
STUDENT HANDBOOK

AuSable Valley Middle School-High School

**1490 Route 9N
Clintonville, NY 12924**

Phone # 518-834-2800

Phone # 518-647-5100

Fax # 518-834-6016

This 2017-2018 Student Handbook belongs to:

Name _____

Address _____

City/Town _____

Phone _____ Zip _____



2017-2018 Schedule

Set A - 8:14 – 8:57

Set B - 9:00 – 9:40

Set C - 9:43 – 10:23

Set D - 10:26 – 11:06

Set E - 11:09 – 11:49

11th & 12th Lunch – 11:09 - 11:28

9th & 10th Lunch – 11:29 - 11:49

Set F - 11:52 – 12:32

7th Lunch – 11:52 - 12:12

8th & AM CV-TEC Lunch – 12:13 - 12:32

Set G - 12:35 – 1:15

Set H - 1:18 – 1:58

Set I - 2:01 – 2:42

WELCOME TO AVCS!

Dear Student:

We hope this year will hold many pleasant and valuable learning experiences for you. Your teachers will be working together with the administration and school counselors as a team on academics, activities and discipline. You are important to us! We are working to make your years at AVCS successful and rewarding. You will notice that this handbook outlines many of our school rules as well as your responsibilities as a student.

Best wishes for a successful year.

AVCS STAFF

STUDENTS' RIGHTS

1. The right to be treated with respect and courtesy.
2. The right to be safe from bodily injury throughout the building and on school grounds.
3. The right to use schoolbooks, materials and equipment, which are in reasonably good condition. (Books and materials should be returned in same condition as received.)
4. The right to keep personal property and school supplies in assigned lockers.
5. The right to study and learn in an environment, which is neat, clean and reasonably quiet.
6. The right to obtain the best possible education.
7. The right to be educated in an environment free from bullying of any kind.

ATTENDANCE POLICY

Students enrolled in the AuSable Valley Central School District have a right to fulfill their educational opportunities. Regular school attendance ensures greater classroom participation and continuity of instruction. A comprehensive attendance policy enhances student learning and provides for the safety and welfare of all pupils enrolled in the district. AVCS recognizes that there is a strong correlation between student achievement and student attendance. This is a well-established principle of education that gives purpose to the requirement of compulsory schooling in this state. Therefore, the Board of Education urges all parents to have their children in attendance for the entire school year.

Middle School – In the Middle School, a school administrator, school counselor and faculty members will address chronic school absences, tardiness or early departures which may include, but are not limited to parent notification, conferences and reports to Child Protective Services (CPS) or Person In Need of Supervision (PINS). Students who have failed a course and have more than 24 absences will not be eligible for summer school.

High School – A complete copy of the High School Attendance Policy is posted on the AVCS website at avcs.org.

HOMEWORK

It is the responsibility of the student to obtain homework assignments from classroom teachers. If a student is absent, it is his/her responsibility to obtain homework assignments from his/her classroom teachers. In the event of a long-term absence, please contact the student's counselor or administrator.

ARRIVAL/DISMISSAL

Once students arrive on school grounds, by car or bus, they must enter the building immediately. Students arriving prior to 8:05am must report directly to the cafeteria. If students are late for school, they must provide written documentation and sign in at the Attendance Office. Students who are tardy to school without written documentation may be subject to disciplinary consequences. The student will be given a tardy slip to enter class. Students are not allowed to leave the school building or school grounds during any time of the school day without proper approval. **Parents must come into the school building to sign out their child.** If a student plans to leave school during the day without a parent pickup, he/she must present an authorization note to the Attendance Office upon arrival in the morning. Students are always required to sign in/out at the Attendance Office. Students must sign in/out in the correct area on the sign out sheet and the time should be according to the clock in the Attendance Office. **Students may not sign another student in or out. Students may not transport other students in their vehicles during the school day.**

Students must board buses promptly upon dismissal. No student is to remain in the building or on the school grounds unless staying for a supervised activity to which he/she is assigned. Students may not linger in the student parking lot. **Students are not allowed to stay after school to wait for an athletic event to begin.**

WALKING

WALKING OFF CAMPUS IS STRICTLY PROHIBITED. If students are excused during the school day, appropriate transportation must be provided.

ACADEMICS

Students are expected to come to school properly prepared to participate in classes and activities.

GRADING

Students at AVCS are regularly evaluated by their teachers. There are several formal ways that parents will be notified of their child's progress. Evaluations for the purpose of grading can be assessed by, but not limited to, the following: tests, quizzes, homework, classroom participation and/or projects. The evaluative measure will be at the discretion of the classroom teacher. Each teacher has a procedure for class work. Students will be notified of these procedures.

Report Cards are issued approximately every ten weeks. All quarterly and final grades are numerical or letter. A grade of 65 or greater will indicate passing. An "I" (incomplete) grade will become a failing grade if the work is not made up within the next five weeks, or at the teacher's discretion.

Progress Reports are mailed to parents five weeks before report cards are issued. The current grade for failing courses will be listed on this report; passing grades may/may not be listed. Parent conferences may be requested.

Tests/Quizzes - Quizzes may be given any day without notice. It is the student's responsibility to be prepared for all classes.

Parent/Student Portal – This is a way for parents and students to access student progress by class. Teachers will have the ability to post individual class assignments, quizzes, tests, and their grades. The information available to you may vary from teacher to teacher depending upon the extent to which the teacher chooses to use the portal. **Students** may access the portal by logging on to any school computer. They should click on the Schooltool icon. Username and passwords are the same as those used to log on to a school computer.

Parents have previously received mailings detailing how to access the portal. If you need further assistance, please contact the counseling office.

EXTRA HELP

If students do not understand their assignments or schoolwork, are having difficulty, or are just generally not doing well, their teacher(s) may ask them to spend time after school any Tuesday or Thursday. Bus transportation will be provided at 4:00 pm on both Tuesday and Thursday. Students may also initiate this opportunity for extra help, and need to make prior arrangements with faculty if they want to stay. Also available to students is after school Homework Helper on Tuesday and Thursday. This is available in both a high school and middle school setting. Students will ride the 4:00 bus.

PARENT CONFERENCES

If parents wish to speak with a teacher, or leave a message, they may do so by calling the main office at 834-2800 or 647-5100. If a parent would like to meet with several teachers and/or a counselor, please call to arrange a time with the School Counseling Office at 834-2800 ext 3731.

HONOR ROLL

To qualify for honor roll status, a student must obtain an average between 85 and 89. To qualify for high honor roll status, a student must obtain an average between 90 and 100. Any grade below 65 or "I" (Incomplete) automatically disqualifies a student from the honor/high honor roll.

RECOGNITION OF ACADEMIC ACHIEVEMENT

Goal: To Promote Academic Awareness and Excellence

1. Awarding Academic Letters, Pins and/or Certificates for students in grades 9 through 12.
2. Awarding Certificates and Pins for students in grades 7 & 8.

Criteria: (High School)

- A. Must be on the honor roll four consecutive quarters, at any time, starting with the fourth quarter of eighth grade (85 average/no failing grades).

Criteria: (Middle School)

- A. Seventh Graders on Honors/High Honors first three quarters;
- B. Eighth graders on Honors/High Honors four consecutive quarters, starting with fourth quarter marking period in Seventh grade.
 1. Honor Roll Display
All students (grades 7-12) who earn the honor of being listed on the high honor/honor roll will have their names listed in local newspapers.

NATIONAL HONOR SOCIETY

NHS is more than just an honor roll. The Honor Society chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership and character. These criteria for selection form the foundation upon which the organization and its activities are built. The AuSable Valley Central School chapter receives annual certification of affiliation by the National Association of Secondary School Principals and National Honor Society.

Scholarship: Students who have a cumulative grade point average of 88% meet the scholarship requirement for membership at AuSable Valley Central School (per the school's bylaws). These students are then eligible for consideration on the basis of service, leadership and character.

Service: The quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous and enthusiastic spirit.

Leadership: Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

Character: The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern and respect for others, and generally maintains a good and clean lifestyle.

For more information regarding the National Honor Society or the selection process, go to the national website www.nhs.us/ or contact the NHS Advisor, Ms. Lindsey Bombard, at 834-2800 or 647-5100 ext. 7302.

ACADEMIC ELIGIBILITY POLICY

For the purpose of this Academic Eligibility Policy, extra-curricular activities are any non-credit bearing activities offered by the school, which include but are not limited to athletic activities, Key Club, Student Council, class officer, Ski Club, prom committee, MSA functions, Drama Club and productions. Attendance at the 8th grade dance, Homecoming Dance, Junior Prom, Senior Ball, and senior class trip are not included.

To review the Academic Eligibility Policy you may contact the Director of Health, PE & Athletics at 834-2800 or 647-5100 to request a copy of the policy or it is located on the Athletic page of the AVCS website.

