

**Parent/Student Handbook
Gilboa-Conesville Central School
2023-2024**

BOE Approved: 8/16/23

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The Parent/Student Handbook may be accessed online at:

<https://www.gilboa-conesville.k12.ny.us/documents/parents/student-handbook/125463>.

For a paper copy of the Parent/Student Handbook, please call (607) 588-7541, option 2 or email jmerwin@gccs.us

“Together Toward Excellence”

**MISSION STATEMENT
GILBOA-CONESVILLE CENTRAL SCHOOL**

“TOGETHER TOWARD EXCELLENCE”

The Gilboa-Conesville School community works together to create a safe and nurturing learning environment that accepts all students as individuals as they strive to achieve their academic and personal potential as responsible citizens and lifelong learners.

BOARD POLICY ON NON-DISCRIMINATION

The Gilboa-Conesville Central School Board of Education does not discriminate in hiring practices or membership and/or participation in any curricular or extracurricular activities on the basis of race, sex, marital status, color, religion, national origin or any disability.

Welcome Message

September 2023

Dear Parents/Guardians:

Welcome to the 2023-2024 school year! A new year and new learning and experiences await your child(ren) and we look forward to seeing them on the first day of classes!

In addition to our new Superintendent, Mrs. Bonnie Johnson, Ms. Jacqueline Frederick joined the administrative team this summer as Elementary Principal, supervising UPK through 6th grade. Ms. Frederick comes to us with a wealth of experience, most recently as Elementary Principal at Hunter-Tannersville. Please welcome them both. Ms. Davis will transition to Secondary Principal, overseeing 7th through 12th grades.

Please also welcome several new faculty and staff members: Ms. Rebecca Billingsley - Elementary Art Teacher, Mrs. Ashleigh Carr - Elementary Special Education Teacher, Mrs. Victoria Gray - English Teacher 7-12, Ms. Connie Spanhake - Elementary Reading, Ms. Allison McGuire (Case) - Business Electives Instructor, Mr. Daniel Minalga - Technology Electives Instructor, and Mrs. Chenille Allen - Vocal Music Instructor. We continue to interview for vacancies as needed.

Although semi-retired, Mrs. Jo-Ann Diamond will remain with us part-time as our Family and Consumer Sciences teacher, and we appreciate her continuing in this capacity. Additionally, Mr. Jack Loewenguth is our BOCES Technology Support technician, and will also be here on a part-time basis.

Along with changes in personnel, there have also been changes in the Code of Conduct regarding Personal Electronic Devices, as well as changes to Attendance Procedures. Please review the Parent/Student handbook with your child(ren) so they are aware of these changes prior to the start of classes on September 7.

In order to streamline communication with parents and students, look for an update to the Gilboa-Conesville Central School app, which will allow 'one-stop' access to instructional programs, athletic teams, dining options, clubs and student activities. Look for this feature in early September.

As with last year, our first priority will be maintaining the health and safety of our students and staff. This includes attending to their emotional needs and mental well-being. Faculty and staff will continue to focus their efforts to improve student learning outcomes. We hope to see you at our many events throughout the year, beginning with Open House on September 26.

We look forward to working with you and your child(ren) over the course of this school year!

Go Wildcats!

The Gilboa-Conesville Central School Administrative Team

*This handbook contains a lot of pertinent information on the rules, expectations and procedures in the daily operation of our school. Some have changed, so please take the time to review the handbook **with** your child(ren). We ask that parents/guardians and students sign a form to acknowledge that they have reviewed it and return the form by*

Monday, September 25, 2023

SCHOOL PHONE NUMBERS

Superintendent's Office (Main Office) 607-588-7541
Bus Garage 607-588-9822
School Fax Number 607-588-6820
School e-mail Address, login@gilboa-conesville.k12.ny.us

BOARD OF EDUCATION

Mr. Michael Fleischman	President
Mr. Gregory Woodcock	Vice-President
Mr. Karl Gockel	Board Member
Mr. Howard Mattsson	Board Member
Mrs. Jacquelyn McGuire	Board Member

ADMINISTRATION

Mrs. Bonnie Johnson	Superintendent
Ms. Shawn Davis	7-12 Principal
Ms. Jacqueline Frederick	PK – 6 Principal

OFFICE

Ms. Mandy VanValkenburgh	District Secretary
Mrs. Marianne Romito	District Treasurer
Mrs. Alissa Cox	School Nurse
Mrs. Lori Standhart	Account Clerk/Typist
Mrs. Denise Rose	Senior Account Clerk/Typist
Mrs. Tara Cammer	Guidance/C.S.E. Secretary
Mrs. Janice Merwin	Principals' Secretary

SCHOOL FACULTY

Mrs. Tanya Adams	UPK
Ms. Adrienne Wood	Kindergarten
Mrs. Darcy Jaeger-Brand	Grade 1
TBD	Grade 1
Mrs. Holly Shaul	Grade 2
Mrs. Amanda Ross	Grade 3
Mrs. Jana Tyree	Grade 4
Ms. Courtney Conley	Grade 5
Ms. Lindsay Timm	Grade 6
Mrs. Jo-Ann Diamond (retired)	Family & Consumer Sciences
Dr. Janna Buell	CSE Chairperson
Ms. Jacqueline Cestare	Special Education/AIS
Mrs. Ashleigh Carr	Special Education
Ms. Melissa McDonald	Special Education
Mrs. Connie Carr	Elementary Education
Mrs. Michelle Dumas	Literacy and AIS Services
Mrs. Erin Niklas	AIS Services
Ms. Rebecca Billingsley	Art, PK-9
Mr. Michael Meli	Art, 8 - 12
Mr. Daniel McGlynn	Physical Education/Health /Athletic Coordinator
Ms. Claudia Owen	Physical Education
Mrs. Isabella Warner	Instrumental Music
Mrs. Chenille Allen	Vocal Music
TBD	Library Media Specialist
Mr. Andrew Dumas	English
Mrs. Victoria Gray	English
Mrs. Jamie Durkin	Mathematics
Mrs. Anne Kovac	Mathematics

GCCS PHONE MENU

1. District Office of Superintendent & Bus Notes
2. Principals' Office
3. Nurse's Office
4. Guidance Office
5. Special Education Office
6. Business/Treasurer's Office
7. Cafeteria
8. Lester Chase/Building & Grounds Office
9. Athletic Coordinator's Office

Mrs. Jill Eichler	Science
Mrs. Michele Wyckoff	Science
Ms. Amy Wilson	Spanish
Ms. Michelle Fleischman	Social Studies
Mr. John Niklas	Social Studies
Mr. Christopher O'Connell	Social Studies
Mr. Daniel Minalga	Technology
Mr. Daniel Ringuette	School Counselor
Ms. Dawn Bialkowski	School Counselor
Ms. Carrie Bowman	Speech

BOCES Specialists/Support

OT/PT	TBD
School Psychologist	Mrs. Lauri Gordon
IT Support	Mr. Jack Loewenguth

LICENSED TEACHING ASSISTANTS/AIDES

Ms. Bonnie Bailey	Mrs. Robin Haight	Mrs. Julie Paes
Ms. Brenda Berger	Ms. Felina Marshall	Ms. Shannon Proudman
Mrs. Denise Calabrese	Ms Jamie Lindsley	Mrs. Kelly Reynolds
Mrs. Cindy Cestare	Ms. Allison McGuire	
Mrs. Melanie Goodwin	Mrs. Margaret Myers	

CAFETERIA STAFF

Mrs. Danielle Proudman	Manager/Cook
Mrs. JoAnn Hanson	Cook
Ms. Dawn Kuzma	Cook
Mrs. Sandra Mattice	Food Service Worker
Mrs. Janette Reynolds	Food Service Worker
Ms. Rosetta Richardson	Food Service Worker

CUSTODIAL STAFF

Mr. Lester Chase	Head Custodian
Mr. Richard DiGiovanni	Custodian
Mrs. Stephanie Cook	Cleaner
Mrs. Kris Diemer	Cleaner
Ms. Dawn Kuzma	Cleaner
Mr. Scott Snyder	Custodian
Mr. William "Dave" Snyder	Custodian

TRANSPORTATION

Mr. Carl Fancher	Transportation Supervisor
Mr. Philip Berger	Driver
Mr. Brian Caron	Driver
Mrs. Christine Fancher	Driver
Mr. Lawrence Fancher	Driver
Mr. Robert Haas	Driver
Mrs. Brenda Hughes	Mechanic Helper/Driver
Mr. August "Richie" Juliano	Driver
Mrs. Elizabeth Kamna	Driver
Ms. Doreen Mauer	Driver
Mrs. Michelle Molinaro	Driver
Ms. Raquel Morgan	Driver
Mr. Ivan Wood	Mechanic/Driver

USE OF SCHOOL FACILITIES

School facilities may be used only with prior approval of District. External entities/organizations requesting use of school facilities must contact the Main Office for application/forms. Internal use of facilities by staff/student organizations must be requested via the Building Use Form.

§7210 GILBOA-CONESVILLE CENTRAL SCHOOL COMPREHENSIVE ATTENDANCE POLICY

I. Objectives of Attendance Policy

Education Law requires that the students enrolled in the schools of this district attend school on every school day unless legally excused. The education program offered by this district is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Unwarranted absences (those which are not congruent with state regulations for acceptable absences), which especially occur at or near vacation periods, have highly adverse effect on the student as well as the entire educational program. Therefore, the Board of Education urges all parents to make every effort for their children to be in attendance.

The objectives of this attendance policy are:

1. To accurately track the attendance, absence, tardiness and early departure to and from the school;
2. To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
3. To track student location for safety reasons and to account to parents regarding the location of children during school hours;
4. To improve student learning through:
 - 1) Consistent student attendance
 - 2) Preservation of continuity in classes for presentation of content and skills by teachers
 - 3) Improved class dynamics

Since the above objectives can best be met through regular school attendance, students at the Gilboa-Conesville Central School are required to maintain their attendance at a minimum level of 89% throughout the year. According to the school's grading policy, a student's grade is determined by both a student's class average (based on grades from tests, quizzes, projects, and so on) and a student's class participation. Students may make up work which is factored into the student's class average. Excessive absence for any reason that causes attendance to fall below the 89% mark will seriously jeopardize the student's ability to pass and/or receive credit for a course.

II. Attendance Definitions

Whenever used within the Comprehensive Attendance Policy, the following definitions apply:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absences
 - a) Excused: absences for illness, religious holidays, sickness or death in the family, court ordered appearance, college visitations, attendance at health clinics or other medical visits, military obligations, other instruction as approved by the Superintendent.
 - b) Unexcused: absences for all other reasons, such as hunting, family trips, work, etc.
 - c) Truancy: absent from school without consent of parent or guardian.
3. Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
4. Tardiness
 - a) Excused: when a student is late to a class or to school for a legitimate/legal reason, that student will present a pass to the classroom teacher signed by another teacher or a note from a parent.
 - b) Unexcused: when a student is late to class or school and fails to produce a pass or a note.
5. Students more than 15 minutes late to a class will be considered absent for that class.

6. A student will be considered absent excused if an administrator removes the student from a class for disciplinary reasons. A student assigned to in-school suspension will receive no class participation points for the day and the day will be counted as an absence **if** the student does not complete the assigned class work during in-school suspension.
7. Students who are absent from school on a given day for more than 50% of the scheduled day or 3 1/4 hours may not participate in any after school extra-curricular activities. Normally, this means that students must arrive at school by 11:15 a.m. in order to participate in after school activities.
8. Absences caused by conflicts within the school program will be resolved on an individual basis by the teachers and administrators involved and will not be counted as an absence. These arrangements should be completed in advance whenever possible.
9. There will be no discrimination between excused and unexcused absences as far as consequences imposed under these regulations are concerned.

III. Coding System

The following coding system shall be used to indicate the nature and reason for a pupil's missing all or part of scheduled instruction:

AE =	Absent Excused	R =	Leave and Return to school
AU =	Absent Unexcused	S =	Illness
T =	Tardy	D =	Death in Family
M =	Absent/Dr. or Dentist	O =	Other
FS =	Family Illness	F =	Field Trip
B =	Band/Chorus/Specials	TU =	Tutored
I =	In School Suspension	CV =	College Visit
U =	Out of School Suspension	C =	Court Appointment
L =	Leave Early	Q =	Quarantine
X =	Tardy and Leave Early		

The time that the pupil arrived or departed will be recorded next to the entry code describing the nature and reason for the student missing all or part of scheduled instruction, or otherwise recorded in the computerized attendance system.

