

Student & Parent
HANDBOOK
2017-2018



HOOSIC VALLEY CENTRAL

Jr./Sr. High School
Schaghticoke, New York 12154
(518) 753-4458
www.hoosicvalley.k12.ny.us

Alma Mater

*Hail to thee, our Alma Mater,
Praise we'll ever bring
To our own dear Hoosic Valley,
We forever sing.*

*O'er the shadows of our valleys,
Crowned by rolling hills,
'Tis a memory ever shining,
And our hearts it fills.*

*Loyal sons and loyal daughters
Often drift afar,
But with thoughts of your bright hours,
Proud and happy we are.*

*Loyally we'll ever praise thee,
School that we revere,
Hoosic Valley Central ever,
Alma Mater dear.*

TABLE OF CONTENTS

	PAGE
ACADEMIC PROGRAM	
Graduation Requirements	3
Student Class Loads and Schedules	3
Incomplete Policy	4
Report Cards and Honor Rolls	4
Special Education Programs	4
Library	4
Technology Use	5
STUDENT ASSISTANCE SERVICES	
Guidance Department/Counselors	5
College and Career Information	5-6
Naviance	6
Financial Aid	6
HEALTH AND SAFETY	
Health Office	6-7
GUN FREE/DRUG FREE SCHOOL	
Weapons Prohibition	8
Alcohol/Drug Prohibition	8
Smoking Prohibition	8
Emergency Procedures	8-9
SCHOOL HOURS AND ATTENDANCE	
Regular Times and Expectations	9
Excused and Unexcused Absences	9-10
Attendance	10
PROCEDURES	
Students and Personal Electronic Devices	
BOE Policy 5695	11
Misc. Procedures	11-13
STUDENT PRIVILEGES	
Loss of Privilege	13
Student Parking and Driving	13-14
Senior Privileges	14
ALTERNATIVE INSTRUCTION SUSPENSION	
Suspensions	15
SCHOOL PROPERTY	
Property, Textbooks, Lockers, Etc.	15-16
STUDENT ACTIVITIES	
Organizations, Activities, Athletics	16-18
CODE OF CONDUCT	
BOE Policy 5300	18-49
MISCELLANEOUS	
Bell Schedule	50
Directory	51

ACADEMIC PROGRAM

Graduation Requirements

Academic Area	# Credits for a Regents Diploma	# Credits for a Advanced Regents Diploma
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Health	0.5	0.5
Arts	1	1
Language other than English (LOTE)*	1	1
Physical Education	2	2
Electives	3.5	3.5
Total	22	22
State Exams	5	8

All students will be required to take five (5) state exams to demonstrate specific competencies for high school graduation.

To earn the Advance Regents designation, the student must complete one of the following:

- 3 credits in a Foreign Language plus a locally developed
- Checkpoint B LOTE exam
- 1 credit in a Foreign Language plus either:
- 5 credits in Art; OR
- 5 credits in Career or Technical Education

A student can earn a Regents Diploma with Honors or an Advanced Regents Diploma with Honors by scoring an average score of 90 or better on all of the required Regents exams.

Under the new “4+CDOS” pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

In addition, the regulations were revised to expand the opportunity to all students to earn the NYS CDOS commencement credential. Previously, only students with disabilities could exit school with a NYS CDOS Commencement Credential as a supplement to a regular high school diploma. Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as their only exiting credential. A copy of the full text of the amendment may be found at <http://www.regents.nysed.gov/common/regents/files/316p12a1.pdf>

Please see your guidance counselor for more information about the CDOS credential.

STUDENT CLASS LOADS AND SCHEDULES

Students attending Hoosic Valley Junior-Senior High School are required to maintain registration and attendance in a minimum of five credit-bearing courses plus physical education at all times during the school year. Any adjustment in schedule must have the approval of the principal and guidance counselor.

All students are encouraged to make their selection of classes carefully and to avoid all unnecessary schedule adjustments. The selection of courses is completed the second semester. Parents are encouraged to attend the scheduling conferences.

Approval permission from a guidance counselor must be secured prior to a student’s enrolling in two courses within the same department (for example, English 11 and English 12).

INCOMPLETE POLICY

An incomplete grade is to be given only where an illness [doctor acknowledged], family emergency or other extenuating situations beyond the control of the student has prohibited the student from completing the required course work for the marking period.

An incomplete grade for a marking period will be arranged [approved] before the closing date of that marking period.

Incompletes will be fulfilled within the first 15 school days of the next marking period or the student will receive a grade based on the course items completed to that date. There will be no consecutive incompletes throughout the course.

The teacher will provide parent/guardian with a standard notification and acknowledgement form which will include all required coursework that is necessary to establish that marking period grade.

REPORT CARDS AND HONOR ROLLS

Hoosic Valley Junior-Senior High School uses a six-week marking period, with report cards issued in October, December, February, March, May, and June. Numerical grades are used on report cards and for permanent records of student grades.

Report cards are distributed to students in homeroom. June report cards are mailed home. Report card grades are used to determine eligibility for a student's placement on the High Honor Roll or Honor Roll. To be eligible, the student must: achieve a scholastic average of 90 or above for the High Honor Roll or 85-89 for the Honor Roll, and receive a passing grade in all subjects (Incompletes are not considered passing grades and averages are not rounded up).

All courses for which there is a numerical grade count in the calculation of eligibility for High Honor Roll or Honor Roll. Any student who receives a "U" (unsatisfactory) in a course is disqualified from consideration for the honor rolls regardless of other grades.

SPECIAL EDUCATION PROGRAMS

The process for referring a student to the Committee on Special Education (CSE) is a strictly governed procedure. Questions relating to Special Education programs should be referred to the CSE Chairperson or the student's Guidance Counselor.

LIBRARY

Since the resources of the library are the focal point for expanding knowledge, students are encouraged to utilize full library services for reference work or for leisure reading of books, magazines, or newspapers.

In order to work within space limitations and still render optimum service to students and faculty, to provide maximum availability as well as security of materials, and to maintain the library as an effective study center for the school, the following procedures will be followed:

Library Philosophy

The library is maintained as a place for reference work and book selection. It shares the educational goals of the school in providing:

1. reference and supplemental material on subjects related to the curriculum;
2. books for leisure reading;
3. books and magazines relating to hobbies and outside interests and to encourage the pleasure of reading.

Hours and Admission

The library is open during regular school hours. Students may use the library period 13 with a pass. During the school day, students will be admitted from study hall by passes or from classes by prearrangement by the teacher. Students who have course-related reference work will be given first preference. Students who do not need the study hall period for homework may come to the library for leisure reading and book selection.

