked up. Students are to be picked up in the office, not in the classroom, halls, or on school buses. Your child will be sent to the office and then signed out by the person picking up the student.

**Visitors and Guests**

All visitors (including parents) are required to sign-in in the office to obtain permission to be in the building. As this directly impacts student safety, it must be strictly enforced. Visitors will not be allowed to be in classrooms or in other areas of the school building without first signing in in the Main Office. If you wish to speak to a teacher, please call the main office to schedule an appointment when the teacher is free. That way, you and your child's teacher can have a private conversation.

**Special Classroom Events and Activities**

Celebrations for holidays and other special events are usually celebrated in classrooms with special treats or activities. Each teacher has a preference for celebrating these days and will send home notes notifying parents of plans. Please check with your child's teacher before sending in a treat as arrangements may already have been made. Parents not wanting their child to participate in a holiday party should send in a note and special arrangements will be made for an activity in another room such as the library.

Birthdays are always special events and parents should feel free to send in a treat for their child's birthday. Due to health concerns, such as food allergies and the spread of sickness, treats sent into school must be store bought. Please notify the classroom teacher in advance so time can be scheduled for the sharing of birthday treats and so arrangements can be made for students with special medical needs.

**Class Field Trips and Chaperones**

Field trips are an extension of the classroom, providing students with important and unique learning opportunities. Often classroom teachers may request that parents volunteer to be chaperones for class trips. This provides parents and guardians with the opportunity to be a part of the learning experience and also helps to ensure the safety of all students during the trip. The responsibility of the chaperone is taken very seriously. All chaperones must read and agree to follow all of the established rules that pertain to our district. The chaperone agreement form will be provided by the classroom teacher prior to the class trip. All students and chaperones are expected to ride the bus to and from the class trip. Children other than those in the class are not permitted to attend class trips, this includes younger siblings.