IV. Attendance Supervision Officer

The Building Principals shall be designated as ~~the~~ Attendance Supervision Officers. The Attendance Supervision Officer is responsible for reviewing pupil attendance records and initiating appropriate action to address excused or unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy.

V. Strategies and Incentives to Encourage Student Attendance

A. Minimum Attendance Requirement

1. Students must attend a minimum of 89% of a course's scheduled classes in order to earn credit for the course. Any excused absence, for which the student has completed assigned make-up work, will not be counted as an absence for the purposes of determining whether the student has attended sufficient classes to receive course credit under this provision. In a full year course that meets 180 days a year, students may lose credit if their absences exceed 20 total absences for the year. In half-year or every other day courses that meet 90 days a year, students may lose credit if their absences exceed 10 total absences for the year.
2. In cases of medical emergency or extended illness requiring extended absence from school, it is the responsibility of the parent or guardian to notify the school that such a condition exists. The failure to do this in a timely fashion may jeopardize the student's ability to receive course credit. Students and their families must arrange with the school for a supervised program of home study as soon as possible. After receiving medical documentation that a student's medical condition requires home

tutoring, the district will provide a tutor for the student. Every two hours of supervised home tutoring will count as a day of attendance for the student.

3. In cases where a student has been given a long-term (i.e., greater than 5 days) out of school suspension for disciplinary reasons, the days spent on suspension will count against the student in loss of credit hearings unless the student attends alternative academic instruction provided by the school during the full term of suspension. Every two hours of supervised tutoring will count as a day of attendance for the student.
4. Each marking period, teachers will mark the number of tardies and absences a student has accumulated in their classes on the student's report card. The report card will serve as notification to students, parents and/or guardians of the student's attendance status. Teachers will provide make-up work upon request so that students who are in jeopardy of forfeiting class credit due to excused absences have the opportunity to earn credit for the course.
5. At the end of each marking period, the principal's office will review the report cards for the total number of absences that a student has accumulated in each class. When a student reaches or surpasses 6 absences for full year classes or 3 absences for half-year classes, the principal will notify students and parents or guardians by letter of the dangers of credit loss. Students and parents or guardians may request a meeting at that time if they wish.
6. At the end of the marking period in which the student reaches or surpasses 13 absences for full year courses or 6 days for half-year courses, an attendance hearing will be held. The purpose of this hearing will be to review attendance records, to give students and parents an opportunity to verify absences, to assess the underlying causes of absences, to develop a remedial plan to improve attendance and to establish attendance expectations. The emphasis in this hearing will be on helping the student to correct the problems leading to absence. This may include referral to an appropriate social service agency, referral to counseling, participation in a dropout prevention program, etc. At the end of the marking period in which the student exceeds the maximum number of yearly absences allowed (20 for a full year course and 10 for a half year or every other day course), a denial of credit hearing will be held. This hearing will be conducted by the Superintendent, who will determine the appropriate course of action suited to the individual circumstances of the student. The consequences may include full or partial credit loss.

B. Notice of Absences

1. If a student is to be absent on a school day, parents should call the Health Office (607 588-7541, option 3) at the school by 9:00 a.m. to inform the school and to request assignments. If a pupil is marked as absent from school and if the school has not been notified of a pupil's absence, the district shall attempt to contact the pupil's parent(s) or person in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school.
2. The student must present a written excuse, signed by parent/legal guardian, on the day he/she is returning to school following each absence. An absence will be considered unexcused unless school authorities are informed otherwise.
3. The school will call home when a student does not bring a written excuse to the Health Office, explaining the absence or tardiness. If phone contact is unable to be made or if the student has three or more unexcused absences or tardies, a letter will be sent home reminding parents about the policies regarding attendance and the consequences of having unexcused absences or tardies. A parent may request a conference to discuss the absences or tardies with the Principal.

C. Academic Consequences of Absences and Tardies

1. All students are encouraged to obtain and to complete make-up assignments for their excused absences. However, the absence will still count as an absence in a loss of credit hearing should

the student's yearly attendance rate drop below the 89% minimum level of attendance required for course credit. Students will be required to make up seat time in order to meet the 89% minimum attendance requirement.

2. Students must request make-up work from their teachers on the next day the class meets when the student returns to school after an absence. Individual teachers will determine the make-up work required and establish both the procedures and the time guidelines (Ordinarily, a student will have one day for each day absent to make up work.). Students who fail to follow these procedures and time guidelines will forfeit the right to make up work.
3. Tardiness is disruptive to the education of both the tardy student and to the other students in the class. In cases of repeated tardiness, students fail to demonstrate the appropriate learning behaviors required of students in a classroom. Teachers have both the right and the responsibility to factor a student's tardiness into the class participation grades that a student receives as part of their academic grade.

D. Disciplinary Consequences of Absences and Tardies

1. Whenever a student is absent from school for either the whole day or part of the day, the student is required to provide a written note from a parent or guardian explaining the reason for the absence. This note must be given to the school nurse on the day after returning to school from an absence. The failure to provide a note within this period of time will cause the absence to be classified as unexcused.
2. Attendance code violations (unexcused absences, truancies, class skips, and unexcused tardies) are disciplinary infractions that violate both the educational laws of New York State and the discipline and attendance policies of the school district. Consequences for such violations will be determined individually according to the school's code of conduct. Students who accumulate a total of 12 unexcused class absences in a year shall be deemed chronic attendance code violators. For purposes of this definition, three unexcused tardies equals one unexcused absence.
3. Chronic attendance code violators may be suspended from extracurricular activities. In general, this will mean that they may NOT participate in activities, including but not limited to dances, games, junior prom, senior trip, etc. A student who has been designated as a chronic attendance code violator may regain eligibility when the student completes five consecutive school weeks with no unexcused absences. The student may remain off ineligibility by continuing to have no unexcused absences
4. For the purpose of disciplinary hearings, students classified as chronic attendance code violators will be deemed to have committed serious infractions of the school's disciplinary code and such infractions will warrant more severe penalties. Subsequent attendance code violations will be dealt with progressively within the context of the school's disciplinary code.

E. Incentives

Faculty shall work with administration to create and implement classroom and school wide based programs for excellent attendance, including but not limited to additional privileges, recognition events and awards, and other school traditions.

F. Intervention Strategy Development

Where the administration determines that existing intervention strategies or practices are insufficient, the administrator shall notify the Board of Education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.

G. Counseling

The District shall offer consistent counseling to students with chronic attendance problems.

Amended: 08/17/2022

Absence from School

Illness can spread quickly and easily in the classroom. If your child has a fever, severe cough, headache, sore throat or other symptoms of serious illness, it is advisable to keep your child home for the day. Please call the school before 9:00 a.m. to notify the nurse that your child will not be in attendance and to request that work be sent home (607 588-7541, option 3).

When your child returns to school after an absence, he/she needs to bring in a written excuse stating the date and reason for the absence. Our school does have an attendance policy which requires attendance at school for at least 89% of the time in order to ensure proper credit. Students who have excused absences will be permitted to make up the work/assignments missed for the day(s) of excused absence. Students who miss an excessive amount of school may have to repeat a grade or be referred to social services agencies to correct the problem.

If your child is seriously ill and will not be able to attend school for a week or more, please contact the school as soon as possible. With medical documentation, the school will provide tutoring to help your child keep up with the work he or she might miss during an extended illness.

Attendance and Behavior at School Activities

1. In order to participate in any after school activities, including games, dances, trips, etc., students must be in school at least half of the school day and not on the Academic Ineligibility List. Exceptions must be approved by the Principal in advance. Students must be in school by 11:30 a.m., or leave school no earlier than 11:30 a.m., In both cases students must provide an excuse note for their late arrival/early departure.
2. The school discipline code is in effect for all school activities, at school or away from school.
3. Possession, use or distribution of any contraband/prohibited substances is not allowed on school property at any school sponsored activities.
4. Elementary students may stay for after school activities only with authorized supervision and a written permission note from home. Transportation home from these events must be provided by parents at the specified times.
5. Students (PK – 6) are allowed to attend evening events, such as basketball games, **only when accompanied by parent or guardian**. Elementary students are expected to sit with their parents or guardians during the game.
6. Most high school dances are an ‘open dance’, which means that current high school students (Grades 7-12) are welcome, unless on the Academic Ineligibility List, to attend. All students will be expected to take and pass the breathalyzer test before entry to the dance. Gilboa-Conesville alumni and former students will not be admitted to dances without prior permission from the 7-12 Principal.

Staying After School/After School Activities

Ordinarily, elementary students are not expected to stay after school. They are expected to ride the bus home when school is dismissed.

Occasionally, there will be scheduled events for elementary students after school. Parents will receive notices about those events on the monthly calendar and from classroom teachers. There is no school transportation home from these events. Parents are expected to pick up their children at the event's conclusion. We ask that if you ever want your child to stay for such an event, please send in a permission slip or note to let us know. We will not allow students to stay after school without your written consent.

Parents are asked not to allow their children to stay after school for any other reasons unless it has been cleared with the student's classroom teacher and supervision is arranged.

Early Dismissal/Late Arrival Procedures

Students who arrive late to school or must be dismissed early must provide an excuse note. Only legal absences from class will be considered excused. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the state. Absence from classes, even when approved by parent or guardian is still recorded as an absence according to our attendance policy. The building principal(s) shall assume this responsibility or shall designate an individual to review and approve all requests. Parents should not excuse their children for trivial reasons, and should schedule routine medical or dental appointments during vacation periods or outside school hours as much as possible.

The parent of any elementary student leaving school or returning to school must sign in or out at the nurse's office.

When early dismissals are necessary, please follow these procedures:

1. **EARLY EXCUSES:** Students must present a written parental request to the Upper Office prior to 8:15 a.m. to be dismissed early. Students must sign-in and out at the Upper Office. Written requests should include a telephone number so requests can be verified.
2. **ILLNESS:** Any student who becomes ill during the school day should request permission from the teacher to see the nurse. The nurse will call the student's home to arrange transportation home. If the nurse is not in the building, the student is to report to the Upper Office.

Release Time for Religious Instruction

Absence of a pupil from school during school hours for religious observance and education will be excused upon request in writing signed by the parent and/or guardian of the pupil.

The courses in religious observance and education must be maintained and operated by or under the duly constituted religious bodies. (Commissioner's Regulations Section 109.2)

Tardiness

Students who arrive late to school must sign in at the Upper Office. A note signed by a parent or guardian, with phone number, must be presented at the time of arrival. The office staff will issue an ADMIT slip so that tardy students are admitted to class.

Students who are late to a class from another class are expected to present a signed pass from the teacher who detained the student indicating the reason for lateness. Unexcused tardies carry consequences for students affecting both the student's class participation grade and the awarding of course credit (See section on Disciplinary Consequences of Absences and Tardies). In addition, students who are chronically late to class may be assigned disciplinary consequences by teachers.

Class Skips

Each time a student skips a class, he will be called to the office, and the parent or guardian will be contacted by the classroom teacher. The total number of skips accumulated is based on all classes rather than on any single class. For example, a student's first skip may be in English, a second in Math, and a third in Social Studies.

IN ALL CASES:

1. A zero will be given for any test or assignment missed as the result of a class skip. Students should be given the opportunity to get homework assignments and notes.
2. Parents will be notified of a class skip by the teacher.
3. The student will be responsible for all material covered in the class skipped and any assignment that may have been given.

§7410: GILBOA-CONESVILLE CENTRAL SCHOOL – CODE OF CONDUCT

I. Introduction

The Gilboa-Conesville Central School District Board of Education 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, either on or off school property. 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.

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

II. Definitions

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom {on school property or at a school function.}

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

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

"Gender identity" is one's self-conception as being male/female, as distinguished from actual biological sex or assigned at birth.

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

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

"School function" means any school-sponsored extra-curricular event or activity {regardless of location.}

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"Violent student" means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee, {student} or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

The district is committed to safeguarding the rights given to all students under state and federal law and district policy. Each member of the school community should be treated fairly. We also believe that each student should accept and fulfill appropriate responsibilities, and, in so doing individuals will come to value resultant privileges. Responsibility is inherent in the exercise of every right and it must be emphasized that lack of responsibility means a weakening of rights. Under FERPA, student records are protected.

A. In addition, to promote a safe, healthy, orderly and supportive school environment, all district *students have the right to:*

1. Attend school in the district in which his/her parent or legal guardian resides.
2. Take part in all district activities on an equal basis regardless of race, weight, age, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation, or disability.
3. Be respected as an individual.
4. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
5. Have the opportunity to formally express and resolve his/her grievances.
6. Be able to communicate with the Board of Education.
7. Present their version of the relevant events to school personnel authorized to impose a disciplinary consequence in connection with the imposition of the consequence.
8. Have a right to reasonable privacy of that person and his/her property in school.
9. Have student's records available for inspection upon request of authorized parties.
10. Be represented by an active school government selected by free election.
11. Have access to information, individuals and agencies providing assistance to students concerning substance abuse and/or severe personal problems.