Borrowing Privileges and Circulation

Books in the regular circulating collection (all books except reference books) may be borrowed by students. Back issues of magazines may also be borrowed. The loan period

is two weeks, with privilege of renewal, except for books on reserve for special purposes, for which the borrowing period (usually overnight) is set in accordance with the demand for the books.

Number of books per student is not limited. However, students are requested to borrow only those books which they can reasonably expect to use within the loan period. Students having a record of repeated overdue or lost book offenses will be restricted to one book at a time.

Lost or Damaged Material

Each borrower is fully responsible for all materials borrowed on his/her signature on the book card. Students will be held responsible for making restitution for books that are lost or damaged.

Conduct in the Library and Hall

Students requesting the privilege of going to the library from a study hall should obtain a signed pass from his/her classroom teacher, prior to the time of that study hall, and present it to the study hall monitor. These passes are returned to the classroom teacher at the end of the day.

Students are expected to leave their assigned study hall and report directly to the library. Students should not stop at their lockers and/or lavatories without written permission (use of a pass) to do so.

Students are expected to respect the rights of others by reading, studying and selecting materials in a quiet manner. In their use of the library, students should be considerate of the rights of others and the guidelines of the library and library staff. Students who show a lack of consideration for the privilege of using the library will be required to leave and return to their assigned class.

TECHNOLOGY USE

The district has provided computers and internet access for student use in the following locations: classrooms 105 and 106, library, and a mobile Chromebook and laptop carts. Students may use the computers in the library and classroom 106 for class assignments during period 13 and when classes are not scheduled in the labs. Students should obtain a pass from the teacher for whose class the assignment or project is due.

Students are expected to show respect for other computer users and for the equipment. Internet access is provided by the school district for educational and academic research purposes, professional development, communication and publication consistent with the School District's mission and goals. Acceptable and unauthorized uses of district technology are identified in the student code of conduct, (see XVI, A. Student Internet Use).

STUDENT ASSISTANCE SERVICES

Guidance Counselors

Guidance Counselors assist with questions concerning class scheduling, test scores, college admissions, employment/career counseling, measuring skills, and social related matters. Guidance counselors not only assist students who are having difficulties but encourage all students, regardless of ability, to realize the maximum of their potential. They also welcome the opportunity to meet with parents regarding the school work and activities of their children. In addition, counselors work closely with teachers, administrators, psychologists and other school and community personnel to help students. Parents are encouraged to meet with the student's guidance counselor during the school year to obtain an understanding of the student's abilities and his or her current progress.

Guidance Department Office

Hoosic Valley Junior-Senior High School provides counselor services for grade levels 7-12. The Guidance Department has charge of scholarship information, college applications and matters concerning future educational and vocational plans as well as recommendations to employers.

College and Career Information

Students planning to attend college should check carefully each year to make sure that their high school schedule includes all subjects required by the college(s) in which they are interested. In addition, students should keep in mind that good high school marks play

an important part in determining admission. College bulletins are located in the guidance office and are available on a sign-out system.

An interactive computer program and a library of school and college catalogues, scholarship information, contests and awards, etc. are available for student use in the guidance office. The counselors or guidance secretary will help you find information. The morning announcements (daily bulletins) also provide an excellent source of information on scholarships, college representative visits, armed services visits, and part-time jobs.

College Entrance Examinations

Students may take college entrance examinations such as the Scholastic Aptitude Tests at various times during the school year. The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test is offered in the junior year. S.A.T.'s and A.C.T.'s are taken by juniors and seniors who register for them. The code number for Hoosic Valley High School is 335095.

Naviance

Naviance is a web based tool offering our students three key functions:

- Interest Surveys - a series of tools designed to help students identify their strengths and talents. Students can use the results to set goals and align coursework to ensure they are prepared for any direction they choose.
- College and Career Research - using the information from the interest surveys, students are able to search on a wide of variety of options helping them select the best fit for their unique interest and talents.
- College Application Processing - students will have the opportunity to apply to colleges online. Our guidance office has access to a series of tools that enable them to monitor student applications and ensure that all the necessary paperwork is completed and updated in a timely manner.

Financial Aid

Scholarships are available from many sources, including colleges, employers, and local organizations. Early investigation and application are encouraged because of competition.

Scholarship awards are usually based upon:

1. Scholarship as demonstrated by high school marks.
2. Financial need, based upon family ability to pay the costs of college education.
3. School recommendation regarding applicant's attitudes, leadership potential and ability to do effective academic work.
4. Competitive examinations that may be required for some scholarships.

Information for Parents and Teachers

In the guidance office, parents and teachers are able to obtain information and help regarding individual students. Cumulative records are maintained in the guidance office. Students and parents or guardians are entitled to review students' records. Student records are not released to outside agencies without parental permission.

Counseling

Informal counseling and student support will be available through the school psychologist, social worker, and school counselors. Counseling appointments should be made in advance unless emergencies arise.

Mediation Team

The mediation program at Hoosic Valley offers students in conflict a peaceful means of resolving differences through communication. A request for mediation may come from the students themselves or from a teacher or administrator. In cases where mediation is appropriate, disputants agree to follow the process and come up with a mutual agreement.

HEALTH AND SAFETY

Health Office

The Health Office is staffed by the school nurse. Primary responsibilities include all activities which relate to prevention of disease, promotion of good health habits, and protection of health for all students.

Immunizations and Health Records

Physical Education excuses from physicians are to be turned in to the school nurse. The school nurse may excuse a student from Physical Education for a limited time. If a student anticipates being unable to participate in Physical Education for more than one week, a medical excuse from a physician is required.

Medication

It is understood that certain circumstances require a student to take medication during school hours. In order to comply with Board of Education procedures governing medication, the procedure listed must be followed and all requirements met:

1. The medication must be delivered directly to the nurse by the parent or legal guardian and must be in the original container.
2. The parent or guardian must complete a medication form which identifies the medication, dosage, and time(s) the medication is to be given.
3. The physician must provide written request for the school nurse to administer the medication including frequency and dosage.

All medication to be taken during school hours must be through arrangement with the school nurse.

Physical Examinations and Health Assessments

Physical examinations are required in grades 7 and 10 as well as for all entering students. Students in these grades and new students without evidence of a private examination by a family physician will be examined by the school physician. The school physician also conducts physical examinations for interscholastic sports and working papers.

Vision, hearing, height, weight, and scoliosis screening are conducted annually by the school nurse. Parents are notified when results of testing procedures require follow through by the parent.

Responsibility for Student Health

The student's health is primarily the responsibility of the parents. If medical care is necessary, every effort should be made to obtain this during non-school hours.