COUNSELING SERVICES

Counseling Services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help, help with home, school and/or social concerns, or any question the student may feel he or she would like to discuss with the counselor. Students wishing to visit their school counselor should secure a pre-signed pass from their counselor.

Working papers can be obtained from the counseling office secretary during the school year when a student reaches the age of fourteen (14) and renewed when a student reaches the age of sixteen (16). In order to obtain working papers, student must have had a physical within the year.

BHSN –AuSable Valley now provides a mental health clinic from Behavioral Health Services North. For more information, contact your child's counselor.

AUSABLE VALLEY DISTRICT 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 parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

To review the AVCS District Dress Code, please review the AVCS Code of Conduct and Discipline Policy. Dress Code requirements are listed on **page 33** of this document.

HEALTH SERVICES

The nurse's office has a full-time school nurse teacher during the school year. The nurse keeps all health records and will help whenever a student is injured or ill. Screening for vision, hearing, and scoliosis will be conducted. It is the responsibility of the parent/guardian to inform the Health Office of any health concerns, i.e. allergies, asthma, etc.

MEDICATIONS - All medications, including non-prescription drugs, must be administered from the Health Office. The following information **MUST** be on file:

- a written consent from parent/guardian authorizing the administration of the medication;
- a written order from the physician that lists the students name, name of the medication, dosage, time to be given, and duration that the medication is to be taken; and
- an adult must deliver the medication to the Health Office in the original container. Please do not send medication in an unmarked bottle, envelope, or plastic bag.

Students may not have possession of medication of any kind on their person, in their backpack, or in their locker. Medications must be stored in the Health Office. However, students who have medical conditions requiring emergency medications may self-carry when the necessary documentation has been cleared through the Health Office. Failure to comply may result in disciplinary action.

PHYSICALS – A physical exam is required on every student entering grades Kindergarten, 2, 4, 7, and 10, new entrants, and every year if participating in sports. Ideally, the child's primary health care provider should perform the health appraisal. Physicals may also be performed by the school physician at scheduled times.

IMMUNIZATIONS – All children entering school must be immunized against Polio, Tetanus, Diphtheria, Pertussis, Measles, Mumps, Rubella, Hepatitis B, and Varicella. All students born on or after January 1, 1998, or born on or after January 1, 1994, and enrolling in sixth grade, must have proof of immunization against Varicella (chicken pox) or serologic evidence of immunity. If a child has had chicken pox it must be diagnosed and verified by a physician. **A CHILD WITHOUT A CURRENT IMMUNIZATION RECORD WILL NOT BE ALLOWED TO REMAIN IN SCHOOL.**

ILLNESS – Students who are ill or injured should go to the Health Office after obtaining a pass from their teachers. All health related telephone calls need to be made from the Health Office after assessment by the nurse. The nurse has criteria that determine if a student should be sent home. **Parents/guardians, who pick up their children due to illness, must come in and sign the student out.**

ACCIDENTS – Any and all accidents that occur during school hours or during school sponsored activities must be reported to the nurse or supervising adult immediately. An accident report must be filed with the school for insurance purposes.

PHYSICAL EDUCATION

REQUIREMENTS: The graduation requirement for students in grades 9-12 is a ½-credit unit per year for a total of 2 units of credit in physical education.

GRADING SYSTEM: Each student will be given a grade for each day the class meets based on the Physical Education Grading Rubrics. Five-week grades will be calculated by averaging the daily grades with any test or assignments given during the unit. The two five week grades will then be averaged together for a quarterly

grade. The final grade will be the average of the four marking quarters. Students in grades 9-12 must receive a minimum of a 65 on the final grade to receive credit for the course.

ATTENDANCE: Each student will be allowed **one absence** per five-week unit. Students exceeding this limit must meet with their teacher **within one (1) week** of the missed physical education class to schedule a make up time. Failure to do so will result in a lower grade for that five-week unit.

PARTICIPATION: Students are required to change and participate in physical education classes. Students not changing and/or not participating will receive a zero for their daily grade for that class. A zero (0) may be made up as outlined in the above attendance procedures.

ATTIRE: Due to safety and hygiene purposes students are required to change from their school clothes into appropriate athletic clothing (including sneakers). In the fall and spring students should be prepared to be either inside or outside, weather permitting. Warm athletic wear such as jackets and sweat suits are encouraged. Athletic uniforms should not be worn for physical education classes. Students are required to change back into their school clothes at the end of class, unless an athlete who is going directly to practice after the last class of the day. In the pool area, one-piece bathing suits for females are required. Tee shirts may be worn in the pool and pool area. For safety reasons, all jewelry and chewing gum should be removed prior to class. Failure to do so will result in a lower grade for that class.

MEDICAL EXCUSES:

- o The schools Health Office will issue ONE medical excuse pass per year.
- o Additional medical excuses and/or limitations will require a note from a physician and must be on file in the Health Office in a timely manner.
- o Medical excuses/limitations extending from one school year to another will require a physician note at the beginning of each school year.
- o Students returning to physical education after an extended medical excuse will require a physician's note of release.

*Note: Physical education grades will not be changed if the physician note is received after the date of excuse, limitation or release, unless extenuating circumstances are presented to the Director of Physical Education.

LOCKERS: Each student will be assigned a physical education lock and locker at the beginning of the school year. Students are responsible for their own personal property in the locker room. Items such as jewelry, money, or other valuables should be **LOCKED** in the locker. Students are responsible to turn in their lock at the end of the year. If the lock is not returned a fee will be charged. **LOCK ALL PERSONAL ITEMS IN LOCKER!**

SUSPENSIONS

Disciplinary measures used by the school administration may include In-School Suspension (ISS) or Out-of-School Suspension (OSS). In-School Suspension is served in a separate room supervised by a teacher aide/assistant where movement and privileges are restricted. Assignments are provided for students when in ISS and/or OSS. A STUDENT WHO REFUSES TO BE PLACED IN ISS OR CHOOSES NOT TO FOLLOW THE ISS RULES, MAY RECEIVE OSS. Students must serve the initial ISS upon their return to school. Also, a student suspended from school is responsible for all schoolwork missed while on suspension.

DETENTION

There is a bus provided for students in detention on Tuesdays and Thursdays at 4:00 pm. Parents/guardians will be notified by teacher(s) or administration when a student is assigned to detention. Failure to report to an

assigned detention or failure to follow the rules of detention may result in additional penalties to include a full day in ISS.

BUS REGULATIONS

Students being transported are under the authority of the bus driver, and **MUST OBEY** his/her requests. Specific regulations are posted on each bus. Students who refuse to obey the directions of the bus driver promptly or refuse to obey regulations may forfeit their right to ride on the busses for a specified period of time.

Bus Notes: When students are going to a friend's house, **written notes** must be received from both students parent/guardian. If students are going to a relative's (i.e., grandparents, aunts) house and/or workplace, only one note from the parent/guardian is required. These notes **must** be handed in to the Main Office prior to A-Set. Bus notes can be picked up at lunchtime.

CONDUCT AFTER SCHOOL

No students may remain in the building after school unless supervised by an advisor, teacher or coach. Students participating in an after school activity must wait in the cafeteria for their advisor, teacher or coach. Students waiting for a ride should also be in the cafeteria. Students who do not have driving and/or riding privileges are not allowed in the student parking lot.

PROHIBITED ARTICLES AND SUBSTANCES

Students will be subject to disciplinary action for having any of the following items in school: weapons, e-cigs, alcohol, controlled substances, prescription/non-prescription medication, all tobacco products, pornographic materials, laser pointers, fireworks, skateboards, water guns, water balloons, banned items outlined in the Code of Conduct. **School personnel will confiscate any prohibited item.**

ELECTRONIC DEVICES PROCEDURES

The following procedures relate to any electronic devices that students may be bringing from home, including, but not limited to: cell phones, personal music devices, laptop computers, cameras, etc.

1. All students are encouraged to leave all electronic devices at home. Electronic devices are the sole responsibility of the student.
2. If a student brings any electronic device to school, it must be turned off during the school day. Students may use electronic devices before and after school (before 8:05, after 2:42).
3. All electronic devices must be kept in the student's locker or the student's backpack.
4. Students may use electronic devices in the classroom for academic purposes with permission from the classroom teacher/staff member. Students must put the devices away before leaving the classroom.
5. Electronic devices may be confiscated by a classroom teacher/staff member/administration if it is observed being used outside of an approved classroom environment.
6. No unauthorized photographs or recordings. The use of an electronic device for texting, phone calls and social media are strictly prohibited.
7. Seniors may use electronic devices in the Senior Lounge only.