B. *Student Responsibilities*

All district students have the responsibility to:

1. Attend school daily, except for legal absences, and be in class, on time, and prepared to learn.
2. Be aware of graduation requirements and programs in order to use and develop capabilities to the maximum.
3. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property. Accept that school will be an orderly place for all students to gain an education.
4. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Address all staff members with appropriate titles and last names (e.g., Mr. Smith, Mrs. Jones, and Ms. Carter).
8. Express their opinions and ideas in a respectful manner so as not to offend, slander or restrict the rights of others, and work to develop mechanisms to manage their anger.
9. State concerns/ask questions when they do not understand.
10. Pursue informal discussion to resolve any grievances before moving to a formal stage.
11. Know their legal rights and accept the consequences of his/her behavior.
12. Be aware of actions which constitute serious and dangerous wrongdoing and refrain from such acts (e.g., possession of contraband, drugs, etc.)
13. Take an active part in the student government by running for office, conscientiously voting for the best candidates, making his/her concerns known to the representatives and supporting their decisions.
14. To seek information and advice on those situations where the student feels a need.
15. Seek help in solving problems.
16. Dress appropriately for school and school functions.
17. Accept responsibility for their actions.
18. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
19. Take care of school property and school grounds.
20. Abide by the rules of field trips.
21. Use technology respectfully and appropriately.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child (ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules, program mandates, graduation requirements and help their children understand them so that their children can help create a safe, supportive school environment.
8. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
9. Maintain and convey to their children a supportive attitude toward education and the district.
10. Build positive, constructive relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Participate actively in their children's education.
15. All parents are expected to participate in meetings in a constructive, respectful, civil and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
16. All parents are expected to communicate with any and all school personnel through the school either through the offices or through email and not contact school personnel at their homes.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Inform parents and guardians of changes in the school situation which may affect student conduct or performance.
9. Know appropriate state standards, curriculum and mandates.
10. All teachers are expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
11. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
12. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
14. Be aware of mandated reporting requirements and how to make a report.

C. School Counselors

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students {and parents} their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students {and parents} with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.
12. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
13. Know and communicate to students and parents state standards, reporting of scores and how to interpret these scores, graduation requirements, state mandated programs and assistance available.
14. The School Counselor is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
15. Be aware of mandated reporting requirements and how to make a report.
16. Be able to interpret student data.
17. Distribute information to parents in a timely manner i.e. information on SAT, ACT, AP exams, Scholarship deadlines, applications for college.

D. Other School Personnel

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the code of conduct.
4. Help children understand the district's expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical Health or safety of any student, school employee, or any person who is lawfully on school Property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.
8. Be aware of mandated reporting requirements and how to make a report.

E. Principals /Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff and parents have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators {approach the principal} for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.

7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
12. Know and communicate to students and parents state standards, graduation requirements, state mandated programs and assistance available.
13. The Principal is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
14. Be aware of mandated reporting requirements and how to make a report.

F. The Dignity Act Coordinator(s) -Principal or their designee

1. Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the district-wide and building level bullying prevention Committee (Counselor, Principal).
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of the district's bullying Prevention policy.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

G. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Maintain confidentiality in accordance with federal and state laws.
5. Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff
10. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
11. Know and communicate to students and parents state standards, graduation requirements, state mandated programs and assistance available.
12. The Superintendent is expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
13. Be aware of mandated reporting requirements and how to make a report.

H. Board of Education

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. 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.
6. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
7. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
8. Board of Education members are expected to participate in meetings in a constructive, respectful and safe manner. It is expected that all parties involved with a meeting will adhere to the behaviors that will lead to an environment where this happens.
9. Address issues of harassment or 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.
10. Address personal biases that may prevent equal treatment of all students and staff.

V. Student Dress Code

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

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

1. Require clothing cover intimate parts of the body at all times.
2. Be appropriate for the learning environment, including footwear. Subject specific footwear may be required, including, but not limited to: physical education class, technology class(es), and recess.
3. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage/depict other illegal or violent activities.

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

VI. Prohibited Student Conduct

The Board of Education {and the school community} expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

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

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

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

A. *Engage in conduct that is disruptive/disorderly.* Examples of disorderly conduct include, but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that is profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted to be in any area of our school building without supervision and permission from an administrator or staff member.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. *Engage in conduct that is insubordinate.* Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators, chaperones or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for classes, skipping classes or leaving school without permission.
3. Refusing to serve consequences assigned for disciplinary infractions.
4. Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of district procedures.

C. *Engage in conduct that is violent.* Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property.
8. Sexual assault/contact.

(continued)

D. *Engage in any conduct that endangers the safety, physical or mental morals, health or welfare of students, staff or others.* Examples of such conduct include, but are not limited to:

1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury, including horseplay.
2. Lying to school personnel.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight, age or disability to deny rights, equitable treatment or access to facilities available to others as a basis for treating another in a negative manner.
6. Harassment, including sexual harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment.
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily or emotional harm.
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking a cigarette, synthetic cannabinoids, cigar, pipe, e-cigarettes/vaping or using chewing or smokeless tobacco.
12. Loitering, which includes more than one student in a bathroom stall at one time.
13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either {or possessing drug paraphernalia.} "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs." Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct. While these products are sold legally as incense, herbal mixtures, or potpourri, they are commonly smoked.
14. Inappropriately using or sharing prescription and over-the-counter drugs.
15. Gambling.
16. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner. This includes by electronic means, i.e. sexting.
17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
18. Using or possessing laser lights or laser pens.
19. Not listening to adults and following rules on field trips.
20. Writing inappropriate comments about other students.
21. Damaging school property or equipment.

E. *Engage in misconduct while on a school bus.* It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

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F. *Engage in any form of academic misconduct.* Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Destruction or theft of another's honest work or academic effort.
6. Assisting another student in any of the above actions.

G. *Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.* Examples of such misconduct include, but are not limited to:

1. Cyber bullying (i.e., inflicting willful and repeated harm through the use of electronic text/medium).
2. Threatening or harassing students or school personnel over the phone, cell phone or other electronic medium.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee in order to maintain a safe environment for our school community. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

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

VIII. Disciplinary Penalties, Procedures and Referrals

Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

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

Every student and all the employees of the District have the right to a peaceful and safe environment. If the conduct of a student reported to an administrator is related to bullying, cyber bullying, harassment, sexual harassment, texting

or disorderly conduct that causes a disruption of school or the learning process related to these offenses, or threatens the maintenance of a safe and peaceful environment, the conduct may be reported to Law Enforcement with the District's cooperation.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Consequences

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 that penalty, consistent with the student's right to due process.

1. Oral warning - any member of the district staff
2. Written warning and notification to parent - bus drivers, teacher aides, teacher assistants, coaches, teachers, guidance counselor, principal, superintendent
3. Detention - teacher assistants, teachers, principal, superintendent
4. Suspension from transportation - director of transportation, principal, superintendent
5. Suspension from athletic participation - coaches, principal, superintendent
6. Suspension from social or extracurricular activities - principal, superintendent
7. Suspension from other privileges, to include but are not limited to field trips, prom., ability to use computer, senior trip, walking for graduation- principal, superintendent
8. In-school suspension - principal, superintendent
9. Removal from classroom by teacher - teachers, principal
10. Short-term (five days or less) suspension from school - principal, superintendent
11. Long-term (more than five days) suspension from school - superintendent, board of education
12. Permanent suspension from school - superintendent, board of education
13. Law enforcement involvement
14. Disciplinary consequences can carry over from one year to another.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning and notification to parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teacher assistants, teachers, principals and the superintendent may use after school detention or lunch detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty after the student's parent has been notified and the student has appropriate transportation home following detention.

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 director of transportation's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the director of transportation or building principal or superintendent. 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 Section 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, extracurricular 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 Section 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 the Principal 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." The in-school suspension teacher will be a certified teacher or a substitute teacher approved by the Board of Education.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law Section 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 "removal" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly (under direct supervision of the teacher); (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance 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 classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to three 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.

The teacher must complete the school disciplinary 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 after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the district's code of conduct.
- c. The conduct warrants suspension from school pursuant to Education Law Section 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 a 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. The educational programming and activities should also include an examination of the causes for the disruptive behaviors as well as strategies for controlling those behaviors upon returning to the classroom.

Each teacher must keep a complete log 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 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 building principal.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension, 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 Section 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 poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

(continued)

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

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

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

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

4. Students that possess, are consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct.

Any student, other than a student with a disability, who is possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substance, or is under the influence of either, will be suspended from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. 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 by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.

3. PINS Diversion/ Intake Program

This is a voluntary program designed to divert students out of the family court system. It is for sixty days or with permission of the judge it may be extended an additional sixty days. The goal is to correct/ resolve the inappropriate behavior/ problems within the four months.

4. Juvenile Delinquents and Juvenile Offenders

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

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law Section 1.20 (42).

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

IX. Alternative Instruction

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

X. Discipline of Students with Disabilities

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

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

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

A "suspension" means a suspension pursuant to Education Law Section 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education

program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The board, the district superintendent of schools or the building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - i. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. Section 930 (g)(w) which includes a "weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable or causing death or serious bodily injury."
 - ii. "Controlled substance" means a drug or other substance identified in certain provision of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - iii. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. Synthetic Cannabinoids (Marijuana) is also considered a prohibited substance by the GCCS Code of Conduct. While these products are sold legally as incense, herbal mixtures, or potpourri, they are commonly smoked. They can cause significant negative health effects.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

1. The District's Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, synthetic cannabinoids or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subject to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, synthetic cannabinoids or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - i. Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - ii. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engages in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for

discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

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

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency or due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

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

XI. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

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

XII. 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 disciplinary 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 and/or the building principal 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 the student's belongings based upon information received from a reliable informant. Individuals, other than the 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.

The board also authorizes school officials to use a breathalyzer to determine if students are under the influence of alcohol. The breathalyzer may be used at all extra-curricular activities as well as during school hours. If a staff member suspects that a student is under the influence of alcohol but that student refuses to submit to the breathalyzer test, his/her parents shall be called and the student will be sent home.

A. 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.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of their clothing, other than an outer coat or jacket. District employees are prohibited from conducting strip searches of students under any circumstances.

C. Documentation of Searches

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

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

The building principal(s) or the principals' designees shall be responsible for the custody, control and disposition of any illegal or dangerous item 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(s) is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent time 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 the school. This means:

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

E. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to the superintendent, building principal or his or her designee. The authorized school official shall set the time and place of the interview. The school official 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 or 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 school district official of the opposite sex.

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

XIII. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the Upper Office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the upper office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. The Board of Education encourages parents and other district citizens to visit the district for school events.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function. Synthetic Cannabinoids (Marijuana) is considered a prohibited substance.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Consequences

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law Section 3020-and or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law Section 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 (3) and 5 (4). 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 / 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 engaged 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/ her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his /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/ 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 disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XV. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students in classes or at a class meeting or at an assembly to be held at the beginning of each school year.
2. Providing students with an opportunity to review the information in the code and discuss it in a class or at a class meeting.
3. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
4. Posting the complete Code of Conduct on the school website: www.gilboa-conesville.k12.ny.us and making copies available in the Main office.
5. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the complete 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. On-going professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

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.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

GILBOA-CONESVILLE CENTRAL SCHOOL DISTRICT - POLICY

Amended 11/2010

Amended 6 / 27 /12

Amended 08/17/2022

Alcohol and/or Drugs Possession/Use/Distribution

The Board of Education of the Gilboa-Conesville Central School District is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of the District and the program elements the District will use to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances injurious to ~~your~~ health. It is the clear intent of the Board of Education and the Gilboa-Conesville community that ours will be a drug free and smoke free school and that violators of this policy shall be punished. The school is a Drug Free Zone. Violations of drug laws in a Drug Free Zone carry an automatic penalty.

The prevention of alcohol and drug abuse is the responsibility of our entire school community, students, parents, faculty and community members. We must work together so that drugs and alcohol are not allowed in our school and students who have drug or alcohol problems receive the assistance they need. Information provided by students and parents is encouraged and will be treated in strict confidence.

The District believes

- * alcohol, tobacco and other drug use/abuse are preventable and treatable.
- * alcohol and other drug use/abuse inhibit the District from carrying out its central mission of educating students.
- * School Staff should model the behavior asked of students.
- * while the District can and must assume a leadership role in alcohol, tobacco, and other drug use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.
- * the District is committed to support and assist students with drug use/abuse assessment and counseling where students are receptive and want help.