All pupils registered in the schools of New York State are required by Education Law to attend courses of instruction in physical education. These courses are required to be adapted to most individual needs. This means that a pupil who is unable to participate in the entire program should have his activities modified to meet his needs. The school nurse may grant a temporary excuse until the physician's prescription/medical excuse is submitted to the school.

Student Mental Health

Rigorous academic expectations, daily responsibilities, clubs, athletics and social interactions are a lot for students to consistently handle. It is important for students to know that their mental health and well-being is a great concern to the district. It is easy to become overwhelmed with responsibilities and expectations, and peers, teachers and counselors can provide tremendous support. Ideally, students should ask for help or confide in an adult. In the event that there is a concern for a student's mental health or well-being contact a trusted school employee. District employees are required to report concerns and school staff can help students manage their worries.

If at any point you feel that your child, a friend or you yourself are feeling suicidal or are having suicidal thoughts call the Suicide Prevention Lifeline at 1-800-237-TALK (8255) or speak to an adult.

Security/School Safety

The Hoosic Valley School District is committed to providing a safe learning environment for all students and staff. For this reason it is the district's practice to maintain secure facilities. For the protection of all students and staff, all visitors during the school day will be required to enter through the main entrance by the flag pole and sign in at the main office (elementary) or the attendance office (Jr/Sr high school). Secondary access doors will be locked during the school day to limit outside intrusions to the building. Students leaving and entering the building must do so through an entrance that is monitored by staff. No student or staff member is authorized to open secondary entrances to allow others to enter the facility. No secondary entrances should be unlocked or propped open without administrative permission.

CLARIFICATION OF GUN-FREE/DRUG-FREE SCHOOLS

Weapons Prohibition

No student shall have in his/her possession upon school premises any rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, or any object that is not necessary for school activities and that could be used as a weapon. Students are also prohibited from possessing any object (such as a toy gun or cell phone holder) that may look like a weapon. A weapon is defined as any instrument capable of firing a projectile, the frame or receiver of any such weapon, a firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

In accordance with the Gun Free Schools Act of 1994, a student found guilty of bringing a firearm (as defined in federal law) onto school property, after a hearing has been provided pursuant to section 3214 of the Education Law, will be subject to at least one year suspension from school. However, after this penalty has been determined, the Superintendent of School will review the penalty following an immediate five-day suspension and may modify the one-year suspension on a case-by case basis. If the Superintendent believes a one-year suspension penalty to be excessive, he/she may modify the penalty based on criteria including but not limited to:

- The age of the student and the student's grade level
- The student's prior disciplinary record
- The Superintendent's belief that other forms of discipline may be more effective
- Other extenuating circumstances

Alcohol/Drug Prohibition

Hoosic Valley Central School has been declared a Drug-Free School Zone. The presence of any controlled substance on school property or at any school function is prohibited.

No student may use, possess, sell, offer, manufacture, or distribute alcohol or other substances, nor may possess drug paraphernalia, on school grounds or at school-sponsored events. The term "alcohol and/or other substances" refers to all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-a-like and synthetic drugs (whether or not specifically illegal or labeled for human consumption).

The inappropriate use of prescription and over-the-counter drugs is also prohibited. Students in possession of prescription or over the counter drugs must follow the medication procedures listed in the "Health and Safety" section of this booklet.

In keeping with Board Policy 5312.1, the school district prohibits the following from entering school grounds or attending school-sponsored functions: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other controlled substances; or any person whom school personnel have reasonable grounds to suspect has used alcohol or other substances within a period of time making it likely, in the judgment of such personnel, that the person so suspected will exhibit behavior that is disruptive or otherwise undesirable.

Any type of drug found shall be confiscated immediately. This action shall be followed by immediate notification of a parent or guardian of any student involved and by appropriate disciplinary action, up to and including permanent expulsion and referral to law enforcement authorities for prosecution.

In its effort to maintain a drug-free environment, the district will report all criminal activity occurring on school premises to the proper law enforcement authorities.

Smoking Prohibition

No student may use, possess, sell, offer or distribute smoking or tobacco products or related materials including but not limited to lighters, matches and rolling papers on school grounds, in school vehicles or at school-sponsored events. The Board of Education expressly prohibits smoking or any other use of tobacco products by students or any other persons at any time in school buildings, in school vehicles, or on school grounds, or at school sponsored events. This also includes the possession or use of e-cigs, vapor pens and devices and related products whether or not specifically illegal.

Emergency Procedures

Hoosic Valley Jr/Sr High School has established procedures for dealing with various types of emergencies.

Fire Drills

The district is required by law to hold a certain number of fire drills each year. Fire drill instructions are posted in each classroom. When the fire alarm sounds, students should listen carefully to instructions, should proceed quietly and as a group to the designated exit, and should stand quietly in the designated area until the all-clear is sounded. Students will return to class in a quiet, orderly manner at the direction of the teacher.

Emergency Closings

Sometimes it is necessary to close school earlier than scheduled, most often in the case of weather problems. It is critical that students follow the directions of the teachers and the building principal to ensure students' safety.

SCHOOL HOURS AND ATTENDANCE

Regular Times and Expectations

School hours are from 8:02 a.m. until 3:02 p.m. Monday through Friday. The building will be open to students at 7:45 a.m. Students who arrive prior to 8:00 a.m. will report to the cafeteria.

No student may leave the building without permission from school personnel. If permission is granted, students must sign out in the attendance office.

Upon completion of the school day, all students should leave the school building immediately. Any students remaining must be under the supervision of a faculty member. At dismissal time students are not permitted to leave the school building and then return to board a bus.

Students are not permitted in the building after regular school hours or in the evening or on weekends without scheduled and approved supervision.

Late Starts

An announcement that school is starting late will be made on area radio and television stations and the Hoosic Valley School District website (www.hoosicvalley.k12.ny.us). A modified class schedule will be used for late starts. The schedules will be posted in the hallways and classrooms.

Period 13

On Monday, Tuesday, Wednesday and Thursday, Period 13 (2:30-3:02 p.m.) is available for academic help.

Special Circumstances

Students are expected to attend school for the full time it is in session. Every effort should be made by students and parents to make doctor, dentist, and other appointments after school hours. Dismissal for student employment will be granted only in special circumstances meeting the criteria listed later in this booklet.

State-Mandated Attendance Policy

The following provisions are among those included in Hoosic Valley Central School District Policy 5100: Student Attendance.

Excused and Unexcused Absences

Students are required to attend school on all regularly scheduled days of instruction.

When a student is absent or tardy, the parent or guardian must provide a written notice (excuse) upon the student's return to school. The written notice provided to the school is a legal document and will be used to determine whether an absence is Excused or Unexcused. For the absence to be recorded as excused, an appropriate written notice must be submitted within 5 days of the student's return.