MOTOR VEHICLES

All students driving to school must register their vehicles with the School Administration and **park only in the student parking lot.** They must obtain a parking permit for identification purposes and adhere to student driving regulations. Registration/Driving forms are available in the office. Any change in vehicle information

must be given to the main office immediately. Vehicles not registered with the school are subject to being towed at the owner's expense. Any vehicle parked on school grounds is subject to search at any time. Loitering in the student parking lot is not permitted. The school is **NOT** responsible for the theft or damage of student vehicles. Students must drive in a single line when exiting from both the student and main parking lots. Drivers who do not follow the driving regulations may incur penalties up to and including loss of parking on campus privileges. Disciplinary actions could include loss of parking privileges for the school year.

Students will not be allowed to leave the building to retrieve items from their vehicle during the school day!

Students who need to drive to CV-Tec must have a completed registration form, as well as, a CV-Tec driver registration form on file. School administration must sign off on driving privileges to CV-Tec.

A Student Driver must be in good academic and behavioral standing.

An approved Student Driver cannot transport any other student during the school day (i.e. to CV-Tec) without permission from the High School or Middle School Principal.

RULES FOR CAFETERIA

1. High School students are to enter the cafeteria for lunch using the front stairway or the high school stairway in the nurse's office corridor.
2. Middle School students are to enter the cafeteria for lunch using the front stairway.
3. All students are to use their respective back stairways to exit the cafeteria. They are **NOT** to use the front stairway to exit.
4. Cutting the line is prohibited.
5. Food is not to be taken from the cafeteria without permission.
6. Trays, utensils, papers, and other refuse are to be returned to receiving area.
7. Students are not allowed to leave a classroom to go to the snack bar.
8. Students are only to remain in the cafeteria for **their** half lunch set.
9. Any type of soda and/or energy drink is not permitted outside of your designated lunch set.

CAFETERIA - Breakfast/Lunch

If you would like to apply for the Free/Reduced Price Meals, please contact Michelle Martineau, Food Service Director for questions or applications. **AN APPLICATION THAT IS NOT COMPLETE CANNOT BE APPROVED.**

PASSES

Any time it is necessary for a student to be outside of a classroom during class time, he/she must have a valid pass. If he/she is outside of class without permission, disciplinary action may be taken. Students who abuse pass and hall privileges may be placed on a "No Pass List".

Students who have an Honor's or CAP pass may use those passes to go to their lockers, restroom, library, main office, guidance office, and nurse's office. If these students are requesting to go to any other areas, for example a teacher's classroom, they must present a valid pass.

RULES FOR QUIET STUDYHALL

1. ***Study halls are to remain quiet!***
2. Be prepared to study or begin homework, and have books/materials with you.

3. Students **must have pre-signed passes** to the Main Office, Counseling Office, or to a teacher.
4. Sign up for the bathroom privilege – a maximum of five (5) minutes is allowed.
5. Ask permission to speak with another student, if you need help – otherwise remain in your assigned seat.
6. There will be **NO** wandering about the room – or disturbing others.
7. May not leave the study hall without permission.
8. Students are not permitted to lie on the tables/desks or against other students.
9. Students failing 2 or more classes may only be permitted to sign out to the library when working on specific assignments.

RULES FOR COMMONS STUDYHALL

1. Students must have a pass to leave the commons area, and must sign (**themselves only**) out before leaving. Students may be given a pass to the Main Office, Counseling Office, Health Office, locker and downstairs bathroom.
2. There will only be 8 students per table. Students should not put their feet on the table or other chairs.
3. Students are not allowed to wander around the commons area.
4. **Booths are for lunch sets only!**
5. Students are to sit in their assigned grade area.
6. Students are responsible for removing their empty bottles and/or trash.
7. Electronic devices may be used for academic purposes with principal approval.
8. Students failing 2 or more classes will be assigned to quiet study hall.
9. Students need to remain in their seats until the bell rings.
10. Students are not allowed to play any games.

RULES FOR SENIOR LOUNGE

1. The Senior Lounge is for seniors only and is to be used only during free sets.
2. **Disrespect of any staff member or violation of school rules will result in the loss of senior lounge privileges.**
3. All seniors are responsible for keeping the lounge area clean at all times.
4. Seniors will be allowed outdoors near the senior lounge during study halls. They may sit at the picnic tables. They may not become loud and disruptive.
5. Seniors will comply with any requests made by the teacher, aide or monitor in charge of commons.
6. Seniors are allowed to use personal electronic devices in the Senior Lounge. **These devices are not allowed to be used for texting, phone calls or social media!**
7. Seniors may play appropriate board games in the Senior Lounge.

RULES FOR IN-SCHOOL SUSPENSION (ISS)

1. Students will sit in assigned seats and will not get up without permission.
2. Students will be seated with their feet and all four chair legs on the floor.
3. **THERE WILL BE ABSOLUTELY NO TALKING OR COMMUNICATING** among students. If help is needed with assignments the student may ask the teacher in charge by raising their hand.
4. Students must come with materials and books, prepared to do school work.
5. Students may not leave the room without permission. Students will be escorted to the bathroom in the morning and afternoon.
6. **NO EATING** is allowed except during regular lunch sets. Lunch is served in the ISS room. Late arrivals to ISS lunch will receive no credit for that day. **NO SHOWS** will receive an after school detention and will be expected to serve the initial lunch detention.
7. Students will not pass anything to others.
8. Students must not write on desks, chairs, walls, etc.

9. Students unable to abide by ISS rules will be sent to the principal's office for further disciplinary action.

LOCKERS

Each student is assigned a locker, and is expected to use **ONLY** that locker. All students are advised to keep their lockers locked at all times. Students should not tamper with another locker nor give their combinations to others. The school is **NOT** responsible for lost or stolen items. It is suggested that students use their lockers **BEFORE FIRST SET, BEFORE LUNCH, AFTER LUNCH** and at the **END OF THE DAY**.

- * Lockers **MUST** be locked even if they are empty.
- *Students: learn your combination, but **DO NOT** share your combination!
- *Lockers are supposed to put an end to lost/strayed books, papers, coats, etc. The school is not responsible for lost, strayed or stolen items. **PLEASE KEEP LOCKERS LOCKED!**
- *Only school locks may be used on lockers. All other locks will be removed.
- *All lockers are to be emptied at the end of the school year. Materials left in lockers will be removed and discarded.
- *All lockers are the property of the school district and are subject to inspection by the Administration at any time.

ASSEMBLIES

During assemblies students are expected to: Enter and leave the auditorium quietly; sit as a class with their teacher; follow teacher/teacher aide/monitors' directions; give persons participating in the program courtesy and attention; show appreciation by clapping **NOT** by yelling, whistling or other noises; sit in seats with feet on the floor; remain in the auditorium until directed, unless it is an emergency. Students who misbehave during an assembly program may be denied the privilege of attending any future performances and may be subject to disciplinary action.

TELEPHONES

Students may use office phones, with permission from office staff. The Board of Education has resolved to allow students the use of the school phones if they need to speak to their parents during a safety situation with administrative permission.

LOST AND FOUND

Lost and found articles will be kept near the cafeteria entrance at the bottom of the stairs. Items will be disposed of monthly. The school is not responsible for lost or stolen items.

VISITORS

All visitors are to report to the Attendance Office, sign in and receive a visitor's pass. **Students are not allowed to bring visitors to school at any time during the year without Administrative permission.**

FIRE ALARM

When the fire alarm rings, students are to leave the building immediately by the designated route posted in each classroom. They are to walk quietly and listen for instructions from teacher supervisors. **Students who pull an alarm will be prosecuted to the full extent of the law.**

EMERGENCY EVACUATION

In the event that there is a bomb threat or other emergency the building will be evacuated immediately. Students will leave the building according to the fire exit plans and proceed to the designated area in an orderly fashion to wait for the buses. Students may be transported to another location where they will wait until the building is cleared for them to return or be transported home.

EMERGENCY SCHOOL CLOSING

In case of severe weather conditions, or any other type of emergency, the administration may find it necessary to close school for the day or have a delay. On such days it will be announced on the following radio stations: **WIRY 1340 AM, 95XXX FM, WOKO 98.9 FM, STAR 92.9 FM, WIZN 106.7 FM, and also WPTZ Channel 5 & WCAX Channel 3.** An automated notification system has been put in place for other emergency situations.

Every effort will be made to contact the public at the earliest possible hour. **PLEASE DO NOT CALL THE SCHOOL, THE BUS GARAGE OR THE LOCAL DISTRICT OFFICE** for emergency closing information. As you can well understand, it is on days like this that the phone lines are extremely busy.

LIBRARY MEDIA CENTER

The library media center is open to all students attending AVCS Middle School-High School. It is designed to provide students with a wide variety of information to enhance academic and personal development. Resources include books, periodicals, audio-visual materials and internet-accessible computers.

Use of Library During Study Hall - In addition to coming to the library with regularly scheduled classes to work on research assignments, students may use the library during study halls. Students failing two or more subjects must obtain a pre-signed pass from a teacher to work on a specific project.