No persons, including students or staff members, may use, possess, sell, or distribute alcohol or other drugs/substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, or trips, foreign and domestic, except drugs as prescribed by a physician. The terms "alcohol and other drugs" shall be construed throughout this policy to refer to the use of all substances including, but not limited to alcohol, inhalants, marijuana, synthetic cannabinoids (marijuana) cocaine, hallucinogens, amphetamines, barbiturates, look-alikes, heroin, steroids, and any of those substances commonly referred to as "designer drugs." The inappropriate use of any prescription and over-the-counter drug shall also be prohibited.

The procedures that will be followed with students who are thought to be under the influence or in possession of alcohol or other drugs are outlined below.

1. The teacher will immediately contact an administrator and request that he come to the classroom.
2. The administrator will escort the student to the office.
3. The nurse will be called to evaluate any possible danger to the student's health. Medical attention will be sought if needed.
4. A breathalyzer test may be administered to the student. Refusal to submit to the test will result in the student being sent home.
5. The student and student's possessions will be searched.
6. The student's parents will be called to apprise them of the situation.
7. The appropriate law enforcement agency may be called to report the problem.
8. If the student is guilty of an infraction, the discipline code will be followed as outlined below.
9. If it cannot be determined that the student is guilty of an infraction, the situation will be discussed with the student and the student's parents to prevent similar situation from occurring in the future.

Students who are found to be guilty of violating the discipline code regarding use and/or possession of drugs (including synthetic cannabinoids) and/or alcohol may be subject to the following consequences:

1. Involvement of the Police Department
2. 5-day out of school suspension
3. Recommendation to substance abuse counseling program; agreement to begin counseling during suspension may reduce length of out of school suspension to 3 days.

Additionally, the following persons shall be prohibited from entering school grounds or school-sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other drugs/substances.

Tobacco/Vaping Products

The use of tobacco products including e-cigarettes is not permitted on school property. Any student who is caught smoking or chewing tobacco will receive consequences according to the Code of Conduct. Since students do not carry tobacco products with them unless they intend to use them, all tobacco products will be confiscated by school staff to help students stay out of trouble. Loitering in bathrooms is defined as more than one student in a bathroom stall at one time. Students loitering in the bathrooms will also be assigned disciplinary consequences.

Personal Electronic Devices (not including Chromebooks or school-issued devices)

Students and their parents must read the personal electronics devices procedures and return a signed form that they have read the procedures at the beginning of the school year. Signing the form acknowledges acceptance of the procedures. Students will not be permitted to have their personal devices at school until the signed form is returned.

The GCCS Board of Education and GCCS school personnel are not responsible for any damage or loss of a student's personal electronics. Students are responsible for securing their own personal devices.

All personal electronic devices should be stored out of sight with ringers silenced during all instructional periods. **Students are encouraged to place their devices in their lockers or in classroom locations as directed by the classroom teacher.**

Personal electronic devices are not to be used or visible in Rest Rooms, Locker Rooms, or Offices.

Students are allowed to use personal electronic devices at the discretion of staff in lunch and Study Halls as long as the student is not on the Ineligibility List, Network/Technology Access Suspension List, or No Devices List.

Students who need to contact parents are to request to go to the Upper Office or the 1929 Guidance Office to use the office phone.

Students may not use devices inappropriately. Inappropriate usage includes but is not limited to:

- Cyberbullying and Harassment
- Sexting
- Unauthorized photo, video, or audio recording during school hours and at school-sponsored activities
- Unauthorized use of photos, videos, or audio recordings during school hours and at school-sponsored activities
- Academic misconduct as plagiarism, copying, cheating, and assisting others in academic misconduct
- Allowing others to connect to a personal electronic device via "hotspot" function

Students must comply with staff directives regarding Personal Electronic Devices, including surrendering their devices(s) if caught violating these procedures in any way. Violations of any parts of these procedures will result in loss of the privilege (placed on the No Devices List) and/or further disciplinary consequences.

The Principal or their designee shall be responsible for informing all students and their parents of the personal electronic devices procedures at the beginning of the school year and any revision made during the school year.

Disciplinary Consequences Guidelines

All consequences are considered possible penalties and are imposed at the discretion of GCCS administration.

<i>Infraction</i>	<i>1st Offense</i>	<i>2nd Offense</i>	<i>3rd Offense</i>
A. Disorderly Conduct/Disruptive Behavior			
Classroom Disruption	D	D+	ISS
Directed Profanity (Staff/Students)	ISS	ISS+	ISS+
Disruption to School Operations	ISS	ISS+	OSS
Driving/Parking without permit	W	Loss of Permit/D	Loss of Permit/D
Hallway Disruption	W	D	D+
Inappropriate Behavior	W	D	D+
Indirect Profanity	W	D	D+
Obstructing Traffic (Vehicle/Pedestrian)	W	D	ISS
Lewd/Vulgar/Abusive Language	D	ISS	ISS+
Trespassing/Loitering	W	D	ISS
Verbal Altercation	LD	D+	ISS
Violation of Acceptable Use Policy (Network)	W/LD	NS + D/ISS	NS + ISS/OSS
B. Insubordination			
Dress Code Violation	W/change dress	D/change dress	D+/change dress
Leaving Class w/o permission	W	D	D+
Leaving School Grounds w/o permission	ISS	ISS/OSS	OSS
Misuse/Abuse of Hall Pass	D	D/Pass Restriction	D+/Pass Restriction
Refusal to Comply with Staff Directive(s)	D	D+	ISS
Refusal to Serve Consequences	2X consequence	ISS	ISS+/OSS
Skipping Class	D	D+	ISS
Tardies to School (unexcused)	One D for each 3 unexcused Tardies		Referral to CPS/ Attendance Hearing
Tardies to Class (unexcused, 3 or more)	D	D+	ISS/Attendance Hearing
Truancy	ISS	ISS+	ISS+Referral to CPS/ Attendance Hearing
Unauthorized use of electronic device	W/device confiscated	D & device confiscated for parent pick up	D+ & device confiscated for parent for parent pick up Placement on 'No Devices' List
C. Violent Behavior			
Arson	OSS/Referral to Law Enforcement		
Criminal Mischief/Vandalism	ISS/Restitution	OSS/Restitution	OSS/Restitution
Physical Assault (w/Physical Injury)	OSS (5 days unless otherwise determined by Superintendent)		
Possession/Use/Distribution of Weapon	OSS (at least one calendar year unless otherwise determined by Superintendent)		
Sexual Assault/Contact	OSS/Referral to Law Enforcement		
Threat to Use a Weapon	OSS	OSS/Law Enforcement	OSS/Law Enforcement

D. Endanger safety, morals, health or welfare of others

Dignity Act Violation	W	ISS	ISS+
False Alarm	ISS	ISS+	OSS
False Written Statement to School Official	ISS	ISS	ISS+
Forging Legal Documents	ISS	ISS/OSS	OSS
Gambling	W	D	D/ISS
Indecent Exposure/Sexting	OSS	OSS	OSS
Intimidation, Harassment, Menacing, Bullying, Cyberbullying, Discrimination, Hazing, Defamation	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS
Misusing/Sharing OTC/Prescription Medications	D/ISS	ISS/OSS	OSS
Larceny/Theft	ISS/OSS	ISS/OSS	OSS
Lying to School Personnel	W	D	D +
Physical Contact/Minor Altercation	W/D/ISS	D/ISS/OSS	ISS/OSS
Possession/Use/Sale/Distribution of Drugs/ Drug Paraphernalia or Alcohol	OSS (5 days unless otherwise determined by Superintendent)		
Possession/Distribution of Obscene Material	W/D/ISS	D/ISS/OSS	OSS
Possession/Use/Sale/Distribution of Tobacco, Tobacco Paraphernalia/E-cigarettes/Devices	ISS	ISS+	OSS
Reckless Endangerment (including Horseplay)	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS
Reckless Destruction of Property	ISS & Restitution	OSS & Restitution	OSS & Restitution
Threat of/Dangerous Action (including through electronic medium)	D/ISS/OSS	D/ISS/OSS	ISS/OSS
Unauthorized Photography/Video/Audio Recording of Students/Staff	W/D/ISS/OSS	D/ISS/OSS	ISS/OSS

E. Bus Misconduct

Violations as listed A-E	consequences as listed in A-E above, plus possible bus suspension		
Eating/Drinking	D	D+	D+
Refusing to Stay Seated	D	D+	Bus Suspension
Failure to Keep Head/Hands/Feet Inside Bus	D	D+	Bus Suspension
Failure to Keep Devices on Mute	D	D+	Bus Suspension
Refusing to Change Seats as Directed by Driver	D	D+	Bus Suspension

F. Academic Misconduct

Copying Work	D & no credit	D+ & no credit	ISS & no credit
Cheating	D & no credit	D+ & no credit	ISS & no credit
Destruction of Another's Work	ISS	ISS+	ISS+
Plagiarism	ISS	ISS+	ISS+
Assisting Another in Any of the Above	Same consequence will be assigned		

W=Warning**D=Lunch Detention or After School Detention****ISS=In-School Suspension****OSS-Out-of- School Suspension****NS=Network/Technology Access
Suspension**

Detention Guidelines

As a result of violations of the behavior code, students may be assigned to a lunch detention or after school detention. The following conditions will apply:

1. Students will serve lunch detention during their regularly scheduled lunch period.
2. Students may be expected to complete satisfactorily a written assignment.
3. No talking, sleeping or recreational activities are allowed during the detention period.
4. A student who does not comply with these rules will be assigned additional detention periods or in-school suspension.
5. Repeated behaviors may require after school detention. The district encourages parents to support the school in this decision. Therefore, it is encouraged that parents provide transportation to pick up their student following an after-school detention.

In-School Suspension – Purpose & Guidelines

The purpose of In-School Suspension is to provide disciplinary measure as an alternative to out-of-school suspension, provide a more positive disciplinary measure aimed at helping the misbehaving student by allowing him/her to atone for improper school behavior while utilizing the suspension time to work on school studies, and to introduce more personal guidance counseling to students with behavioral problems.

Guidelines

When it becomes necessary, as per the district discipline policy, for a student(s) to be placed on in-school suspension, the following guidelines will be in effect:

1. The hours of in-school suspension will be from the beginning of 1st period through the end of 9th period. Students desiring breakfast will eat before in-school suspension begins. Students will not be allowed to go to their lockers after in-school suspension begins.
2. In-school suspension will focus on school work during the hours of suspension.
3. Students assigned to in-school suspension for the first time for certain offenses may be assigned a modified in-school in the in-school suspension room. These students will be escorted to and from their classes. All other rules and procedures of in-school suspension will be followed.
4. Students assigned to in-school suspension more than twice will be referred to the Guidance Counselor for assistance regarding in-school behavior.
5. Any insubordinate behavior during or related to the in-school suspension program will result in additional in-school suspension or out-of-school suspension. Some examples of insubordinate behavior are:
 - a. Refusing to do school work during in-school suspension
 - b. Sleeping during in-school suspension
 - c. Talking during in-school suspension
 - d. Reporting late to in-school suspension at any time
 - e. Failure to report to in-school suspension when assigned
 - f. Insubordinate behavior during the in-school suspension day
 - g. Any other violations of the discipline policy
6. When possible, in-school suspension will be assigned in advance allowing for planning of school work.
7. Parents will be notified by letter informing them of the specific incident and the duration of the suspension. Further, when possible, parents will be called by the building principal or his designee.
8. Students assigned to in-school suspension will be ineligible for all in-school and after school activities on that day.
9. All in-school suspension assigned to students will be served. If in-school suspension is missed for legal reasons it will be reassigned on the next available day that in-school is scheduled. If it appears that a student is deliberately avoiding the in-school suspension with absences, then out-of-school suspension of up to five (5) days will be instituted, and a Superintendent's Hearing may be scheduled.

Bus Suspension Guidelines

When it becomes necessary, as per the district discipline policy, for a student to be placed on bus suspension, the following guidelines will be in effect:

1. A student placed on bus suspension will be required to be transported to and from school by a parent/guardian.
2. Parents will be notified by letter of the specific incident and the duration of the bus suspension.
3. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.
4. Parents may have reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.