- An excused absence is one which occurs for one of the following reasons:
- personal illness
- illness or death in family religious observance quarantine
- court appearance
- medical appointments/attendance at health clinic college visit
- cooperative work program
- attendance at an emergency as a member of a fire department or rescue organization

An unexcused absence is one for any reason not included in the above list of excused absences. The following are examples of unexcused absences:

- truancy/vacation/shopping/family visit/needed at home/family obligation/confidential reasons car trouble/no ride/missed bus/flat tire overslept/alarm didn't go off

The criteria listed above apply to late arrivals and to requests for early dismissal. (For *early dismissal*, the student must present a written request for early dismissal including the reason for the early dismissal. The request should be submitted to his/her homeroom teacher or the attendance clerk).

Attendance Regarding Working Papers

Students with acceptable attendance will remain eligible for certificates of employment, sometimes called "working papers," under Section 3215-a of Education Law. A student previously issued an employment certificate may have that certificate revoked. In the case of excessive absence, the school may withdraw a certificate of satisfactory academic standing for a sixteen or seventeen-year-old student to work beyond 10:00 p.m. on the evening before a school day.

Attendance Reporting

Attendance will be taken each morning in homeroom and each period throughout the school day.

Eligibility for District Tutoring

The district will provide tutors for students who are absent for 5 or more days because of a doctor-verified illness or injury and for suspended students mandated to have tutors under current state law. Participation in the tutoring program will count as required attendance. In the case of extended illness, once a tutor has been requested, subsequent absences will not count toward accumulated absences for purposes of course credit. Cases of doctor-verified chronic or extended illnesses will not count toward accumulated absences for course credit or student sanctions.

Attendance at Extracurricular Activities

In order to participate in any extracurricular activities on any day, a student must be in attendance for at least half of that school day.

Students who are suspended from attendance either In-School Suspension (ISS) or Out-of-School (OSS) are not permitted to participate in school activities during the course of their suspension. They are eligible for participation on the day of their return to classes.

Students wishing early dismissal for employment must meet the criteria listed in the "Senior Privilege and Student Employment" section of this booklet before approval is granted.

Make-Up Opportunities

A student who is absent will be afforded reasonable time to make up assignments missed during the absence. Assignments may be sent home to students if the parents call the school before 9:00 a.m. to make the request. Teachers will be available during pupil help periods to give needed assistance.

It is the responsibility of the student to request all make-up assignments from teachers following an absence from class. The student must request assignments early enough to permit completion of missed work before the end of the marking period.

Physical Education Attendance

Students who fail to maintain regular attendance in physical education (PE) for unexcused reasons will not receive credit towards graduation. Students who are in jeopardy of not gaining credit for PE may arrange with a physical education instructor to make up class(es) missed as a result of absences after school during 13th period.

THE RESPONSIBILITY FOR DISCIPLINE

Ideal discipline is self-directed and self-controlled. In order to assure an orderly environment in which each person may live and learn to his/her full capabilities in harmony with others, the school, community and parents must share the responsibility for helping students develop self-discipline. When self-discipline fails or self-control falters, disciplinary forces outside the individual must be imposed to protect the rights of others. In the Hoosic Valley Central School District, as in the community at large, certain guidelines and procedures are established to guide students through constructive growth into mature

adulthood. Parents, teachers and others responsible for the welfare and education of our students must cooperate to interpret and enforce these guidelines and procedures. Please refer to the District Code of Conduct included in this document for more information.

PROCEDURES

STUDENTS AND PERSONAL ELECTRONIC DEVICES (BOE Policy 5695)

The Board of Education recognizes that there are personal electronic devices that have educational applications including but not limited to voice recorders, digital cameras, tablets, laptops, Chromebooks and music listening devices. Students are provided with necessary electronic devices in the classroom such as iPads Chromebooks, laptops and calculators for educational use. The use of personal devices shall be allowed to be used in classrooms only when they are included as part of a lesson under the direction of a teacher.

The Board acknowledges that cellular phones, pagers, and 2-way communication systems can be a positive means to facilitate communication; however, the display and/or use of such devices can cause disruption to the educational process.

Therefore, to prevent such disruption;

- Students in grades 7-12 are prohibited from using or having on or in operational modes any electronic device such as but not limited to a paging device, cell phone, mobile phone, smart watches or any other type of telecommunications or imaging device during instructional time, except as permitted in connection with authorized use in the classroom by the teacher or supervising staff member. Students are permitted to use electronic devices during homeroom after announcements, in the halls during passing of classes, during lunch and in study hall. Students must follow building rules surrounding use in these areas. The use of smart watches as communication devices are not permitted during instructional or testing periods, midterm exams, local final exams and state testing. Students are expected to comply with classroom and testing procedures regarding smart watches. While students are permitted to possess such devices, students are not permitted to use any form of technology, including their own personal electronic devices to intimidate, harass or threaten others (cyberbullying).
- Student use of electronic devices during the school day for grades PreK-6 is prohibited from the time students arrive at school until the end of the regular school day. Personal devices must be turned off and stored out of sight during this time period unless expressly permitted by a teacher or supervising staff member.

The district is not responsible for stolen, lost or damaged personal electronic devices.

In emergency situations, exceptions to the prohibition of the use of cellular phones, pagers, and 2-way communication systems may be granted by teachers or administrators.

Misuse of any of these electronic devices will result in its confiscation until end of the school day, as outlined in the code of conduct. Some uses of personal electronic devices constitute violation of the school district code of conduct and in some instances, the law. The school district will cooperate with law enforcement officials as appropriate.

Cross-ref: 5300, Code of Conduct

Ref: Price v. New York City Board of Education, 16 Misc.3d 543 (2007).

Adoption date: December 5, 2011

Amended date: June 5, 2017

[END BOE POLICY 5695]

FOOD AND DRINKS

Food and beverages should not be taken to classes or study halls unless specific permission has been granted by a physician for an educational or health reason.

Students are granted permission to carry water and should do so in its original packaging or in a clear, spill proof, drink container.

CLASSROOMS

Students are expected to take responsibility for their behavior in each class. They should treat other students, adults, and school property with respect. They should be aware of the general provisions of the Code of Conduct.