Students are expected to exhibit appropriate behavior in the library at all times. Students with behavior issues will be sent to ISS for the remainder of the set and a referral will be sent to the office by the library staff. Any disciplinary action taken will be in accordance with school policy.

Computer Usage - These networked computers allow students access to the library's online public access catalog (OPAC), the Internet, Microsoft PowerPoint, Microsoft Excel and Microsoft Word. Computers are to be used for legitimate academic assignments only. The Internet Acceptable Use Policy will be strictly enforced.

E-Mail Account - Each student may be assigned a school e-mail account to be utilized for educational purposes. Seniors may also request an account to be utilized for educational purposes, i.e., college or technical training applications.

Book Checkout and Return - Books are checked out for a period of five weeks. If a student wishes to renew a book, it may be renewed for an additional five weeks, unless another student has requested that book. Students with overdue books will not be allowed to check out additional books until the overdue book is returned. Periodicals are to be read in the library and may not be checked out.

No food is allowed in the library - Water bottles only (no other beverages)

TEXTBOOKS AND SCHOOL EQUIPMENT

All textbooks and school equipment are issued on a loan basis. It is the student's responsibility to care for these materials and to return them in good condition at the end of the year. Materials not returned or are brought back in a deteriorated condition will lead to parents being billed for their replacement or repair. Writing in or on textbooks is not allowed. Books are not to be abused in any way.

SEXUAL HARASSMENT

It is the policy of the AuSable Valley School Board to maintain a learning environment that is free from sexual harassment. Sexual harassment may include the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks with sexual implications
- sexual jokes, posters, etc.
- suggesting or demanding sexual involvement
- inappropriate touching

Any person who alleges sexual harassment by a staff member or student may bring a complaint to the building principal or Title IX coordinator. A substantiated charge of sexual harassment against a staff member or student shall subject that person to disciplinary action, which may include suspension, consistent with educational laws or student discipline code.

NOTICE OF NON-DISCRIMINATION

It is the policy of the AuSable Valley Central School District, Board of Education (Policy 0160), not to discriminate on the basis of sex, age, race, color, national origin, sexual orientation, or disability in the educational programs or activities, which it operates. Furthermore, the AuSable Valley Central School District, Board of Education is required by Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act, not to discriminate in such a manner. Inquiries concerning this policy may be referred to the following school official who is the District's coordinator for compliance issues:

Middle School-High School Principal
1490 Route 9N
Clintonville, NY 12924
Telephone (518) 834-2800

This official will provide information, including complaint procedures, to any student or employee who feels that her or his rights under Title IX. The Section 504 officer is:

Aimee Defayette
Director of Special Education
1490 Route 9N
Clintonville, NY 12924
Telephone (518) 834-2800 ext. 3505

Inquiries may be made to the Section 504 officer in circumstances where an individual student requires accommodations by the District and is not classified as a student with a disability.

AVCS
"Home of the Patriots"
AuSABLE VALLEY BOOSTER CLUB

An athletic events calendar is published each sports season. Parents are invited to join the AVCS Booster Club. Meetings are held once a month at 6:00 throughout the school year in the Middle School-High School cafeteria (usually the 2nd Monday of the month). Parents are also invited to attend sporting events and may be asked to sell tickets or work the concession stand. In addition to supporting athletic programs, the Booster Club also supports and assists with activities that will reward our students for academic performance and participation in organizations that serve our school. All notices of meeting dates are published in the Sport Shorts section of the Press-Republican.

AUSABLE VALLEY HIGH SCHOOL ATTENDANCE POLICY

Statement of Philosophy

At AuSable Valley High School, we believe that all students must be in attendance daily to ensure academic success. For this reason, the following attendance policy outlines the responsibilities for students, families, and school personnel, in accordance with New York State Education Law. It should be understood that it is the legal responsibility of the parent, as well as the obligation of the student, to ensure that attendance at school is maintained according to this policy. Should you have any questions regarding the attendance policy, please contact Javier Perez, High School Principal, at 834-2800, or perez.javier@avcsk12.org; or Matt Rogers, Director of Counseling, at 834-2800, or rogers.matt@avcsk12.org.

Class Attendance

A vital and integral element of the learning experience includes interaction with others to develop critical thinking, listening and speaking skills. Recognizing this, the AuSable Valley Central School District Board of Education has adopted the following policy regarding class attendance:

1. Statement of Objectives:

It shall be the policy of AuSable Valley Central School District to have a Comprehensive High School Attendance Policy, which seeks to:

- a. Ensure the maintenance of an adequate and accurate record of attendance for all children enrolled as students at AuSable Valley High School in accordance with New York State Education Law.
- b. Establish a practical mechanism to account for the whereabouts of all children throughout the school day.
- c. Maximize student achievement and school completion for all students.
- d. Increase student achievement by decreasing student absence and by encouraging a higher attendance rate.
- e. Comply with all aspects of the NYS Education Department with regards to pupil attendance, transfer, or withdrawal, etc. and the maintenance and compilation of all relevant and necessary data.

2. Description of Strategies to meet Objectives:

- a. Create and maintain a positive school climate and culture, which creates an environment conducive to learning and makes school a desirable place for faculty, staff and students.
- b. Encourage student attendance by communicating the attendance policy clearly to students, parents and faculty.
- c. Communicate any attendance concerns directly to parents and discuss those concerns with the student.
- d. Recognition of perfect attendance.
- e. Maintain accurate school attendance for the purpose of: identifying trends, conducting interventions and establishing an average daily attendance rate.

3. Course Credit Policy (Grades 9-12):

Students who are absent from a ½ year course for 13 days and from a one-year course for 25 days shall not receive course credit. **For course credit purposes all absences will be counted.** The decision to grant or deny course credit shall be the responsibility of the building principal. The building principal will hold

attendance hearings at 8 days for a ½ year course and 15 days for a full year course to ensure that parents and students understand that repeated absences may result in denial of course credit. This minimum attendance policy requires that students be present for 85% of the school year.

4. Absences Defined:

AuSable Valley High School, in compliance with New York State Education Department law, identifies two types of absences: **Documented and Undocumented**. **ALL absences will be counted toward a student's daily/classroom attendance.**

- a. **Documented Absences**-An absence, tardy or early dismissal which is due to any of the following reasons:
- Student Illness or Illness of immediate family member or death in the immediate family**
 - Religious observance
 - Quarantine-verifiable by physician or County Health Dept.
 - Required Court appearances
 - Attendance at Health Clinics
 - Approved college visits {Letter from Admission's Office is required}
 - Approved Cooperative Work Programs
 - Military obligations
 - Road Test (not a driver permit test)

In school suspension (ISS) and out of school suspension (OSS) will not be counted toward the maximum number of allowable days missed.

The above Documented absences require verification and legitimate written documentation. A documented absence simply means that the student provided appropriate documentation for the absence; it does not automatically eradicate the absence.

**If a prolonged absence due to a short-term physical, mental or emotional illness is anticipated and/or occurs, the student's parents or guardians should contact the building administrator regarding tutoring. The student's physician/mental health professional must verify any such absence. Tutoring counts as school attendance.

- b. **Undocumented Absences**-An absence, tardy or early dismissal, which is not recognized as a documented absence. These absences include, but are not limited to:
- Family vacations/Planned events
 - Hunting trips
 - Babysitting
 - Oversleeping
 - Field Trips not authorized by the principal
 - Meetings held during the school day without principal's authorization
 - Farm work
 - Employment
 - Guidance Office
 - Nurse's Office

Students will be allowed to make-up missed class assignments up to the maximum of 24 absences. At 25 absences in a full-year course or 13 absences in a semester course, NO MAKE-UP work will be given and the student will receive no credit (NC) for the course unless otherwise determined by the outcome of the attendance hearing.

Notes:

- To receive credit for attendance in a specific class, a student must be present for a minimum of 30 minutes.
- The minimum of 140 days is equal to 85% of the total days of possible attendance. The total days of possible student attendance does not include Superintendent Conference Days or Regents Examination Days (in January and June).
- The policy also applies to students enrolled in Champlain Valley TEC (CV-TEC) Vocational Education programs. Students exceeding the number of absences will may audit the CV-TEC program or return to the home school with appropriate coursework as determined by the student's school counselor.
- If a student is absent from school, the parent/guardian should inform the school (by phone) of the reason for the absence.
- Written documentation for absences **IS REQUIRED BY NEW YORK STATE LAW!** Upon returning to school, the student **must** have a written explanation giving the following information:
 - Student's name
 - Date(s) of absence
 - Grade
 - Reason for absence
 - Signature of Parent/Guardian
 - Letters/notes for absence due to court appearance, college visits and doctor visits due to illness are required.
- In the event of an attendance hearing, the student's attendance file will be presented as documentation of the nature of the student's absences.
- When a student needs to be dismissed prior to the end of the school day, a note (signed by the student's parent/guardian) stating the reason and time of dismissal should be submitted to the Attendance Office upon entering school. In the rare case that an emergency requires that a student leave unexpectedly, the parent or guardian should call the Attendance Office and request that his/her child to be dismissed. The parent/guardian, or their designee, must physically come into the office and sign out his/her child. In every case, the register needs to be signed and written documentation is required upon the return of the student.
- Chronic absences, tardiness, or truancy will be investigated and, if not corrected, will be reported to the proper authorities.