§8275 INTERNET PROTECTION POLICY AND ACCEPTABLE USE POLICY

General Information

Internet access will be provided to students in accordance with the terms of these guidelines. Internet access from school computers is reserved solely for educational purposes. Use by outside groups is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction, and shall be limited to those educational purposes and governed by these guidelines. Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

The School District reserves the right to monitor all Internet activity including transmission and receipt of e-mail. Use of e-mail is limited to School District purposes.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images which are obscene, pornographic or harmful to minors shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language which advocate or promote violence or hatred against particular individuals or groups of individuals or promotes the superiority of one racial, ethnic, or religious group over another shall not be displayed. For purposes of these guidelines the phrase harmful to minors means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Prohibited Conduct

No student shall while using a computer or other device connected to the Internet:

1. Access, transmit or retransmit material which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like.
2. Access, transmit or retransmit any information which is harmful to minors as that phrase is defined in these guidelines.
3. Access, transmit or retransmit material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
4. Access, transmit or retransmission of digital images of a sexual or pornographic nature.
5. Use or possess bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
6. Use encryption software from any access point within the School District.
7. Transmit credit card or other personal identification information, including home addresses or telephone numbers from any School District computer.
8. Transmit e-mail through an anonymous remailer.
9. Access the Internet from a School District computer using a non-School District Internet account.

10. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication, or enter a chat room without the express permission of the staff member supervising the computer resource.
11. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the School District or any network connected to the Internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
12. Disable or attempt to disable filtering software. However, such filtering software may be disabled for bona fide research or other lawful purposes, when an administrator of the building in which such research or other lawful activity will be conducted has given permission to disable the filtering software.

In addition to those penalties set forth in the student discipline code, a violation of these Internet Guidelines may also result in loss of Internet privileges.

Opinions, advice, services, and all other information expressed on line are those of the on-line authors and not of the district. The Internet contains information pertaining to a variety of subjects. Not all of this information is accurate or reliable, particularly where the advice of medical, legal, accounting or other professionals would be appropriate.

Users are advised not to rely on advice found on the Internet. The School District is not responsible for such advice.

The School District does not guarantee or imply that access to the Internet will always be available when students want access or that the software provided by the district will always work as intended. The School District is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

Adopted: October 10, 2018

Technology Use Guidelines

1. Computer use is a privilege; respect that privilege.
2. You are responsible for helping to take care of the computers. Use them as a tool to aid in your education.
3. Computers are to be used for educational purposes (word processing, research, etc.). Games may not be played while a class is in session or when others need to do research. Teachers will set classroom guidelines for computer usage.
4. Students must be supervised by a staff member when using computers.
5. Use only those programs and files authorized for your use and only for the purpose for which they are authorized.
6. No food or drink should be near a computer.
7. Respect others' privacy. Do not look at others' files without permission; do not take others' files and pass them off as your own; do not take others' passwords and **do not share passwords**.
8. Do not use the computer to harass others, through E-Mail, social networking sites i.e. Facebook, twitter, etc. or some other means.
9. You will be held accountable for activities performed by others using your password and login.
10. You must abide by all copyright laws and all federal and state laws and regulations pertaining to computers.
11. You are responsible for reporting to a teacher any missing components, damage or otherwise atypical situations/problems.
12. You will be responsible to pay any expenses incurred for unauthorized computer use or abuse. Disciplinary action will be taken for unauthorized computer use or abuse.
13. Technology/computer use on or off school property that spills into school and disrupts the educational process may have disciplinary action following the code of conduct.

ACADEMIC CALENDAR/CLOSINGS/EARLY RELEASE OR DISMISSAL

GILBOA-CONESVILLE CENTRAL SCHOOL 2023-2024 SCHOOL YEAR

SEPTEMBER					
M	T	W	TH	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

OCTOBER					
M	T	W	TH	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

NOVEMBER					
M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

DECEMBER					
M	T	W	TH	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

JANUARY					
M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

HOLIDAYS & CONFERENCE DAYS

September 4	Labor Day
September 5 & 6	Conference Days
September 7	Classes Begin
October 6	Conference Day
October 9	Columbus Day
November 16	Parent/Teacher Conferences – Evening only
November 17	Parent/Teacher Conferences - Early Release at 11:30 a.m.
November 10	Veterans Day
November 22-24	Thanksgiving Recess
Dec.25–Jan. 1	Holiday Recess
January 15	M.L. King Jr. Day
February 19	President's Day
February 19-23	Winter Recess
March 15	Conference Day
March 21	Parent/Teacher Conferences – Evening only
March 22	Parent/Teacher Conferences - Early Release at 11:30 a.m.
March 29-Apr. 5	Spring Recess
May 24-27	Memorial Day Break
June 19	Juneteenth
June 26	Last Day of School
June 28	Class of 2024 Graduation

DAYS IN SESSION

SEPTEMBER	19
OCTOBER	21
NOVEMBER	18
DECEMBER	16
JANUARY	21
FEBRUARY	16
MARCH	20
APRIL	17
MAY	21
JUNE	17
TOTAL	186

TESTING DATES

January 23-26	Regents Exams
April 10–12	ELA Tests Grades 3-8
May 7-9	Math Tests Grades 3-8
June 4	Regents Exam
June 14-26	Regents Exams

Note: Six emergency days are built into calendar.



= Vacation or Holiday



= Early Dismissal



= Conference Day



= Regents/State Exams

FEBRUARY					
M	T	W	TH	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29		

MARCH					
M	T	W	TH	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

APRIL					
M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

MAY					
M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

JUNE					
M	T	W	TH	F	
3	4	5	6	8	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

School Closings

Notice of emergency school closing will be given over radio stations WRIP (97.9) and WFLY (FLY 92) and over television stations WRGB (Channel 6), WTEN (Channel 10) and WNYT (Channel 13) as early as possible on days that school must be closed.

Early Dismissal Days/Early Release Days

K-12 Early **Release** Day - Students will be bused home at 11:30 AM. Students attending BOCES and Special Programs in the afternoon or all day will be bused home at the end of the day as usual.

K-12 Early **Dismissal** Day- All students will be bused home at a specified time.

Monthly Calendar

A monthly calendar with scheduled events and the month's breakfast and lunch menu will be sent home with elementary students and can be found on the school’s website <https://www.gilboa-conesville.k12.ny.us>.

CAFETERIA/FOOD IN SCHOOL

Cafeteria

Menus are sent home on a monthly basis. Breakfast and Lunch for the 2023-2024 school year are free for all enrolled students. We encourage all families to complete the Household Income Eligibility Forms for the purpose of state aid funding for our district. All students will receive free meals regardless of information provided.

Extra breakfast, lunch and a la carte items may also be purchased. Breakfast and Lunch prices are as follows:

- a. Breakfast Grades UPK - 12 \$1.95
- b. Adult Breakfast \$3.35
- c. Lunch Grades UPK - 3 \$2.65
- d. Lunch Grades 4-12 \$2.90
- e. Adult Lunch \$5.18 (including tax)
- f. Milk \$.50
- g. Additional Student Breakfast \$1.60
- h. Additional Student Lunch \$2.50
- i. Fruit \$.50

Students are expected to eat a complete lunch before they spend money on snack items and ice cream.

Snack milk is **not** included as part of the free breakfast and lunch program. The classroom teacher collects snack milk money at 50 cents per day. Please put the snack milk money in a separate envelope clearly marked “snack milk money.” Please send in checks whenever possible.

Snacks

Primary grade students have a snack time in the afternoon. We ask that students take turns providing snack for the class. For the health and safety of all students, we ask that the snacks be pre-packaged crackers, cereal, cookies, etc. Please send home made baked goods only on special occasions. A snack calendar will be sent home each month with your child’s snack day marked. You may send in snack ahead of time if it is easier for you.

Reporting Concerns

If you have a concern you would like addressed, please use the following chart in order to have the appropriate staff member help to solve your concern. Please begin with the 1st contact. If your concern has not been addressed, please continue to the next contact.

Topic/Area	1st Contact	2nd Contact	3rd Contact	4th Contact	5th Contact
Academics/ Classroom	Teacher	School Counselor	Principal	Superintendent	Board of Education
Athletics	Coach	Athletic Coordinator	Principal	Superintendent	Board of Education
Behavior (classroom)	Teacher	Principal	Superintendent	Board of Education	
Board Policies	District Clerk	Superintendent	Board of Education		
Budget	Business Manager	Superintendent	Board of Education		
Building Use	Building & Grounds Supervisor	Superintendent	Board of Education		
Classroom Procedures	Teacher	Principal	Superintendent	Board of Education	
CROP Program	CROP Group Leader	CROP Supervisor	Principal	Superintendent	
Curriculum	Teacher	Principal	Superintendent	Board of Education	
Extracurricular Activities	Adviser	Principal	Superintendent	Board of Education	
Facilities Maintenance	Building & Grounds Supervisor	Superintendent	Board of Education		
Health Services	School Nurse	Principal	Superintendent	Board of Education	
Nutrition/ Cafeteria	Cafeteria Manager	Principal	Superintendent	Board of Education	
Scheduling	School Counselor	Principal	Superintendent	Board of Education	
Special Education	Teacher	Principal	CSE Chairperson	Superintendent	Board of Education
Tax Bills	Tax Collector	Business Manager	Superintendent	Board of Education	
Transportation (behavior)	Bus Driver	Principal	Superintendent	Board of Education	
Transportation (Stops, Runs, etc.)	Transportation Supervisor	Superintendent	Board of Education		

Telephones

Students should have a pass during the school day to use office telephones. Students may use office phones after obtaining permission from office staff. Use is permitted on an emergency basis only during the school day.

HEALTH OFFICE/SCHOOL NURSE

Absence from School (*see page 8*)

Accidents

All accidents on school grounds/buses/school events off school grounds should be reported to the Health Office/School Nurse as soon as possible. The limited medical Insurance carried by the school usually is only a secondary coverage, which means that your health insurance must be used first. Check with the nurse for the details of the policy.

Health Services

Our school has a full-time school nurse available whenever school is in session. The nurse provides first aid for students as necessary. Students who are feeling ill should report to the Health Office. Those with definite illnesses will be sent home with parents. The only medications that the nurse may dispense are prescription medications. Students should bring medications to school and leave them with the nurse. Medications brought in must be in their original prescription bottles.

If a student has a particular medical problem, the parents should discuss it with the school nurse as soon as possible, particularly if the condition will affect anything at school.

Physicals: Our school doctor gives physical exams to all students in grade levels recommended by the state. Sports physicals are offered in June for students who will be participating in the interscholastic sports program for the next school year. Contact the school nurse for more information.

Screening: The Office provides a variety of health screening services throughout the year. Annual vision and hearing screenings are conducted on students through grade 10. Color deficiency screening is done in Kindergarten.

TRANSPORTATION

Bus Passes

In cases where a student is to go home with another student or to get off the bus at a place other than their regular stop, a written or verbal request must be submitted by the parent/guardian.

Transfers between buses for personal reasons will be allowed provided: (1) Prior written request is made by the parents and approved by school authorities; (2) The capacity of the delivering bus is not exceeded; and (3) Additional travel by the vehicle is not required.

Transportation & Bus Behavior

The daily transportation of students is a great responsibility and requires that all of us heed certain rules of safety. Although regular transportation is provided, the student may be denied the privilege of riding the buses for improper conduct. The bus driver's primary responsibility is safe driving of the bus to and from its destination. In order to fulfill this responsibility, the following rules are in effect:

1. Observe safe conduct as in the classroom.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the bus driver at all times.
6. Do not smoke/vape.
7. Do not be destructive. Any damage to the bus is to be reported to the driver at once.
8. Stay in your seat and remain seated until told to leave.
9. Keep head, hands and feet inside the bus.
10. No radios or personal music devices on the bus.
11. The bus driver is authorized to assign seats when necessary.
12. The driver is in full charge. Students must obey the driver or chaperone at all times.

Each bus driver has the same authority as a teacher and is empowered by the Board of Education to so discharge his duties that he may safely carry out his duty of transporting students. Bus drivers' instructions to students shall be obeyed immediately by each student.

Please be advised that video surveillance (cameras) are installed on buses for monitoring reasons.

Bus Misconduct

First offense may result in a written notice to parents; second incident may result in a parent and administrator conference; third incident may result in a suspension of up to five days; repeated incidents may result in further suspension of bus privileges.

Any act considered an endangerment to the welfare of the bus or its occupants may result in immediate suspension from riding the bus.

ACADEMIC PROGRAM

GENERAL INFORMATION

Access to Student Records

1. Students records are available only to parents, legal guardians or students eighteen years of age or older.
2. They may be examined under the supervision of the principal or school counselor.
3. Copies of documents must be requested in writing. Copies will be provided as quickly as possible at a minimal cost.
4. Confidential student records may be sent to or obtained from agencies only with written parental approval.