STUDY HALLS

1. Students must bring books and assignments to study hall so that they can work for the entire period.
2. No student will be permitted to leave the study hall until attendance is taken.
3. Students planning to go to another classroom, the library or computer lab should have a previously issued pass from a faculty or staff member and should stay there for the entire period. Staff members in those locations are asked to return the signed passes to the study hall teachers later in the day to verify where the students were.
4. Students may request passes from the study hall supervisor to go to the nurse, guidance counselor dean or school psychologist.
5. All students must personally sign out when leaving and sign in when returning.
6. Student talking in study hall is not allowed unless the student has requested and received permission from the study hall supervisor.
7. Card playing and other games are not permitted in study hall.
8. Each student is expected to recognize the purpose of study hall and to respect the rights and needs of others in the study hall.
9. Use of electronic devices will be in accordance with the Student and Electronic Device Policy (5695) as previously stated.

CAFETERIA

At breakfast and lunch time, students are expected to:

1. Form a single line for entrance to the service area.
2. Avoid pushing or other improper conduct in line or in the cafeteria.
3. Follow directions given by the supervisor.
4. Keep their own immediate table area clean.
5. Report any accidents to the nearest supervisor on duty.
6. Return trays, dishes, and unused food to the clean-up area.
7. Leave the cafeteria during lunch period only with a pass and after signing out.
8. Remain seated in the lunch room until dismissed at the end of the period.

No food or drink should not be removed from the cafeteria. Food and beverages should not be taken to classrooms or study halls during the school day. Students are expected to eat lunch in the cafeteria during their scheduled lunch time.

Students will only be permitted in the cafeteria during their scheduled lunch period, or at the discretion of an administrator.

HALLWAYS

While passing between classes, students are encouraged to proceed to the next class in an orderly manner with a minimum of disturbance. Three minutes are allowed between classes. Courtesy to fellow students and to staff members and visitors should be shown at all times.

- Student loitering is prohibited.
- Displays of affection are a private matter and will not be allowed in school.
- Students should have a written pass from a teacher to move through the halls during class time.

Students are required to sign out on the standard classroom sign-out sheet when they leave the classroom and to sign in when they return or if they arrive late.

OFFICES

Offices are a formal place of business and to maintain a professional and positive environment all students and staff should be on their best behavior in any office. They are also a place of confidentiality therefore students and staff are not permitted to loiter in offices. All students and staff are entitled to confidentiality; therefore, conversations should wait until they can be had privately.

Foul language, outbursts, and explosive arguments are prohibited. Students should have a written pass to enter any office and should sign-in when they arrive and sign-out

upon leaving.

If a student does not have a pre-signed pass from the office, faculty and staff must call the office to make sure the necessary people are available for the student.

SCHOOL BUS

1. The driver is in charge of the bus at all times; his or her instructions are to be obeyed and seats may be assigned.
2. Consideration and courtesy should be observed at all times.
3. If a student must cross the highway, he or she must cross in front of the bus.
4. Pick-ups will be made only at regular stops; students must be present at stops on time.
5. No smoking, use of electronic cigarettes or other tobacco products, bad language, fighting or changing seats is allowed on the bus.
6. Students found marring or defacing a school bus will pay for the damage and may be denied use of school bus service.
7. Students staying for period 13 or after school help, activities, or detention are required to have a bus pass from the staff member supervising them. The pass must be presented to the driver prior to boarding the bus.
8. At dismissal time, students are to board the bus at the high school, not the elementary school.
9. No animals allowed on the bus.
10. No Skateboards allowed on bus.

STUDENT PRIVILEGES

Privileges include but are not limited to:

- Hall Passes
- Leaving Study Halls Use of Library
- Use of Computer Labs
- Use of District Computers and Technology
- Attending School Sponsored Events or Extracurricular Activities
- Participating in Athletics and Student Groups
- School Service Assignments
- Leaving School for Fire Calls
- Early Dismissal for Employment
- Late Arrival
- Driving/Parking on Campus

Loss of Privilege

Abuse or misuse of a privilege, or not meeting academic or behavioral expectations can result in loss of privilege(s) in addition to other disciplinary action. Loss of privilege will be determined by the Principal or his/her designee. Privileges are lost for a duration of time relevant to the abuse or misuse. The duration of time for lost privileges for students who repeatedly lose their privileges will be progressive. Using privileges lost will be considered a violation of the code of conduct and will result in further loss of privilege and additional disciplinary action.

Loss of hall pass privilege for students does not include bathroom use. Students will be issued an alternative pass for bathroom use. It is the responsibility of the student to carry their pass with them for the duration of their loss of hall pass time. Temporary passes must be returned to the building administrator to resume hall pass privileges.

Student Parking and Driving on School Property

Due to the fact that the school district provides bus transportation for all students, the use of school property for parking and the driving of automobiles are considered a privilege. The privilege is extended to students with certain restrictions. Students who drive to

school and park on the school campus are required to complete necessary paperwork with the Jr/Sr High School Office and obtain a parking space. A student parking in the faculty or transportation lots is prohibited. Students are expected to adhere to ten miles per hour speed limit when entering, traveling through, and exiting the school campus.

Students are required to follow all motor vehicle laws including the number of passengers permitted for his/her age and type of license.

Students are to exercise proper driving habits at all times. If not, the campus parking privileges may be suspended or revoked. Students who lose their driving and parking privilege due to a violation that jeopardizes the health and safety of others will have their spot reassigned and will have to reapply for parking.

Driving and Parking Privileges will be revoked if a student is determined to be excessively or habitually tardy (10 or more times) to school.

Student Driving/Parking Permit

Parking spaces are limited and sign up will be on a first come, first served basis, allowing seniors time to submit requirements prior to juniors. Students who do not hold a current parking permit cannot drive to school.

Permits are issued in the Jr/Sr High School Office. To obtain a parking permit students must:

- be a Junior or Senior
- present a valid driver's license
- complete and submit the driving/parking permission form.

Driving to Off Campus Programs

Students wishing to drive to Rensselaer Educational Center or educational programs located off campus may do so by obtaining a Hoosic Valley Parking Permit in addition to completing and submitting permission from the offsite program. Students who have not submitted the appropriate paperwork or have not previously obtained permission from both facilities will not be permitted to drive to offsite campuses. The district discourages driving to offsite programs, and prefers to have students safely transported by skilled bus drivers, however understands that student personal responsibilities and obligations may require independent transportation. It is for this reason that the district does not, under any circumstances, allow students to transport other students to or from offsite programs. No passenger(s) will be allowed to travel in the vehicle. Any violations of this will result in suspension of driving privileges. Any student who drives to Rensselaer Educational Center and is absent more than 5 (five) days without a valid written excuse from their parents will lose their driving privileges.

Senior Privileges: Early Dismissal and Late Arrival

Senior privileges are extended to all students who are assigned a senior homeroom, who have a minimum of 12 credits, who maintain a passing average of 75% in every subject, with no incompletes and no unsatisfactory grades (U), and who are registered for 5.5 or more academic classes, which includes physical education.