Parents of students with attendance concerns shall be notified in the following manner:

Parents of a student in grades 9-12 will receive verbal and written notification when their son or daughter has been absent TEN, FIFTEEN and TWENTY days for full year courses and FIVE, EIGHT and THIRTEEN days for semester courses. Parental input will be sought to initiate intervention strategies to improve student attendance.

c. Description of Attendance Incentives/Sanctions to be used:

At **25** days for a full year course and at **13** days for a semester course, the student will not be eligible for course credit but will be auditing the course. The parents will be given the opportunity to attend an attendance hearing with the High School Principal upon request and/or after 15 absences from a full year course or 8 absences from a ½ year course to discuss possible denial of credit if absences continue. Teachers will be notified in advance of attendance hearings and will be given the opportunity to provide input to the principal. When a student reaches the maximum number of absences, the result **may** be denial of course credit.

The outcome(s) of the attendance hearing may result in: (1) extension of the minimum attendance policy, (2) the assignment of No Grade to the student of poor attendance, (3) decision of future consequences of absences, (4) a discussion of intervention strategies, and (5) a discussion of the responsibility of student and parent in regards to pupil attendance. If the student receives a “No Credit” for his or her class, he/she may audit the class and participate as deemed appropriate by the teacher. However, the student will not be eligible to have his/her exams or quizzes graded. The student who successfully audits the course, maintains appropriate classroom behavior, and accrues less than 30 absences (for a full year course, 15 for a half year course) for the remainder of the course will be eligible to attend summer school. A student who accrues 30 absences for a full year course and 15 absences for a semester course will not be eligible to attend summer school.

Description of Incentives:

In general, the following attendance incentives will be used to encourage greater student attendance:

- Participation in Student Recognition activities
- Certificate issuance (Perfect Attendance)
- Eligibility for CV-TEC
- Maintenance of driving privileges
- Senior privileges/Class privileges

5. Description of Disciplinary Sanctions:

Undocumented absences and/or truancy will be subject to in-school suspension. As per the code of conduct other disciplinary measures may include:

- After-School Detention
- In-School Suspension
- Lunch detention
- Revoking driving privileges
- Revoking senior privileges
- Alternate program placement
- Child Protective Services (CPS report)
- Referral to the court
- Referral to Person In-Need Of Supervision
- NO CREDIT (NC) designation
- Denial of CV-TEC participation or the rescheduling from a program at CV-TEC to a program at AuSable Valley High School.

6. Communication to Parents/Guardians:

- a. An evening meeting will be held at the beginning of the school year for all high school families to discuss the attendance policy. Every effort will be made to keep parent(s)/guardian(s) informed of their child’s attendance issues or concerns. In addition to parent conferences and attendance hearings, parents should be contacted when their child’s attendance reaches the prescribed benchmarks.
- b. The Attendance Office/Dean of Students will attempt to call the parents of any student who has been absent 3 days in a row without notification, left school without permission, or regularly comes to school late. Please note that students who are tardy to school on a regular basis may be subject to disciplinary action.
- c. At any time parents are welcome to schedule meetings with administration and faculty to discuss issues related to attendance and to develop a plan for compliance if necessary.

AUSABLE VALLEY CENTRAL SCHOOL DISTRICT CODE OF CONDUCT AND DISCIPLINE POLICY

DIGNITY FOR ALL STUDENTS

AuSable Valley Central School District is committed to providing an educational and working environment that promotes respect, dignity and equality. Discrimination such as harassment, hazing and bullying, are detrimental to student learning and achievement and these behaviors interfere with the mission of the District to educate its students and provide a safe, healthy environment in which to learn and grow. In accordance with the Dignity for All Students Act, the District condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events, whether on or off of school property.

Definitions

Bullying: means a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including, but not necessarily limited to the following three (3) forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion or intimidation).

Cyber bullying: means online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This including, but is not necessarily limited to, sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including, but not limited to “Sexting”); pretending to be someone else in order to make that person look bad.

Sexting: means sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email.

Discrimination: is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

Hazing: is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment: has been defined in various ways in federal and state law and regulation. The District recognizes that these definitions are important standards, but its goal is to prevent misbehavior from escalating in order to promote a positive school environment. The Dignity for All Students Act defines harassment as 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, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur. Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

Designation and Role of Dignity Act Coordinator (“DAC”)

The Board of Education will annually designate at least one staff member for each building (usually the building principal), who has been trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identify and expression), and sex. The Dignity Act Coordinator (“DAC”) is accountable for implementation of this policy and for coordinating and enforcing this policy.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building, and may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or systemic approaches which are targeted to the school or district as a whole. In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with District policy.

Training

Training will be reflected in the District’s annual professional development plan, new teacher orientation, and will be considered in the budget process. The DAC, administrative employees and other staff, such as school counselors, social workers, and school psychologists who have specific responsibilities for investigating and/or resolving complaints of bullying, shall receive yearly training to support implementation of this policy, regulation and on related legal developments.

Reporting and Investigation

The District cannot effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe or of which they are made aware by students to their building principal, the DAC or other administrator who supervises their employment, who will refer the information to appropriate District staff for investigation. A District employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor.

The District will investigate all complaints, formal or informal, verbal or written. In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of alleged perpetrator(s);

witnesses to the incident(s); and the target's response to the incident. If, after appropriate investigation, the District finds that a student, an employee or a third party has violated this policy, corrective and possible disciplinary action will be taken in accordance with the Code of Conduct, applicable collective bargaining agreement, District policy and state law. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made as specified herein. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system when applicable.

Confidentiality

It is District's policy to respect the privacy to the fullest extent possible, of all parties and witnesses to bullying. To the extent possible, the District will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's desire for confidentiality must be balanced with the District's legal obligation to provide due process to the accused, to conduct a prompt and thorough investigation, and/or to take necessary action to resolve the complaint, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

Investigation and Resolution Procedure

A. Initial Procedure (building-level)

Whenever a complaint of bullying is received whether verbal or written, it will be subject to a preliminary review and investigation. Except in the case of severe or criminal conduct, the **principal, the principal's designee** or the **Dignity Act Coordinator** shall make all reasonable efforts to resolve complaints informally at the building level. The goal of informal procedures is to end the bullying, prevent future incidents, ensure the safety of the target and obtain a prompt and equitable resolution to a complaint.

As soon as possible, following receipt of a complaint, the **principal, the principal's designee** or the **Dignity Act Coordinator** should begin an investigation of the complaint by:

- Reviewing any written documentation provided by the target(s).
- Conducting separate interviews of the target(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notifying him/her that if objectionable behavior has occurred, it must cease immediately. The individual will be made aware of remediation opportunities as well as potential disciplinary consequences.
- Determining whether the complainant needs any accommodations to ensure his/her safety, and following up periodically until the complaint has been resolved.

Resolution of Complaint

Where appropriate and possible, informal methods may be used to resolve the complaint, including, but not limited to:

- Discussion with the accused, informing him or her of the District's policies and indicating that the behavior must stop;
- Suggesting counseling, skill building activities and/or sensitivity training;
- Conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
- Requesting a letter of apology to the target;
- Writing letters of caution or reprimand; and/or
- Separating the parties.

Appropriate disciplinary action shall be recommended and/or imposed in accordance with District policy, the applicable collective bargaining agreement or state law. The investigator shall report back to both the target and the accused regarding the outcome of the investigation and the action taken to resolve the complaint. If a complaint contains evidence or allegations of serious or extreme bullying, or a civil rights violation, the complaint shall be referred promptly to the Principal or his/her designee. The complainant will also be advised of other avenues to pursue their complaint, including contact information for state and federal authorities.

In addition, where the **principal, associate principal, the principal's designee** or the **Dignity Act Coordinator** has a reasonable suspicion that the alleged bullying incident involves criminal activity, he/she should notify the Superintendent (or his/her designee), and then contact the appropriate child protection, law enforcement authorities, and, if appropriate, school attorneys. Any party who is not satisfied with the outcome of the initial investigation may request a District-level investigation by submitting a written complaint to the Superintendent within thirty (30) school days of receipt of outcome of investigation.

B. District-level Procedure

The Superintendent or his/her designee shall promptly investigate and equitably resolve all bullying complaint that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to an appropriate independent individual for investigation.

The District-level investigation should begin as soon as possible following receipt of the complaint by the Superintendent or Board President. In conducting the formal District level investigation, the District will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints. If a District-level investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior.