Care of School Property

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. Students, who disfigure property, break windows or administer other damages to school property and/or equipment will be required to pay for the damages done or replace the item. If a law is broken while damaging the building, a referral will be made to the local law enforcement agencies, and discipline will be administered according to the discipline policy. Textbooks supplied to students are the property of the school and are lent to students for a limited time. Students and parents shall be held financially responsible for lost or damaged books. Reimbursement for lost or damaged books is expected. Reports cards, transcripts, diplomas, etc. will be held by the school until all financial obligations are met.

Change of Address

Students/Parents are requested to notify the office immediately of any change of address or change of telephone number. This information is needed for legal accounting purposes and the students' welfare in case of an emergency.

Guidance Program

ROLES OF THE SCHOOL COUNSELOR

1. Academic scheduling to meet all requirements
2. Personal counseling.
3. Parent-teacher conferences.
4. Maintain student records.
5. School testing program.
6. Coordination with BOCES and community agencies.
7. Career and college planning.
9. Social/Emotional Learning – Classroom Instruction

Homework

Homework serves as a review/practice for material taught in class or to prepare for the next day's lesson, to enrich and enlarge upon classroom experiences, and to bring closer ties between home and school. Homework serves to help students develop effective study habits and to accept that learning requires hard work. Homework encourages students to make the effort to practice and learn and to develop an interest in accomplishment and achievement. Parents are encouraged to help students plan how to use their time effectively.

As state standards and Gilboa standards for high school graduation increase, the importance of completing homework assignments also increases. Students cannot become prepared to be successful after high school without devoting the preparation time necessary outside of school and developing the self-discipline required for high achievement.

Incoming Students/Registration

All students are screened for health, academic progress, giftedness and possible learning problems. Students may be required to have additional evaluation to determine if they may qualify for extra educational services. Contact the Guidance Office at (607) 588-7541, option 4 to register students.

Library

All elementary students have a library class once every 6 days and are encouraged to use the library facilities beyond that. Books may be signed out for a two-week period. Periodicals and reference books may not be removed from the library. Our collection is always being improved and the use of computer searches allows us to get books and periodicals from other school libraries when needed. The electronic card catalog is available for all students to use, as are several computerized data bases, research materials and periodical index. Most of these may be accessed from any computer in our building. There are computer work stations available in the media center with a variety of multi-media accessories. Our full-time librarian and assistant are available to assist students with research projects. Students are responsible for lost books. Report cards will be held until reimbursement is made.

Lost and Found

Each year numerous personal items are left in the school. The school is not responsible for these items. Students should check at the office if any items are missing. Every effort will be made to locate them. If you find something, please take the time to turn it in. (There are lost and found bins in the elementary wing and the Physical Education Department.)

Parent Conferences

Parent conferences are scheduled twice a year for all students in elementary and by request of teachers/parent for high school students. This takes place in the fall and in the spring. If a parent has a preference for a conference time, he/she should let the teacher and/or school counselor know early in the year.

Parents are welcome to meet with teachers and are encouraged to contact the school to schedule a conference if they have concerns. Please contact the Guidance Office ahead of time to make an appointment.

Parent Volunteers

Parent volunteers are needed and welcomed in many areas of our school including field trips and other special events. Classroom teachers will send home forms for this kind of help. We recognize that many parents are unavailable to help during the day but would still like to be involved in school. We welcome this involvement as well. Many teachers may be able to send home preparation work for different units that parents can help with, or parents might help chaperone evening activities.

Students with Disabilities

Students with disabilities are expected to meet the same graduation requirements as all other students with modifications recommended and mandated by the Committee on Special Education (CSE). Alternative testing techniques are allowed and additional support provided if the CSE indicates this on the student's IEP (Individual Education Plan).

New York State law allows school districts to grant both local diplomas and non-diploma exiting credentials to students with disabilities under certain conditions. Check with the CSE Chairperson for details.

Transfer Out/Withdrawal from School

Student records will be forwarded upon receipt of a request from the receiving school and a release form signed by the parent/guardian at the office.

Elementary (PK – 6th Grade)

Grading for Elementary Students

In Kindergarten through second grade, report cards are based on the Early Literacy Profile, which is based on a developmental continuum and tracks a child's progress in many areas throughout the primary years. These report cards are issued four times a year.

In grade 3 the following is used for grades on their report cards; Excellent, Satisfactory, Needs Improvement. These are also used for rating Attitude/Work Habits.

In grades 4 through 6, students receive a numerical grade on their report cards in all academic subjects. Each student's quarterly average is calculated from these grades. Students receive marks in the special subject areas and these grades are averaged in with major subject grades using a weighting formula. Students also receive ratings in Attitudes/Work Habits. These grades are Excellent, Satisfactory, Needs Improvement or Unsatisfactory. Any mark below 70 percent is failing. Interim reports will be sent home halfway through each marking period to any student who is failing or who has had a significant drop in class average.

Students may receive an incomplete grade on their report cards for reasons of illness or other extenuating circumstances. Students who receive such a grade must make up the required work within 2 weeks after the report cards are issued, unless other arrangements are made with the classroom teacher. If the work is not made up within two weeks, the grade will be determined based on work completed.

Students in grades 4-6 will receive academic honors for achieving the following averages during a marking period:

Principal List	95-100
High Honor Roll	90-94.9
Honor Roll	85-89.9

Recess

An outdoor break which includes physical activity helps to keep students mentally sharp. Weather permitting, all elementary students will have an outdoor break even if it is just for ten minutes each day. **Please be sure that your child has appropriate clothes to go outside.** Students will not participate in outdoor activities if they are not dressed appropriately.

Snacks *see page 43*

Toys at Recess

Often, elementary children like to bring a toy with them to school. We do try to provide fully equipped classrooms with many different activities for children to explore during their free play or recess time. If your child chooses to bring a toy from home, he/she is responsible for that toy. Please discuss with your child that he/she should not loan or give things to other students. **NO TOY GUNS OR WEAPONS OF ANY KIND ARE ALLOWED AT SCHOOL. GCCS is not responsible for broken, lost, or stolen items.**

Secondary (Grades 7-12)

Change of Schedule

Changes in a student's schedule will be made only in the first two weeks of a course. All changes must be approved by the School Counselor, teacher(s) and parent/guardian. No student will leave or enter a class without official notice from the School Counselor. Students may be allowed to drop courses after the two weeks only with permission of the School Counselor, the Principal, and parent/guardian. Such students will still be expected to carry the minimum of six units.

Course Requirements for Grades 7-8

By the end of grade 8, a student must complete the following units of study: English, 2 units; Social Studies, 2 units; Mathematics, 2 units; Science, 2 units; Art and Music, 1 unit; Health, 1/2 unit; Introduction to Technology, 1 unit; Home and Career Skills, 3/4 unit; Physical Education, 1 unit; Library Skills, equivalent of 1 period per week; Second Language, 1 unit.

If a 7th or 8th grade student fails two or more of the basic subjects (English, Social Studies, Science, Math) or one or more basic subjects and two minor subjects (Spanish, Home and Careers, Technology, Computers, Art, Music, Physical Education, Health), he/she may be required to repeat the grade. Attendance at summer school and passing enough classes to bring the failures below this level will allow the student to be promoted.

In compliance with the Commissioner's Regulations, Section 100.4(c), certain 8th grade students shall be allowed to accelerate into the 9th grade curriculum. As this may mean an early graduation for the applicant, the maturity level, emotional stability, social and financial readiness for early college entry should be carefully considered by parents and the applicant. Specific guidelines for this acceleration are available in the Guidance Office. Interested parents should contact the Guidance Office for more information by the end of November of their child's 7th grade year.

College Credit Classes

GCCS offers college credit classes via Distance Learning. Final averages in these classes will not be considered in student ranking for graduation unless a class is taking the place of a High School class (i.e. Psychology is not replacing a subject in High School-average not considered in ranking, but AP US History may take the place of High School US History & Government, therefore average is used in ranking). Students may not substitute a Distance Learning class for a GCCS English 9, 10, 11 and/or 12 class.

Course Selection

Student shall be enrolled in a total of six units each semester, and they must complete 1/2 unit of English each semester that they are in high school. Working as a student aide during a period does not count toward the six-unit requirement. All students are expected to be enrolled in school on a full-time basis and attend school all nine periods each day. If a student fails a course and is allowed to "double up" the following year, he/she must maintain a passing average in the repeated course. High school students are counseled at least yearly by the School Counselor and made aware of these requirements.

Class Placement

To be placed in the next class, the following course credit criteria apply: Sophomore, 5.5 credits; Junior, 11.0 credits; Senior 16.5 credits.

Career and Technical Education/New Visions

ONC BOCES Programs include: Automotive Service Technician, Cosmetology and Spa Services, Culinary Arts, Equipment Operation and Repair, Visual Arts Communication and Technology, Welding and Metal Fabrication, New Visions Health Care Professions (senior year only.)

Based on space availability, as determined by ONC BOCES, Gilboa-Conesville students may have the privilege to attend a CTE or New Visions program. Students who attend CTE and New Visions programs will earn elective credit in CTE and may also earn science and/or math credit toward Gilboa-Conesville graduation requirements. Credits earned and high school diplomas are awarded by Gilboa-Conesville Central School.

Students who attend a CTE or New Visions Program through ONC BOCES are required to:

- 1) Maintain the minimum Gilboa-Conesville attendance rate of 89% or better in all classes at Gilboa-Conesville and ONC BOCES, and
- 2) Pass all classes at each 5-week interim at both Gilboa-Conesville and ONC BOCES.

If a CTE/New Visions student is failing or has fallen below the minimum attendance rate, the student will be placed on probation and given 5 weeks to correct the deficiency. If the deficiency is not corrected in the 5 weeks, the student may be dropped from the CTE/New Visions Program. It is important to note that there is no opportunity to make up CTE/New Visions classes, so excellent attendance is required.

Driver Education

Driver education classes, when available, need to be limited in size due to time and space requirements. It is our policy to fill these courses in the following manner. Seniors are given first preference, then juniors are considered by age (oldest first). If room is still available, sophomores are considered by age. *If available*, Driver education will be offered during the summer.

Grading for 7-12 Students

- Passing grade is 65 percent. Grades will be reported as a numerical average.
- Students in grades 7-12 shall receive report cards four times a year. The grade marked on the report card will be a mathematical average of the student's class average and the student's class participation grade. Interim reports will be sent home halfway through each marking period to any student who is failing or who has had a significant drop in class average.
- Absences from classes which are not legal will result in no participation points for those days.
- Grades marked on the report card will range from 0% to 100% with the following exceptions:
 - When a student's class grade is below 50% for a marking period, the teacher shall record the student's actual average in the teacher's grade book and shall raise the student's grade on the report card to 50%. This does not apply for the last marking period any class meets, the Mid-term exam or the Final exam. In these cases, the actual grade earned will appear on the student's report card.
 - Students may have their averages raised to a 50% level for only one marking period in each academic year. When a grade is raised to a 50% level, the 50% shall be the number used in computing the yearly average for pass-fail credit decisions.
 - After students have had their class grades raised to a 50% level in one marking period, subsequent marking period grades for that course in that academic year shall be reported on a 0% to 100% scale with the actual student grade earned reported on the report card.
- Each marking period, student absences and tardies in a class will be entered by the teacher on the student report card and also indicated on interim reports.
- The final average in a class will be the mathematical average of the four marking periods and the average of the midterm exam and the final exam or summative portfolio. The final examination may be the Regents exam or a local exam as determined by the teacher.
- Students must achieve an overall average of 65% or better and maintain their attendance at 89% or better to be granted credit for the course.

- Students may receive an incomplete grade on their report cards for reasons of illness or other extenuating circumstances. Students who receive such a grade must make up the required work within 2 weeks after the report cards are issued, unless other arrangements are made with the classroom teacher. If the work is not made up within two weeks, the grade will be determined based on work completed.
- Students will receive academic honors for achieving the following averages during a marking period (all grades must be 72 or higher):
 - Principal List 95-100
 - High Honor Roll 90-94.9
 - Honor Roll 85-89.9
- Students who are failing 2 or more courses at the end of any marking period will be placed on the Ineligible List and if compliant with the Academic Eligibility 3-step process, moved to the Academic Warning List (see Academic Eligibility-page 13).
- Student averages are calculated each marking period by using all classes except pass/fail classes and student aide assignments. Classes that meet every day are counted for full credit. Courses that meet every other day are counted for half credit. Final averages are calculated by using the credit that courses are awarded.