Seniors who wish to secure early dismissal or late arrival privileges must meet the senior privileges guidelines stated above, maintain regular attendance, and must attend school for at least one half of a school day.

To qualify for early dismissal or late arrival, a senior must meet the following criteria:

- The student must have study halls during the time for early dismissal.
- The permission form for early dismissal or late arrival must be properly filled out and approved by the Principal before the student is allowed early dismissal or late arrival. This form requires permission to participate by the parent, and agreement by the student to abide by the conditions for early dismissal or late arrival.

Early dismissal will not be granted on days when a student is scheduled for detention or In School Suspension (ISS), is requested by a teacher for academic concerns or a student fails to maintain qualifications for dismissal. If a student with late arrival is scheduled for In School Suspension, s/he will be required to report to ISS at 8:15am.

The final determination for early dismissal and late arrival privileges will be made by the Principal.

ALTERNATIVE INSTRUCTION SUSPENSION GUIDELINES

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

In-School Suspension (ISS)

In-School Suspension is a time of study that provides constant supervision for students who have failed to meet their school responsibilities and have been removed from their scheduled classrooms for a period of time. The instructional component in the ISS setting is provided by classroom teachers who supply instructions and materials and meet with students to explain concepts and tasks. Students assigned to ISS may be required to complete an essay or reflection regarding their behavior. Students scheduled for ISS may be suspended from all school and athletic activities. Students who enter ISS after 8:15 am will have their day extended to 3:20 pm or will be required to complete their assigned ISS the next school day.

Student Guidelines

- Report to ISS by 8:15 a.m.
- Bring all books and work necessary for the time to be spent in ISS that day. Class work will be sent or delivered to the room by teachers.
- Students in ISS are required to turn over their cell phones upon entering the room.
- No locker passes will be issued, and passes to the lavatory will be restricted to times when classes are in session and not during class change time.
- Arrangements will be made for students in ISS to purchase a basic lunch.
- Students are expected to work quietly and individually until 3:02 p.m.

Suspension from School

Suspension from school is a severe penalty which may be imposed upon students who are insubordinate, disorderly, disruptive, or violent, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. Students suspended from school will not be allowed on school property or at school functions unless accompanied by parents for the specific purpose of a hearing or unless reporting to the school for alternate instruction.

The Board of Education of the Hoosic Valley Central School District establishes that the Superintendent of Schools and each Building Principal shall have the authority to suspend any student for a serious infraction of the District's Code of Conduct.

SCHOOL PROPERTY

Student Use or Abuse of School Property

Vandalism to any school property, including buses, buildings, and school grounds, may result in a student's suspension from school and requirement for restitution prior to reinstatement.

Textbooks

Textbooks are provided to all students without charge. These are the property of the school district, and students should exercise great care in the use of them. It is suggested, and sometimes required, that books be covered to prevent undue wear to the covers. Students cannot write in textbooks. Students are responsible for the books issued to them, and may be charged for any damage or loss while the books are in their possession.

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. In essence, student lockers, desks, and other school storage places are school property and may be searched at any time by school officials, without prior notice to students and without their consent. The use of these school items is a privilege afforded to students.

Each student is provided a locker that must be used to store all academic and personal materials. Leaving belongings on the floor in the hallway is a safety concern for all and is prohibited.

A lock is assigned to each student, and each student is responsible for the lock on his/her locker. Students are reminded to keep their lockers locked. If the lock is lost or damaged

and must be replaced then the cost of the lock will be charged to the student. Students are not permitted to share lockers with other students. The school is not responsible for lost or stolen items.

Lockers for use during physical education classes or sports events are also provided.

Students are responsible for their own valuables left in the gymnasium locker rooms. Anything of value should be locked in a locker secured with a lock. Otherwise, valuables should be given to the instructor for securing during the class period. Students are encouraged to leave valuables at home.

Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain an educational 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 and all district personnel.

Prohibited conduct on school property is identified in the code of conduct (See XV. Public Conduct on School Property).

Penalties

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.

Students shall be subject to disciplinary action as the facts may warrant, in accordance with Education Law and this Code of Conduct.

ANNOUNCEMENTS

Daily announcements will be read over the P.A. system during homeroom each morning, posted on the school district's website, and electronically sent to staff, who will post announcements in the classrooms.

Information to be included in daily announcements should be signed by a teacher and submitted to the main office by 2:45 of the day before the announcement is to be included. Other than emergency situations, the P.A. will not be used after homeroom.

STUDENT ACTIVITIES

A variety of student organizations, athletic programs, and special events supplement and complement the district's academic program.

Student activities outside the academic classroom are a valuable part of the Jr/Sr high school experience. All students are encouraged to become an active participant in at least one organization or activity.

Coordination by Student Council

Student Council is the student representative government of the school. The elected representatives communicate student needs and ideas and work to improve the school.

Student Council coordinates approval and guidelines for all extra-curricular student activities and determines student eligibility criteria to qualify for student elected positions. Student Council also coordinates student participation in the district's shared decision-making groups.

Approval of Activities

In order to be approved, an activity or organization must:

- have a constitution or set of by-laws;
- have a list of officers including a president, secretary and treasurer;
- have a faculty advisor or sponsor;
- meet at least once a month to remain active.

The president of the organization or the sponsor should file the appropriate information (items 1-3 above) with the Student Council, if possible, during the first two weeks of school.

Activities Calendar

A master calendar listing special events and other activities sponsored by organizations is in the main office. Dates for special events should be reserved as far in advance as possible.

Use of the School

School-sponsored activities and organizations may meet during period 13 or after school on week days without additional approvals. Requests for use of the school in the evening or on weekends must be submitted to the main office.

Posters to be placed in the building must be initialed by the advisor and a Building Administrator before posting.

Activity Finances

Student sponsors of an authorized activity (registered as a "student activity") may request through the Student Council permission to raise funds and receive approval from Building Administration. All monies collected must be immediately put into the Student Activity Account. All bills to be paid must be submitted to the Central Treasurer by the activity or sponsor on the proper form, and a check will be issued. Checks will be made out by the Central Treasurer directly to the vendor involved.

Activities where an admission fee is involved, i.e., dances, play, musicals, etc., require proper accounting for all money. Tickets, cash boxes, and change can be secured from the main office. One day advanced notice must be given to the main office.

Attendance at Activities

A student must attend classes at least one-half day on the day of any activity to be eligible for participation.