No later than thirty (30) school days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the board-appointed investigator) will notify the target and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within thirty (30) days following receipt of the complaint. Any party who is not satisfied with the outcome of the District-level investigation may appeal to the Board of Education by submitting a written request to the Board President within thirty (30) school days of receiving notice of the outcome of the investigation.

C. Board-level Procedure

When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board. The Board shall notify all parties concerned of the time and the place when a hearing will be held. Such hearing will be held within fifteen (15) school days of the receipt of the request of the complainant. The Board shall render a decision in writing within fifteen (15) school days after the hearing has been concluded. The District shall retain documentation associated with complaints and investigations in accordance with Schedule ED-1.

Provisions for Students Who do not Feel Safe at School

The District recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be

scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the District's Code of Conduct.

Non-Retaliation

The District prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the District's website. Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The Board will receive the annual VADIR report, for each building and for the District as whole, with particular attention to the trends in the incidence of bullying. In addition, the Board will receive on an annual basis a more detailed report of the number of bullying incidents that occur, disaggregated by school, student demographic information and type of incident. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training. The District will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

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.

A. Annual Implementation and Review

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

- Providing copies of a summary of the code to all students. A discussion of the code of conduct will be at a general assembly held at the beginning of each school year.

- 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.
- Providing all new employees with a copy of the current code of conduct when they are first hired.
- Making copies of the code available for review by students, parents and other community members.

The Board will 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 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.

B. Definitions

For the purpose of this code, it is important that the following definitions are understood:

Alternative Education means a provision of educational service to an elementary or secondary student through the age of 21 in a manner other than in the regular full-time day school. Students may receive homebound instruction, reduced school day or receive educational service in some other setting.

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

Disability – (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law § 11[4] and Executive Law § 292[21]).

Disorderly Conduct means any act committed by an elementary or secondary student through the age of 21 that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

Employee – any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involved direct student contact (Education Law § 11[4] and 1125[3]).

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

Harassment – 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 emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation, or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law § 11[7]).

Public Display of Affection means excessive and/or offensive display of physical affection in a public setting.

Insubordination means the outright refusal to comply with the reasonable request of any staff member or responsible adult serving in the capacity of chaperone by an elementary or secondary student through the age of 21.

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

School Bus – ever motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142)

Sexual Orientation – actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law § 11[5]).

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.

Violent Student means a student through the age of 21 whom:

- Commits an act of violence upon a school employee, or attempts to do so.
- 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.
- Possesses, while on school property or at a school function, a weapon.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- 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 School 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 stud gun, pepper spray, or other noxious spray, explosive or other devise, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

C. Public Concerns

The Board of Education recognizes the right of community members to register individual or group concerns regarding instruction, district programs, materials, operations and/or staff members. The main goal of this district is to resolve such concerns with only the parties involved, whenever possible. Public concerns about the school district will be directed to the proper administrative personnel. Concerns about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant shall then contact the building principal; if there is no resolution on this level, the Superintendent of Schools shall be contacted. The Superintendent shall refer the issue to the Board for final resolution. It is the responsibility of the building principal to help in resolving the problem/concern, and/or to refer individuals to the next level of appeal. Matters involving specific classes, teachers or school rules should be brought to an administrator's attention before an individual addresses members of the Board of Education. All matters referred to the Superintendent and/or the Board must be **in writing**. Concerns registered directly to the Board as a whole or to an individual Board member shall be referred, as soon as it is reasonably possible, to the Superintendent for investigation, report and/or resolution. The continued interest and support of district schools by members of the school community is vital to the success of AuSable Valley students.

STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights And Responsibilities

The Board of Education assures district students that they shall have all the rights afforded them by federal and state constitutions and statutes. The district recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights. 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/her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others.

It shall be the right of each district student:

- To have a safe, healthy, orderly and courteous school environment.
- To take part in all district activities on an equal basis regardless of race, color, creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status or disability.
- To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law.
- To have school rules and conditions available for review and, whenever necessary, explanation by school personnel.
- To be suspended from instruction only after his/her rights pursuant to Education Law Section 3214.
- In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.
- To express his/her opinions verbally as long as his/her expression does not interfere with the rights of others or disrupt normal school operation.
- To be protected from intimidation, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender/gender identity, sexual orientation, or disability by employees or students on school property or at a school sponsored event, function or activity.

It shall be the responsibility of each district student:

- To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.

- To work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
- To conduct himself/herself, when participating in or attending school sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor and sportsmanship.
- To seek help to develop mechanisms to control anger and to solve problems that might lead to conduct referral.
- To be in regular attendance at school and in class unless legally excused.
- To arrive at school and class, on time, and prepared to learn.
- To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and property.
- To dress in accordance with standards as identified by the Board and the superintendent.
- To make constructive contributions to the school and to report fairly on circumstances of school related issues.
- To react to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- To accept responsibility for his/her actions.
- To respect one another and treat others fairly in accordance with the District Code of Conduct and the Provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment, or discrimination.

A. Recognition of Responsible Student Behavior and Accomplishments

Educators have learned that although steps to stop inappropriate behavior are necessary, praise and reward for responsible student behavior do more to encourage positive traits than anything else. Educators at AuSable Valley Central School District are encouraged to practice assertive discipline techniques that are positive and realistic when responding to negative behavior. The AuSable Valley Central School District recognizes responsible student behavior in many ways and encourages additional methods of recognition:

- Publicity of student achievement and activities in local newspapers and the District Newsletter
- Certificates for perfect attendance
- Individual Recognition Awards given by classroom teachers for positive social and academic growth
- National Honor Society induction ceremony and reception
- Publications of Honor and High Honor Rolls
- Athletic Awards Ceremonies
- Graduation Awards
- Recognition of Student Council and Class Officers
- Math Contest Awards
- Elementary School Awards Program (Academic, Athletic and Behavior)
- Middle School Awards Program
- Academic Awards Ceremonies
- Certificates of Endorsement
- Administrative Letters of Recognition

B. Student Due Process Rights

In situations involving misconduct, students shall have the opportunity to present their version of the facts and circumstances, and students will not be suspended unless their rights to due process, as identified in Education Law 3214, have been observed. Building principals may suspend a student for a period of up to five days. In cases of this type, the Principal conducts an informal hearing with the student and other individuals who may have information concerning the situation. When a suspension is

imposed the student and parent(s) are notified and a written record of the case is made. If the student and parents request, an informal conference will be held at which time the parents may question the person whose complaint initiated the suspension. School personnel will identify problems and pursue appropriate, reasonable measures to affect student behavior. Parents, students and school personnel must work together to ensure the maintenance of the proper atmosphere for learning. Our objective is to provide all students an equal opportunity to grow intellectually, ethically, socially, emotionally and physically.

The responses to student misconduct are designed to be fundamentally fair without imposing unreasonable burdens upon school authorities or students. General requirements in all instances include:

- Oral or written notice detailing the rules violation in the conduct referral.
- An opportunity for the referred student to “tell his/her side of the story” to the person whose responsibility it is to investigate the situation.
- Explanation of the evidence of violation upon which action is being taken, should the student deny the infraction has occurred.

When a student is referred to an administrator/designee for appropriate action, the administrator investigates the incident by meeting with the student and/or staff member, and additional students/staff as deemed necessary. Parental involvement ranges from written notification of the offense and consequence, to parent conferences with staff, student and if need be, outside agencies/authorities.

ESSENTIAL PARTNERS IN EDUCATION

A. Parents

All parents are expected to:

- Recognize that the education of their children is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe and orderly environment.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the school district.
- Build good relationships with Teachers, other parents and their children’s friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Teach their child(ren) respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen the child’s confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All district Teachers are expected to:

- Establish and maintain a safe, orderly and stimulating school environment that emphasizes active engagement of students in the learning process.
- Maintain a climate of mutual respect and dignity, which will strengthen students’ self-concept and promote confidence to learn
- Be prepared to teach.

- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom conduct plan
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. School Counselors

All district School Counselors are expected to:

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress career plans and graduation requirements.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administration and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Principals

All district Principals are expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for address of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
- Follow up on any incidents of discrimination and harassment that are witnessed, reported or otherwise brought to Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator.

E. Superintendent

The Superintendent of Schools is expected to:

- Promote a safe, orderly and stimulating school environment free from intimidation, discrimination and harassment, supporting active teaching and learning.

- Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
- Inform the board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F. Board Of Education

The Board of Education is expected to:

- Collaborate with student, teacher, administrator, parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- 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.
- Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- Lead by example by conducting board meetings in a professional, respectful, courteous manner.