Grading, Weighted (Grades 9 - 12) *Beginning with the graduating Class of 2020*

Purpose:

Gilboa-Conesville Central School District recognizes that increased academic rigor improves College and Career Readiness. In order to encourage students to continuously challenge themselves, grade weights will be determined based on each course's level of academic rigor. Understanding that each course's difficulty varies, the Gilboa-Conesville Central School District is implementing a weighted grading policy that will be used in the determination of:

- Class rank including Valedictorian, Salutatorian, and Honor graduates
- Honor roll
- Scholarship eligibility

Considerations:

Grade Point Average

- Weighted courses differ substantially in their level of academic challenge.
- All students are encouraged to take a more rigorous course of study and be recognized for doing so.

Class Rank

- Class rank will be based on all courses taken (weighted and un-weighted).
- The system of calculating class rank should encourage students to take challenging courses.

Definitions:

The following courses will be weighted for the purposes of determining class rank and honor roll:

Regents level courses including:

- Geometry
- Algebra II
- Earth Science
- Chemistry
- Physics
- Spanish II
- Spanish III

College level courses taught by Gilboa-Conesville Central School faculty including:

- AP US History (whether a college awards credit is up to the college, depending on student's score)
- Pre-Calculus

Students enrolled in weighted classes will have their grade multiplied by a factor of 1.05.

Course weight determinations will be made and updated on an annual basis. For clarification, the following example is provided to illustrate how weighted grades will be calculated vs. un-weighted grades:

Course	Grade	Weight	Adjusted Grade	Credit	Total Weighted	Total Un-Weighted
English 11	87	1.00	87	X 1	87	87
US History	89	1.00	89	X 1	89	89
Algebra II	84	1.05	88	X 1	88	84
Chemistry	86	1.05	90	X 1	90	86
Spanish III	87	1.05	91	X 1	91	87
Physical Education	94	1.00	94	X .5	47	47
High School Band	96	1.00	96	X .5	48	48
Total				6	540	528
Divided by 6					540/6	528/6
Overall Average					90	88

High School Credits/Diplomas

In order to receive credit for a high school course, a student must complete the course, and obtain an average of 65 or better and maintain their attendance at 89% or better. A passing Regents exam mark will not count for course credit. If a Regents examination is offered in that course, the exam must be taken and the mark on the Regents may be counted as the final examination and averaged with the mid-term and the averages from the four marking periods. There will be no partial credit given for a course not completed. If a student fails a high school course that is needed for graduation, he/she must repeat that class during the next school year or during summer school.

In order for a student to be awarded credit for a summer school course, the student must have at least a 55 average in the class during the regular school year and must not have lost credit due to excessive absence.

High School Graduation Requirements (Minimum)

Unit of study means at least **200** minutes of instruction per week throughout the school year, or the equivalent.

Required Subjects	Regents Diploma	Regents Diploma with Advanced Designation
English	4 units	4 units
Social Studies	4 units	4 units
Mathematics	3 units	3 units
Science	3 units	3 units
Second Language	1 unit*	3 units*
Health	½ unit	½ unit
Art and/or Music	1 unit	1 unit
Electives	3 ½ units	1 ½ units
Physical Education	2 units	2 units
Total	22 units	22 units

Sequence Requirements

Regents Diploma

Since students must complete 3 units in Mathematics and 3 units in Science, there are no further sequence requirements.

Regents Diploma with Advanced Designation

Students must complete a sequence of 3 units in a Second Language **OR** a 5-unit sequence in Career and Technical Education (CTE) **OR** the Arts (dance, music, theater, and visual arts) may replace the 3-unit sequence in a Second Language.

Regents Examination Requirements

Students must pass the following State Examinations in order to be eligible for graduation. These exams are ordinarily given some time before the projected graduation date to allow for remediation if necessary.

	Regents Diploma	Regents Diploma with Advanced Designation
Regents Exam in ELA	Yes	Yes
Regents Exam in Global History II New Framework	Yes	Yes
Regents Exam in U.S. History and Government (NF)	Yes	Yes
Regents Exam in Algebra I	Yes	Yes
Regents Exam in Geometry	No	Yes
Regents Exam in Algebra II	No	Yes
Regents Exam in Science (LE, ES, Chem, or Physics)	Yes, 1	Yes, 2
Local Second Language Exam	No	Yes**

A student may receive a Regents diploma with honors or a Regents diploma with Advanced Designation with honors if he/she achieves an average of 90 percent on all Regents Exams required for the diploma.

*To earn the advanced designation, the student must complete one of the following:

- 3-unit sequence in a Second Language.
- 5-unit sequence in CTE, plus one unit in a Second Language.
- 5-unit sequence in the Arts, plus one unit in a Second Language.

A student may also receive a Regents diploma with Advanced Designation with an annotation that denotes Mastery in Mathematics and/or Science. To earn the mastery annotation, a student must score 85% or higher on three Regents examinations in the subject area.

**Students completing a 5-unit sequence in CTE or the Arts are not required to take the locally developed Second Language Exam.

Graduation & Early Graduation

No student will be allowed to graduate or participate in graduation ceremonies if he/she has failed to earn the required 22 units of credit and/or failed to pass all required state exams by the last day of school of his/her graduating year.

A student may graduate without spending the normal four years in high school attendance. The student's program must be approved in advance with the principal and school counselor. This may be accomplished in a variety of ways but would include taking a full day of courses and earning up to 6.5 units of alternate credit.

Graduation Awards and Scholarships

1. Calculations for valedictorian, salutatorian and honors students (up to 3) are done at the end of the third marking period of the senior year. Such students must have attained at least an 85 average over their high school years (grades 9-12).
2. To be eligible for valedictorian or salutatorian, a student must have completed their junior and senior years at Gilboa-Conesville Central School.
3. A student applying for early graduation or early admittance to college will not be eligible for any of the above awards.

4. An early graduate may participate in the graduation ceremonies when he/she is eligible for a high school diploma.
5. A student in an early admittance to college program who wishes to participate in graduation ceremonies with his/her class must contact the school administration prior to January 15 of the year that class is to graduate.
6. An early graduate or early admission student will be eligible for any awards or scholarships granted by the Awards Committee.
7. An early graduate or early college admittance student is entitled to apply for N.Y.S. Regents Scholarships through the guidance office or for college financial aids.

Life Science/Dissection/Animals in the Schools

The Board of Education recognizes that the study of living things is essential to effective instruction in the life sciences. The primary goals for demonstrations and investigations involving animals are to achieve an interest in and an understanding of the life processes, to demonstrate biological principles, and to teach proper care and handling of animals. Therefore, the Board requires that any such instructional activities, investigations, and projects be well-planned and adequately supervised, and be conducted with a respect for life and an appreciation of the health and safety of both animals and students.

The Board also recognizes that some students have a moral or religious objection to dissection or otherwise harming or destroying animals. In accordance with state law, students shall have the right to opt out of dissection activities, provided that the students perform an alternative project approved by the student's teacher. The objection must be substantiated in writing by the student's parent or guardian.

At the start of the school year, teachers of courses that include animal dissection shall give notice to the students in those classes of their opt-out rights and responsibilities under the law and this policy. Such notice shall be shared with parents of those students, and also be available upon request.

Ref: Education Laws §809(4) Responsible Use of Live Animals and Dissection in the Science Classroom, National Science Teachers Association Position Statement, revised March 2008
(www.nsta.org/about/positions/animals.aspx)

Adoption date: 6/8/2011

Lockers

High School lockers are assigned by the Guidance office. Gym lockers are supplied by the physical education staff and are handed out at the beginning of the school year. As the school owns all lockers, the school reserves the right to inspect the contents of all student lockers and will do so on a regular basis.

Students are expected to use and lock their lockers. Altering/"jimmying" locks is not permitted and consequences will be assigned.

Passes

Leaving class for locker, lavatory, drink, etc. is strongly discouraged and may be denied by the adult in charge.

A student who needs to leave his/her assigned room must have a hall pass signed by a staff member. Students in the hallways during class periods without a pass may be subject to disciplinary action. Permission to leave class to go to another classroom will be granted only when the student has a pre-signed pass from the teacher requesting that student's presence. Hall passes are a privilege and may be suspended at the discretion of the administration.

Study Halls

Quiet study halls are established in order to provide the atmosphere needed for students to complete their academic assignments. This means that all students in the study hall are required to be engaged in academic study or silent reading. Quiet study halls are considered to be classes and are not unstructured free time for students. All study halls are designated as quiet study halls.

All the rules for normal classroom conduct apply to quiet study halls. The following general rules apply to all quiet study halls:

1. Students must report to class on time and take their assigned seats. Students are to report to study hall with academic work to do. Students who fail to report with work to do may have work assigned to them by the study hall teacher.
2. Attendance will be taken at the beginning of the class. Unexcused tardiness to study hall will be treated the same as unexcused tardiness to other academic classes.
3. Students who are illegally tardy to study hall will not be allowed out on passes during the study hall to which they are tardy.
4. No student is to leave study hall until after attendance is taken. All students who leave study hall after attendance, (whether with a pre-signed pass or another pass) are required to sign out on the study hall sheet. Students are to write their names, the place where they are going, the time that they sign out of study hall and the time they report back to study hall. Students who fail to follow this rule may have their rights to future passes suspended by the study hall teacher. Students will not be excused from study hall in order to get pre-signed passes.
5. Other than students who are released from study hall on pre-signed passes, only one student at a time will be allowed out of the study hall for other reasons (e.g., to go to the bathroom, to a locker, to use the phone, to get a drink of water, and so on).
6. It is the responsibility of the quiet study hall teacher to see to it that the study hall remains orderly and quiet. At their discretion, teachers may allow students to work quietly in group activities. However, such group activity must be academic in nature and must not disturb the other students in the room.
7. Some students in quiet study halls (e.g., students on academic ineligibility or academic warning students) may have more restrictions placed on them than students who are in the quiet study hall either because of normal assignment or voluntary placement.
8. No card playing will be allowed during study hall periods.

Working Papers

Working papers can be obtained from the Upper Office for students fourteen and older. A doctor's physical exam, parent's signature and the student's social security number are required.

EXTRACURRICULAR PARTICIPATION & ELIGIBILITY

An important section of our school's Mission Statement asserts that "... we will strive to increase our students' abilities to work together and to communicate with collaboration and respect." In addition to a strong academic program, the school is committed to supporting an extracurricular program that is rich with opportunities for our students to develop as individuals and as members of the larger student body. We strive to have our students understand that these extracurricular activities are privileges that are earned by being good citizens and serious students.

As part of our effort to build a positive community, it is necessary to articulate three areas that students need to attend to if they are to preserve their privileges: **personal behavior, school attendance and academic performance.**

Personal Behavior - The school's disciplinary code explains our expectations for student behavior as well as the consequences that result from rule violations. It is important to note that, while we make every effort to address disciplinary infractions as they occur and to guide students to make more constructive personal decisions, there are times when a specific behavior and/ or a pattern of behaviors over time are serious enough for the school administration to suspend a student's right to participate in extra-curricular activities. These consequences may be a limited suspension from a specific extra-curricular activity or it may be a more generalized suspension from all extracurricular activities for a fixed period of time. Such suspensions will not be made lightly and will be made in addition to any other sanctions provided in the disciplinary code. These potential suspensions are not to be confused with the consequences that occur when students are given in-school- suspension (ISS) or out-of-school suspension (OSS). As per our Code of Conduct policy #7410, students who receive ISS or OSS cannot participate in practices, games or any other school activities. The responsibility and authority to make such decisions have been given to the district administrators by the Board of Education.

School Attendance - One of the most basic responsibilities for a student is to attend school regularly. There is ample research that supports the position that high absenteeism inhibits effective learning. Although the school is very much concerned with a student's ultimate ability to pass the courses and exams needed for graduation, it is not simply a matter of just passing or failing a course. That is a minimalist view, and it is not one that we choose to use as a threshold for participation in extracurricular activities. Underachievement is a serious academic consequence of poor attendance, and one that the school chooses not to ignore. We want all our students to achieve maximum potential. That is a serious goal for us and it is not a responsibility that the school will shirk.

The school certainly understands that a student may get a prolonged illness. (Please refer to the Comprehensive Attendance Policy #7410). It is very important for a student and their family to keep the nurse aware of an extended illness and to provide physician's notes so that the school can help the student be successful and make alternate arrangements for the student. We remain committed to providing instructional support for any and all of our students who have a genuine need of such assistance for medical reasons. We urge students and their families to maintain close contact with the school through the school nurse and district administrators when such a situation develops. Prompt action is the best way to support a student, and the school is ready and able to do that.

In some instances, however, the school does encounter students who have not met the minimum attendance requirements of the school and who have not had an extended illness. (This is sometimes compounded by a student's habitual tardiness as well. A reminder that three tardies count as 1 absence). Our procedures for dealing with absences and tardies are spelled out in the section of our handbook identified as the Comprehensive Attendance Policy.

Academic Performance – Academic Eligibility

To earn credit in classes in grades 7 - 12, students must earn maintain a minimum attendance level of 89% in each class and at least a 65 average in each class. To encourage students in grades 7 - 12 to maintain class averages of at least 65, any student who does not maintain at least a 65 average in two or more classes shall be ineligible to participate in any school sport contest, club event, dance, school drama production, and/or any school community sponsored activity (including, but not limited to, attending: school athletic events as a spectator, prom, extra-curricular field trips, and senior class trip) for at least one week.

Academic Ineligibility

Any student in grades 7 - 12 who has two or more "Incomplete" grades or an "Incomplete" in one class and a class average of less than 65 in another class will be considered ineligible until the grade(s) is (are) changed to (a) numerical grade(s). If the grade(s) is(are) 65 or higher, then the student will automatically return to being eligible. If the grade(s) lead(s) to the student not maintaining at least a 65 average in two or more classes, then the student shall be ineligible to participate in any school sport contest, club event, dance, school drama production, and/or any school community sponsored activity (including, but not limited to, attending: school athletic events as a spectator, prom, extra-curricular field trips like the Washington trip and senior class trip) for at least one week.

Academic Ineligibility will be determined seven times in each school year at five-week intervals according to the following schedule.

1. 5 Week—End of Interim Progress Report Marking Period
2. 10 Week—End of 1st Quarter Marking Period
3. 15 Week—End of Interim Progress Report Marking Period
4. 20 Week— End of 2nd Quarter Marking Period
5. 25 Week—End of Interim Progress Report Marking Period
6. 30 Week— End of 3rd Quarter Marking Period
7. 35 Week—End of Interim Progress Report Marking Period

Procedure to Move from Ineligibility List to Academic Warning List

To be removed from the Ineligibility List and placed on the Academic Warning List (students on the Academic Warning List are considered eligible), the ineligible student will be solely responsible for completing the following 3-step process:

1. On Monday of the week the student is listed as ineligible, the student shall obtain an Eligibility Checklist from the Guidance Office, listing each class in which the student has not maintained at least a 65 minimum average and provide a copy of the checklist to all of the student's classroom teachers.
2. On each day, Monday through Friday, of the week the student is listed as ineligible, the student should hand in all homework in class, complete all class work, including note taking, be on time for class, arrive for class prepared, attend any extra assistance sessions set forth by the classroom teacher, and have no office discipline referrals. The student's classroom teacher(s) will, in turn, use the Eligibility Checklist to keep track of the student's daily progress for the week on each expectation listed above.
3. On Friday of the week the student is listed as ineligible, the student shall collect the Eligibility Checklists from teacher(s) and return them to the Guidance Office no later than Friday at 2:55 pm. **Eligibility Checklists will only be accepted after this deadline (Friday by 2:55 pm) if the student or classroom teacher(s) was/were absent from school on Friday.** In that case only, the Ineligibility Checklists will be accepted in the Guidance Office until Noon on the next school day.

If a student on the Ineligibility List fails to complete the above-described 3-step process during any week of ineligibility, the student will remain on the Ineligible List and will be expected to complete the 3-step process at least for the following week.

If, on Friday, a student on the Ineligible List produces (a) checklist(s) for each class in which the student did not maintain at least a 65 average and the Checklist(s) confirm(s) that the student has met all of the criteria to be removed from the Ineligibility List for each class, the student will be removed from the Ineligible List and placed on the Academic Warning List. The student will be given documentation, which the student must give to each extracurricular advisor and/or coach, indicating that they are eligible to participate in all aspects of the extracurricular activity and/or sport. Upon receipt of said documentation by the advisor and/or coach, the student will be allowed to participate. Advisors and coaches must receive said documentation from the student before permitting the student to participate.

Students will remain on the Academic Warning List for the remainder of the five weeks between ineligibility determination intervals. If a student on Academic Warning does not achieve at least a 65 average in the two or more classes that placed the student on the Ineligibility List or does not maintain at least a 65 average in two or more classes by the end of the five-week interval, then the student will again be placed on the Ineligibility List. In this case, the

student will, once again, be required to complete the 3-step process for at least one week and will again be ineligible to participate in any school sport contest, club event, dance, school drama production, and/or any school community sponsored activity (including, but not limited to, attending: school athletic events as a spectator, prom, extra-curricular field trips like the Washington trip and senior class trip) for at least one week. If, on the other hand, the student has no class or one class in which the student has not maintained at least a 65 average at the end of the five-week interval, the student will be removed from the Academic Warning List.

Ineligible students may attend drama production rehearsals, extracurricular club meetings, and school sport practices, but shall be ineligible to participate in any school sport contest, club event, dance, school drama production, and/or any school community sponsored activity (including, but not limited to, attending: school athletic events as a spectator, prom, extra-curricular field trips like the Washington trip and senior class trip) for at least one week. Ineligible athletes are expected to sit with their team for games.

Students on the Ineligible List or the Academic Warning List who do not comply with Academic Eligibility expectations are subject to consequences for Insubordination as listed in the School Code of Conduct.

EXTRACURRICULAR ACTIVITIES

Athletics Program/Interscholastic Sports

The following interscholastic sports are offered: Soccer, Basketball, Baseball, Softball, Golf and Cheerleading.

INTERSCHOLASTIC SPORTS POLICY

The Gilboa-Conesville Central School participates in interscholastic athletics as an integral part of the physical education program. We invite the widest possible participation from our secondary students in team participation and as spectators.

Students and parents are reminded of some basic principles regarding interscholastic athletics:

1. It is a privilege to represent GCCS on a team or squad. Members are expected to portray the highest standards in morals, sportsmanship, dedication, academic endeavors and compliance with regulation and authority.
2. Interscholastic sports are a competitive endeavor. Coaches are to do all they can to produce winning teams. Another goal is full participation by team members. Achieving a balance between winning and participation is the coach's responsibility. Team spirit and attitude are enhanced by supporting the coaches in their decisions.
3. Students, parents and guests are reminded that good spectator manners are very important in portraying our school positively and providing good models for our youth.
4. The Gilboa-Conesville Central School District and the Delaware League abide by a comprehensive sportsmanship policy. This policy is in the athletic handbook and posted near the gym. All students and parents should be familiar with it.
5. Participants in interscholastic sports are asked to agree to behavior guidelines outlined in the Athletic Handbook when they sign a participation form with their parents. Failure to abide by those rules may result in suspension from a team.

Class Dues/Student Fees and Refunds

All students will be assigned dues each year from 7th through 12th grades. The amount of dues to be paid each year will be determined by the individual class. These dues are collected to defray the class expenses for the Junior Prom, graduation and the cost of the senior class trip. Students who have not paid their dues in full will be denied the right to decorate for the Junior Prom and/or denied the right to participate in the Senior Trip. If the amount of dues is a hardship to any student, that student should talk to the class advisor to discuss alternative contributions.

In fairness to all concerned, students entering GCCS will be expected to pay the amount of class dues from the 7th grade through the 12th grade.

Class treasuries will be itemized by individual students so that participation in fund raising activities will benefit that student for his/her senior trip. However, since all money is deposited in the class account, students will not be allotted refunds if they choose not to participate in an activity or if they are denied permission to participate in activities.

Students in grades 7-12 who have paid their dues will receive refunds of those dues upon transferring to another high school.

A student who fails a grade will not be required to pay additional dues.

Clubs and Organizations

The Gilboa-Conesville Central School District offers a number of extracurricular activities for students. In addition to the activities and sports listed below, there are a number of informal groups that students are encouraged to participate in. Students who are active in their school usually do better academically than those who choose not to participate. If there is an activity that is not listed, talk to the Principal or your class advisor about getting a new activity started.

CLUBS/ORGANIZATIONS

Art Club	Mrs. Durkin
Drama Club	Mrs. Jaeger-Brand, Mrs. Ross
FCCLA	Ms. Fleischman
National Honor Society	Mrs. Wyckoff
National Jr. Honor Society	Mrs. Wyckoff
SADD	Mrs. Wyckoff
Ski Club	Mrs. Niklas, Mrs. Tyree
Student Council	TBD
Yearbook Club	Mrs. Cox, Ms. McGuire

CLASS ADVISORS

Class of 2024	Mrs. Kovac, Mrs. Wyckoff
Class of 2025	Mrs. Jaeger-Brand, Mrs. Ross
Class of 2026	Mr. Meli, Mrs. Lindsley
Class of 2027	Mrs. Calabrese
Class of 2028	Ms. McGuire, Ms. Owen
Class of 2029	Mr. Dumas, Ms. Fleischman

National Honor Society

The Frances Ogbin Chapter of the National Honor Society meets on selected days throughout the year.

Selection Procedures

- A student's selection as a National Honor Society member will be based on the four criteria established by the National Honor Society: scholarship, service, character and leadership.
- At the end of the third marking period, the Guidance Counselor's office will compile a list of the senior high school (10-12) students who have maintained a cumulative academic average of 85 or above for their years in high school.
- Any student with an 85 or above will be deemed to have met the scholarship requirement for membership in the National Honor Society.
- The names will then be listed on a rating sheet to be distributed to the NHS selection committee who will rate the students on the three remaining criteria for selection: service, character and leadership. The committee will use a 0-1-2-3-4- rating procedure (0 represents the lowest and 4 the highest).
- Committee members will be encouraged to vote only on the students with whom they are familiar. If a member is not familiar enough with a student to rate that student in all three areas, he/she should refrain from voting on the student at all. Induction into the National Honor Society is at a ceremony in the spring.

National Junior Honor Society

Membership in the National Junior Honor Society is open to 8th and 9th grade students who are selected by a Faculty Council. Students will be selected in the spring of each year. Selection will be based on the criteria established by the National Junior Honor Society. These criteria are: scholarship, character, leadership, service and citizenship. The selection procedure is similar to that of the National Honor Society detailed above.

STUDENT PARKING PRIVILEGES

Parking on School Grounds

Driving to school and parking on school grounds is a privilege and not a right. Students must follow these rules and criteria so they can maintain parking privileges at school:

1. Students must complete and return the Driving/Parking Request Form to the Main Office.
2. Cars on school property come under Education Law and are subject to search by school officials.
3. The Code of Conduct pertains to students who are in their vehicles while on school grounds.
4. All cars must be parked in the Student Parking Lot and have the school parking tag visibly displayed at all times while on school property. Students may not park in the Visitors' spaces near the stairs to the tunnel.
5. Students who are determined to be 'chronic attendance code violators' (p. 7) will have their Parking Privileges revoked for a period of time as set forth in violations below. Students who have had their Parking Privileges revoked and continue to park on school property will be considered insubordinate and face further disciplinary consequences.
6. Students who are on the Academic Ineligibility List must comply with the 'Procedure to Move from Ineligibility List to Academic Warning List' (p.57) to retain Parking Privileges. Students who remain on the Academic Ineligibility List will have their Parking Privileges revoked.
7. Students must have written permission/pass from an administrator to go to their vehicles during the school day (unless they have been excused from school with written permission from a parent/guardian or have Early Departure Privileges.)
8. NCOC does not grant permission for students to park on their campus. Students with extenuating circumstances must refer to the faculty/administration at NCOC for proper procedures to obtain permission to park at NCOC. The Gilboa-Conesville administration will adhere to NCOC policies and procedures. Typically, students obtain permission by filling out a form provided by NCOC and will need signatures from: parent/guardian, NCOC Instructor, NCOC Principal, GCCS Principal (in that order). Students are strongly encouraged to obtain paperwork and signatures well ahead of the date they will need to park at NCOC.
9. **Failure to follow the above procedures will have their Parking Privileges revoked and possible additional Disciplinary Consequences imposed as outlined in the Code of Conduct.** Revocation of Parking Privileges will be as follows:
 - a. 1st Offense: 10 school days loss of Parking Privileges
 - b. 2nd Offense: 30 school days loss of Parking Privileges (carry over into next school year if applicable)
 - c. 3rd Offense: 60 school days loss of Parking Privileges (carry over into next school year if applicable)
 - d. 4th Offense: Loss of Parking Privileges – remainder of school year and next school year

Senior Privileges

Early Departure – Seniors who are in academic good standing, meet the minimum attendance requirement, no disciplinary referrals, and are on track to graduate, may be eligible to depart for lunch and at the end of the day if they do not have a scheduled class.

Late Entry – There is no Late Entry Privilege for Seniors and all are expected to be in their Homeroom by 8:00. Students are otherwise to follow the Tardy to School procedures for entering school after 8:00.

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