There is a direct connection between the way students behave and the way they learn. Positive student behavior helps set the educational environment that allows teachers to teach and encourage students to learn. The District Student Conduct Committee cannot reasonably write a code of conduct in such detail as to anticipate every type of misconduct that could possibly occur. Therefore, various rules and policies (School District Code of Conduct, building handbooks, etc.) serve as a guideline encouraging students to become self-disciplined, responsible students making proper decisions which keep our school respectful, safe and organized for learning. Students, who cannot accept this responsibility and violate school rules, will be required to accept penalties and more regulated supervision. The vast range of penalties is listed in the Responses to Student Misconduct section. These penalties may be imposed either alone or in combination. Depending upon the nature of the violation, it is the Board's desire that responses to student misconduct be progressive, i.e. a student's first violation should merit a lighter penalty than subsequent violations. It is also the Board's desire that an employee or agent take into account all other relevant factors in determining an appropriate penalty. A number of areas involving student conduct merit special attention and are addressed in this section. Federal law and the Project SAVE legislation provide for automatic suspensions in the cases of weapons possession, violent behavior and repeated disruptiveness.

A. Dangerous Weapons In School

No student may have in his or her possession upon school premises, in a school vehicle or at a school sponsored program, any rifle, shotgun, pistol, revolver, other firearm, explosive, knives, dangerous chemical, or any object which is not necessary for school activities and which could be used as a weapon. The federal Gun-Free Schools Act of 1994 requires that any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.

- The superintendent’s belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

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

B. Other Violent Acts

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

C. Repeated Substantial Disruption or Interference With School Procedure

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

D. Engage in Conduct that Endangers the Safety, Morals, Health or Welfare of Others

Any Student who engages in conduct that endangers the safety, morals, health or welfare of others in violation of the Dignity for All Students Act may be subject to suspension from school for at least five (5) days. Examples include, but are not limited to:

- Discrimination, based on a person’s actual or perceived race, age, sexual orientation, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, disability as a basis for treating another in a negative manner on school property or at a school function.
- Harassment, 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, emotional or physical wellbeing based on a person’s actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religions practice, marital or veteran status, disability, sexual orientation, gender or sex.
- 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.
- “Cyber bullying” including the use of instant messaging, e-mail, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

E. 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 parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance, including hair style/color, jewelry or other accessories, make-up and nails, shall:

- Be safe, appropriate and not disrupt or interfere with the educational process. The following items are specifically prohibited: spiked jewelry and long pocket chains.
- Recognize that extremely brief garments and see-through garments are not appropriate. Examples include; muscle shirts, strapless tube tops, midriff tops, spaghetti straps, halter-tops, low cut tops, etc. Shirts must touch top of pants. In the case of leggings, shirts must extend to thigh area. Also recognize that any garment/accessory that detracts from the learning environment or is inappropriate is not allowed. No plunging necklines that expose cleavage.
- Ensure that underwear is discreetly covered with outer clothing. Skirt length will be approximately half way down the leg.
- The wearing of pajama bottoms and/or tops is not appropriate.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed. Slippers are not appropriate footwear.
- Not include the wearing of hats or other head covering except for a medical or religious purpose.
- Not include eyewear (i.e., tiger, alien, cat eye contact lenses) that obscures the natural appearance of the eye.
- Not include items that are sexually suggestive, vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, disability or gang related activities.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to remove the offending item and, replacing it with an acceptable item. Any student who refuses to do so shall be subject to a misconduct penalty, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further penalty, up to and including out of school suspension.

F. Student Protests, Demonstrations and Sit-Ins

The Board of Education and the Superintendent of Schools have the authority and responsibility to maintain order and discipline with the district's schools as is necessary to protect the safety and welfare of the students, to secure the educational environment within the schools, and to protect the real and personal property owned and maintained by the district from damage. While the Board of Education recognizes that students have a constitutional right to demonstrate peacefully during school hours, students are prohibited from engaging in conduct which otherwise endangers the safety, morals, health or welfare of themselves or others. The Board of Education prohibits students from willfully disrupting the routine and daily schedule of the school or school-sponsored event by participating in an individual or group activity, which has as its purpose the encouragement of noncompliance with an existing school policy, regulation or administrative decision. In addition, the Board prohibits students as individuals or groups from participating in sit-ins,

stand-ins, walk-outs and other similar conduct which disrupts the order and discipline of the school and/or endangers the safety and welfare of themselves and other students in the school.

G. Drug/Alcohol Misuse

No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function or event:

- Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate;
- Alcohol or any alcoholic beverage;
- Any glue, aerosol paint or any other chemical substance intended for inhalation;
- Any other intoxicant or mood-changing, mind-altering drugs;
- Any medication including over the counter drugs is administered by the school nurse and must have the prescription label on it with a note from the doctor regarding dosage and time to be given. An adult must transport it to school. Please do not send your child with the prescription or over the counter medicines. He/she cannot self-medicate.

“Use” means a student smoked, ingested, injected, imbibed, inhaled or otherwise taken internally a prohibited substance recently enough that is detectable by the student’s physical appearance, actions, breath or speech. “Under the influence” means a student’s faculties are noticeably impaired, but the student need not be legally intoxicated. Students are reminded that they are granted choices and if they choose to violate the Drug/Alcohol rule, the consequences of their behavior will be to serve the necessary discipline outlined in the Third Level of Misconduct of this policy. It is the intention of AuSable Valley Central School District to intervene at the earliest stages of student involvement with drug/alcohol use. Any student with an infraction of this drug/alcohol rule will be recommended to intervention services established by the District Drug and Alcohol Policy and Referral Program. Appropriate referrals and parental contact shall be made in any case involving substance misuse. Referral to other outside agency may be contacted by the administrator/designee as a means of following up on the behaviors related to this section.

Drug/Alcohol Use and Special Student Functions - Students under the influence and/or possession of drugs and/or alcohol at events sponsored by AuSable Valley Central School, including but not limited to school dances, athletic events, junior prom, senior ball and/or class trip, will be immediately removed from the event, have a parental contact made, be subject to further conduct review and in the case of seniors, may not be allowed to participate in the graduation ceremony.

H. 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 physical force cannot reasonably be used, reasonable physical force may be used to:

- Protect oneself, another student, teacher or any person from physical injury.
- Protect the property of the school or others.
- Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if the student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner’s regulations.

Investigation of Complaints - Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent of Schools. This written complaint will be forwarded to the school attorney within seven days. The Superintendent will investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the

punishment, the identity of the student or students punished, the reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the school attorney upon completion of the investigation.

I. Student Searches and Interrogations

The Board of Education 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 misconduct penalty on a student may question a student about an alleged violation of law or the district code of conduct. 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 before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the board authorizes the Superintendent, building Principals and school Nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct. An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or student’s belongings based upon information received from a reliable informant. Individuals, other than district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

J. Student Lockers, Desks, and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. The school district may also from time to time use trained police dogs for sniff searches of school lockers or vehicles on school property.

K. Documentation of Searches

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

- Name, age and grade of student searched.
- Reasons for the search.
- Name of any informant(s).
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.
- Person conducting search and his or her title and position.
- Witnesses, if any, to the search.
- Time and location of search.
- Results of search (that is, what item(s) were found).
- Disposition of items found.

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

L. 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:

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. 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. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside of school. This means:

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

M. 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 or her designee. The principal or his or 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 or 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 or her clothing in front of a child protective services worker or 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.

ALTERNATIVE EDUCATIONAL PROGRAMS

The alternative educational programs available to students of AuSable Valley Central School outside the regular classroom experience are:

- Committee on Special Education Assigned Programs

- Home Teaching
- Alternative Education
 - New Horizons Program
 - Vocational Programs
- Summer School (6-12)
- Reduced School Day

DISCIPLINE OF STUDENTS WITH DISABILITIES

The discipline of students with disabilities will follow the most recent reauthorization of IDEA which can be found in Part 201 regulations of individuals with disabilities act (IDEA). For a copy of Part 201 regulations, please contact the Special Education Office at 834-2800, extension 3502.

MAINTENANCE AND ENFORCEMENT OF PUBLIC ORDER IN SCHOOL

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No Person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- 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.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- 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.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages and/or controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- Loiter on or about school property.
- There will be no card or casino type games played for money.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.

- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Leave school grounds without authorization.
- Possess or use a skateboard on school grounds.
- Smoking on school grounds.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

- 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.
- Students: They shall be subject to conduct referral as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in classified service of the civil service entitled to the protection of Civil Service Law §75: They shall be subject to immediate ejection and disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described above: They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building principal or his or her designee sees an individual engages in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate a conduct referral against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves the right to pursue a civil or criminal legal action against any person violating the code. **The types of misconduct and levels of severity are applicable to students in K-12. Specific rules and regulations for students in the elementary, middle and high school are found in the student rules/handbooks/brochures.**

A. Procedures

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

1. Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. The student will be provided transportation home.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who present serious conduct problems may have their riding privileges suspended by the building principal or the superintendent or the designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. 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 penalty involved.

4. In-school suspension

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a school counselor 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. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours or on the next school day. The teacher must complete a district-established conduct referral form and meet

with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day. Within 24-hours or on the next school day after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal or on the second school day following the removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal. The principal or principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

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

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Each teacher must keep a complete log (on district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. 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 case 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.

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

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending

authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal 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. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she 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 him or her and the right to present witnesses and other evidence on his or her behalf. The superintendent shall personally hear and determine the proceeding or may, in his or her 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 him or her. 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.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct posed 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.

B. Pins Petition

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 he or she requires supervision and treatment:

- Being habitually truant, and not attending school as required by part one of Article 65 of the Education Law.
- 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. Penalties

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

- Oral warning – any member of the district staff.
- Parent contact – transportation supervisor, activity advisor, athletic director, coaches, school counselors, teachers, director of special education, dean of students, principal, superintendent.
- Written warning – hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, dean of students, principal, superintendent.
- Written notification to parent – hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, dean of students, principal, superintendent.
- Special assignment (written or oral) – school counselors, teachers, athletic director, director of special education, dean of students, principal, superintendent.
- Behavioral contract – school counselors, teachers, athletic director, director of special education, dean of students, principal, superintendent.
- Teacher/Parent/Student Conference – school counselors, teachers, athletic director, director of special education, dean of students, principal, superintendent.
- School Counselor Referral for follow-up
- Detention – teachers, dean of students, principal, superintendent.
- Suspension from transportation – director of transportation, dean of students, principal, superintendent.
- Suspension from athletic participation – coaches, athletic director, dean of students, principal, superintendent.
- Suspension from social or extracurricular activities – activity director, dean of students, principal, superintendent.
- Suspension of other privileges – dean of students, principal, superintendent.
- In-school suspension – dean of students, principal, superintendent.
- Removal from classroom – teachers, dean of students, principal.
- Short-term (five days or less) suspension from school – principal, superintendent.
- Long-term (more than five days) suspension from school – principal, superintendent.
- Involuntary transfer – dean of students, principal, superintendent.
- Alternative Education Placement/Homebound Instruction; Special Education Temporary Educational Placement; CV-Tec – dean of students, director of special education, principal, superintendent.
- Outside Agency Referral – school counselor, dean of students, director of special education, principal, superintendent.
- Law Enforcement Referral - dean of students, principal, superintendent.
- Permanent suspension from school – superintendent.

DISCIPLINARY MEASURES

First Level of Misconduct	
<p>Description</p> <p>-Misconduct on the part of the student that interferes with the orderly operation of the school. These misbehaviors will be handled by an individual staff member.</p>	<p>Procedure</p> <p>-There is immediate intervention by the staff member who is supervising the student or who observes the behavior. Any misconduct, which results in student removal, must be accompanied by a written referral and is automatically considered a Level II violation.</p>
<p>Examples</p> <ul style="list-style-type: none"> • Classroom disturbance • Classroom tardiness/late to school • Passive defiance to complete assignments/to carry out directions • Violation of bus regulations • Littering • Graffiti • Auditorium/Lunch study disturbance • Cafeteria disturbance • Bullying • Dress code • Pass abuse • Lack of preparation for class • Public display of affection • Cheating/Plagiarism • Abusive/Profane language or gestures • Unreasonable noise • Insubordination/disrespect/defiance • Entering unauthorized areas 	<p>Possible Response Options</p> <ul style="list-style-type: none"> • Verbal reprimand or warning • Written warning • Special assignment • Behavioral contract • Teacher/student/parent conference • Withdrawal of privilege • Time-out (In classroom) • Parent contact • Referral to School Counselor

Second Level of Misconduct

<p>Description</p> <p>-Frequent or serious misconduct that tends to disrupt the learning climate or interferes with the orderly operation of the school. These infractions, which usually result from continuation of Level I misconduct, require the intervention of personnel on the administrative level because the execution of Level I response options has failed to correct the situation. Also included in this level are examples of misconduct which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel.</p>	<p>Procedures</p> <p>-Repeated misconduct requires a parent/teacher contact with referral to the administrator for appropriate response. The administrator meets with the student and if necessary, the teacher and effects the most appropriate response. The teacher is informed of the administrator's action. A proper and accurate record of the offense and the administrative response is maintained by the administrator and a copy is forwarded to the parent.</p>
<p>Examples</p> <ul style="list-style-type: none"> • Continuation of behavior of Level I misconduct • Leaving school grounds without authorization • Defacing property • Cutting class • School tardiness • Bullying • Cheating/Plagiarism • Forgery/Lying • Truancy • Use of or possession of tobacco products/lighter/ matches • Use of or possession of unauthorized objects/ materials (cell phone, MP3 player, etc., determined by Administration) • Distribution of materials without approval from principal • Violation of internet acceptable use policy 	<p>Possible Response Options</p> <ul style="list-style-type: none"> • Continuation of administration of consequences from Level I response • Letter to parent • Referral to outside agency • Detention • In-school suspension • Out-of-school suspension • Referral to school counselor for follow-up • Temporary removal from class (individual periods of ISS or principal's office) • Suspension from transportation • Suspension from athletic participation • Suspension from social or extracurricular activities • Suspension of other privileges • Schedule Change

Third Level of Misconduct

<p>Description</p> <p>-Acts directed against persons/property that could potentially endanger the health/safety of others in the school. These acts might be considered criminal but most frequently can be handled by student conduct review mechanism in the school. Corrective measures, which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.</p>	<p>Disciplinary Procedures</p> <p>-The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator.</p>
<p>Examples</p> <ul style="list-style-type: none"> • Bullying • Continuation of behavior of Level II misconduct • Stealing • Intimidating behavior/harassment/sexual harassment • Smoking or chewing tobacco on school grounds • Automobile misuse • Hazing • Verbal altercation • Vandalism • Engaging in lewd behavior • Disorderly conduct • Unauthorized presence on school property • Violation of internet acceptable use policy • Racism/Religious slurs • Attacks on sexual orientation 	<p>Possible Response Options</p> <ul style="list-style-type: none"> • Continuation of administration of consequences from response options from Level II • Homebound instruction • Alternative program • Out-of-school suspension • Outside Agency Referral • Possible legal consequences

Fourth Level of Misconduct

<p>Description -Acts which result in violence to another’s person or property or which pose a direct threat to the health or safety of others in school. These acts are clearly criminal and are so serious that they require administrative actions that will result in the immediate removal of the student(s) from school, the intervention of law enforcement authorities, and possible further action by the district.</p>	<p>Disciplinary Procedures -The administration verifies the offense, confers with the staff involved and meets with the student. The student is immediately removed from the school environment and parents are notified. School officials contact law enforcement agency and assist in prosecuting offender if necessary. A complete and accurate report is submitted to the Superintendent for possible Superintendent’s Hearing where the student is given a full due process hearing.</p>
<p>Examples</p> <ul style="list-style-type: none"> • Continuation of behavior of Level III misconduct • Use, possession or distribution of alcohol, non-controlled medications and other substances • Destruction of property • Threatening another with bodily harm/menacing • Bullying • Arson • Extortion • Bomb threat/False 911 calls • Possession/use/transfer of dangerous weapons/ fireworks/explosive devices • Assault/battery/reckless endangerment • Theft/possession/sale of stolen property • Fighting/Violent behavior • Furnishing/selling/possession of illegal or suspected illegal substances • Pulling a fire alarm/AED • Theft (over \$1,000) • Violation of internet acceptable use policy 	<p>Possible Response Options</p> <ul style="list-style-type: none"> • Continuation of administration of consequences from response options from Level III • Suspension until Superintendent’s Hearing • Alternative educational placement • Legal consequences (law enforcement referral, initiation of legal action) • Other district action deemed necessary and appropriate
<p>Bibliography *Education Law, Rules of the Board of Regents, and Regulations of Commissioner of Education, State Education Dept., Albany, New York *Guidelines for Student’s Rights and Responsibilities, State Education Dept., Albany, New York, 1997 *School Law – 31st Edition, A Handbook for School Board Members, New York State School Board Association</p>	

AVCS Middle School-High School Personnel

High School Principal-----Javier Perez
Middle School Principal-----Philip Mero
Director of Health, PE & Athletics-----Kurt Munson
Director of Counseling-----Matthew Rogers
Director of Special Education-----Aimee Defayette
High School Counselor-----Renee Annacone
High School Counselor-----Julie Favro
Middle School Counselor-----Kaylene Lunan
School Nurse Teacher-----Carrie Brand
Food Service Director-----Michelle Martineau
Superintendent of Buildings and Grounds-----Randy Pray

Administrative Assistants

-High School-----Pam Rushia
-Middle School-----Wendy Jennings
-Attendance Office-----Mary Durgan
-Counseling Office-----Peggy McCallister
-Health Office-----Patty VonDell
-Special Education-----Lori McCallister
-Substitute Coordinator-----Andrea Mitchell