Guidelines for Dances

- Organizations may sponsor school dances with the approval of the Principal.
- Each dance sponsored by an organization will have an appropriate number of chaperones assigned.
- Students should obey the instructions of chaperones at dances.
- Dances for 7th and 8th grades are for Hoosic Valley students only in grades 7 and 8.
- School dances for grades 9-12 are for Hoosic Valley students and their guests only, unless otherwise restricted. Any student not regularly enrolled in this school may be admitted to a high school dance as a guest of an enrolled Hoosic Valley high school student (1 guest per student). Guest Authorization Forms may be acquired in the Main Office and must be turned in by the due date in order to be considered. Guests must be in good standing in their resident school district. Guests to the Prom may be no older than 20 years old.

Selection to National Honor Society

National Honor Society is a nationwide high school honor and service organization recognizing students of outstanding scholarship, character, leadership, and service.

Students in grades 10-12 who maintain a cumulative high school average of at least 90% are eligible for consideration for membership. Students who meet the scholarship eligibility minimum are notified in the Spring. Notified students who wish to be considered for selection are asked to submit an activity sheet to be returned to the National Honor Society advisor no later than the date specified.

Applicants are rated on a point system. Members of a faculty take into consideration the information submitted by the students as well as student evaluation forms given to staff. The committee rates each candidate on a 20-point scale for each category. When the committee meets for selection, the ratings for each candidate for character, leadership, and service are averaged, the candidates' points are totaled, and the committee selects a cut-off point for each grade. All students who submitted an application are notified of the Faculty Council's decision. Students selected are notified and invited, along with their guests, to attend an induction ceremony.

Members of the National Honor Society are expected to:

- Be a Role Model. You are an ambassador of your chapter and the national organization. Each member represents the Honor Society and retains a responsibility to reflect the values of the organization in all that he or she does.

- Serve. Promote service through your individual and chapter service projects and by supporting service activities done by other groups both at school and in the community.

Selection to National Junior Honor Society

Students in grades 6, 7 and 8 are eligible to be inducted into the Hoosic Valley Chapter of the National Junior Honor Society. The NJHS was founded in 1929 and promotes recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, citizenship and community service.

To be eligible for induction, students must have an overall average of at least 90% for the first semester of the school year. Students who meet the scholarship eligibility minimum are notified in late March. Students who wish to be considered for selection are asked to submit an application and return it to the National Junior Honor Society advisor by the date specified.

A faculty council of five junior high school teachers review the applications submitted for membership. Students who have submitted applications are evaluated based on community service, leadership, character and citizenship. Applicants are rated on a point system. Points are earned based on the information from the student's application as well as a student evaluation form given to staff in each building. During the selection process, the points each student earned in the areas of character, leadership, citizenship and community service are totaled and averaged together. A cut-off point is then selected for each grade, which determines how many students are inducted at each grade level.

All students who submitted an application are notified of the Faculty Council's decision by mail. Family members of students selected are invited to attend the induction ceremony, which takes place late in the spring semester.

Members of the National Junior Honor Society are expected to:

- Be a Role Model. You are an ambassador of your chapter and the national organization. Each member represents the Honor Society and retains a responsibility to reflect the values of the organization in all that he or she does.
- Serve. Promote service through your individual and chapter service projects and by supporting service activities done by other groups both at school and in the community.

Athletics

The athletic program is designed to provide physical training and development of students. The program will allow students proficient in sports to demonstrate this ability and assist them in further development of their talents. Students participating in the program will develop physically, mentally, and emotionally. Students have the opportunity to observe and exemplify good sportsmanship and to realize that responsibility to both team and school are important ingredients of sports.

Refer to the INTERSCHOLASTIC ATHLETICS HANDBOOK for more information.

K-12 CODE OF CONDUCT (BOE POLICY 5300)

I. Introduction

The district is committed to providing a safe and orderly school environment, free from discrimination, harassment, bullying, taunting, or intimidation, where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior and civil treatment by everyone, for everyone, in the school community (student, parent, staff member, and visitor) is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, integrity and dignity.

The district 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 of Education 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.

II. Definitions

For purposes of this code, the following definitions apply.

“Disruptive Student” means an elementary, middle level or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

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

“Employee” shall mean any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11[4] and §1125[3]).

“School Property” means in or within any building, structure, athletic, playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus (Education Law §11[1] and Vehicle and Traffic Law §142).

“School Function” means any school-sponsored extra-curricular event or activity on or off campus (Education Law §11[2]).

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

“Disability” as defined by Education Law §11[4] and Executive Law §292[21] means

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

“Bullying” is repeated actions, taken on purpose, with the intent to harm another individual.

“Harassment/Bullying” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in Education Law §11[8], that

- (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment/bullying that are prohibited include those based on, but are not limited to, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, physical appearance or attributes, socioeconomic status, and life circumstances.

“Threats, Intimidation or Abuse” include verbal and non-verbal actions as well as information communicated using electronic communication (Education Law §11[17]).

“Cyberbullying” means harassment/bullying through any form of electronic communication. “Sexting” is sending or receiving of explicit content over text or chat. Content includes, but is not limited to pictures, sound bites, written words or links to explicit content. Sending or disseminating explicit content to, of, or about a minor is a crime.

“Discrimination” means discrimination against any student by a student or students and/or employees on school property, or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse of such a severe nature that

- (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
- (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include but is not limited to threats, intimidation, or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a persons’ gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under Section 504 of the Rehabilitation Act of 1973.

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

“Gender” means actual or perceived sex and shall include a person’s gender identity and expression (Education Law §11[6]).

“Emotional Harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional wellbeing through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

- (a) Commits an act of violence upon a school employee, or attempts to do so.
- (b) 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.
- (c) Possess, while on school property or at a school function, a weapon.
- (d) Displays, while on school property or at a school function, what appears to be a weapon.
- (e) Threatens, while on school property or at a school function, to use a weapon.
- (f) Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- (g) Knowingly and intentionally damages or destroys school district property.

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

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

“Illegal Drugs” means a controlled substance except for those legally possessed or used

under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. Illegal drugs include but are not limited to alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, synthetic and look-alike drugs.

“Synthetic Drugs” (whether illegal or labeled for human consumption) are designed to mimic the intended effects and usages of substances which are chemically similar to those controlled by state and local law.

III. Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function or activity.

Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, specific policies as described in student handbook(s) and rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Take advantage of the academic opportunities offered at school.
6. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
7. Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all.
8. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
9. Work to develop mechanisms to control their anger.
10. Ask questions when they do not understand.
11. Seek help in solving problems that might lead to discipline.
12. Dress appropriately as defined in applicable student handbooks for school and school functions.
13. Accept responsibility for their actions.
14. Respect school property.
15. 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.
16. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
17. To conduct themselves in a manner that fosters an environment that is free from

intimidation, harassment, or discrimination.

18. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

IV. Essential Partners

Parents & Guardians

Parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Instill in their child a desire to learn. Provide a place conducive for study and ensure the completion of homework assignments.
3. Ensure that their children attend school regularly and on time. Parents will call the Attendance Office when their child will be absent and follow up with a written excuse the day their child returns to school.
4. Ensure that absences are excused in accordance with state and local guidelines
5. Insist that their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Help their children deal effectively with peer pressure.
10. Inform their child's school counselor, when appropriate, of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Exemplify an enthusiastic and supportive attitude toward school and education by becoming acquainted with their child's school, its staff, curriculum and activities, and attending parent-teacher conferences and school functions.
13. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Teachers

Teachers are expected to:

1. Maintain a classroom climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex, personal appearance or attributes, socioeconomic status or life circumstances, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen students' self-concept and promote confidence to learn.
2. Reflect a personal enthusiasm for teaching and learning and a genuine concern for the individual student.
3. Dress and conduct themselves in a professional manner.
4. Treat others with respect and model good character.
5. Guide learning activities so students learn to think and reason, assume responsibility for their actions and respect the rights of others.
6. Be sensitive to the attitudes of the community.
7. Participate in the development of innovative educational programs that will help to minimize problems of misconduct.
8. Be well informed on procedures and programs directly impacting the student body and work with the administration by providing support toward workable solutions.
9. Be prepared to teach: faculty members are expected to remain knowledgeable about

N.Y.S. and Hoosic Valley curriculum requirements.

10. Demonstrate interest in teaching and concern for student achievement.
11. Know school policies and rules, and enforce them in a fair and consistent manner.
12. Communicate to students and parents:
 - (a) Course objectives and requirements.
 - (b) Marking/grading procedures.
 - (c) Academic concerns
 - (d) Assignment deadlines.
 - (e) Expectations for students.
 - (f) Classroom discipline plan.
13. Communicate regularly with students, parents and other teachers concerning growth and achievement.
14. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
15. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
16. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in writing within 24 hours of the incident.

School Counselors

Guidance counselors, social workers and/or school psychologists are expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Treat others with respect and model good character.
3. Serve as "student advocates" when necessary or when deemed appropriate.
4. Initiate conferences with parents, teachers and students as necessary.
5. Regularly review with students their educational progress and career plans.
6. Conduct psycho educational assessments for individual students as needed.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex, personal appearance and attributes, socioeconomic status, or life circumstances, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in writing within 24 hours of the incident.

Principals

Building Principals are expected to:

1. Create the best teaching/learning situation possible, exercising all authority assigned by the Superintendent and School Board.
2. Treat others with respect and model good character.
3. Ensure availability for students and staff to have the opportunity to communicate with the principal.
4. Evaluate the program of instruction in the school to achieve a meaningful educational program.
5. Help the staff evaluate their own procedures and attitudes in relation to interactions

within their classrooms.

6. Support student participation in appropriate extracurricular activities.
7. Assume responsibility for the dissemination and enforcement of the district's discipline policy.
8. Utilize all appropriate auxiliary staff and outside agencies to help parents and students identify problems and seek solutions.
9. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex, physical appearance and attributes, socioeconomic status, and life circumstances, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student's self-image and promote confidence to learn.
10. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Superintendent

The superintendent is expected to:

1. Promote a safe and orderly, respect and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Treat others with respect and model good character.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems 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. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex, physical appearance and attributes, socioeconomic status, and life circumstances, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student's self-image and promote confidence to learn.

Board of Education

The Board of Education is expected to:

1. Support a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt a code of conduct and review it annually for effectiveness and fairness and consistency of implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting board meeting in a professional, respectful manner.

Dignity Act Coordinator

The Board has designated at least one staff member in every school to serve as the Dignity Act Coordinator. The Role of the Dignity Act Coordinator ("DAC") is to coordinate and enforce this policy. The DAC shall be thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious

practice, disability, sexual orientation, gender, gender identity and expression and sex. The DAC shall be responsible for coordinating employee training, supporting implementation of district policy, ensuring inclusive curriculum to reinforce and promote tolerance and a harassment free environment. The DAC shall also serve as an accessible resource to students and staff related to this policy or prevention and response strategies.

Elementary Building DAC

Beth McQueeney
Guidance Counselor

MS/HS Building DAC

Rebecca Kellerhouse
Guidance Counselor

To promote the communication between parents, teachers, students and other educational professionals and to publicize the availability of the DAC as a resource at each school, the name, designated school and contact information for each DAC shall be available on the district's website; included in the plain language code of conduct summary provided to all parents and students before or at the beginning of each school year; included in at least one district or school mailing per school year and if the DAC changes, in at least one subsequent mailing as soon as practicable thereafter; by posting the contact information in highly visible areas of the school buildings and by making the contact information available at the District and school-level administrative offices.

The DAC shall also serve as an accessible resource to students and staff related to this policy or prevention and response strategies.

The Dignity Act Coordinator is expected to:

1. Promote a school environment that fosters respect, tolerance, civility, character and dignity.
2. Ensure availability for students and families to have the opportunity to communicate with the DAC.
3. Promptly investigate issues of discrimination and harassment.
4. Initiate conferences with parents, teachers, and students as necessary.
5. Provide reasonable and fair intervention methods and/or disciplinary consequences in a timely manner.
6. Assist students in building coping and conflict resolution skills.
7. Serve as a "student advocate" when necessary or when deemed appropriate.
8. Ensure staff training to promote a positive school environment free from discrimination and to discourage and respond to incidents of discrimination or harassment.
9. Ensure implementation and practice of anti-bullying, harassment, non-discrimination and school environment policies.

Dignity Act Building Reps

The DAC and Superintendent have designated Building Reps to accept report of, investigate and remedy reported incidents of discrimination, harassment, bullying, and cyberbullying, and work with students and families to stop future incidents from occurring. Building Reps are required to submit all reports and investigations in writing to the DAC.

Elementary Building Reps

Mark Foti, Principal
Beth McQueeney, Guidance Counselor
Lisa Waldron, School Psychologist

MS/HS Building Reps

Julie Adams, 7-12 Principal
Miriam Dobbs, 7-12 Asst. Principal
Becky Kellerhouse, Guidance Counselor

Building Reps are designated to conduct investigations of reported instances of bullying and harassment. Discrimination, harassment, bullying, cyberbullying and sexting can be reported to any faculty or staff member. Faculty and staff are required to report such incidents to a Building Rep or the DAC.

V. Dignity for All Students Act

It is the policy of the State of New York, as set forth in the Dignity for All Students Act ("DASA") as well as federal civil rights statutes, including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and all subsequent amendments, to afford all students in public schools an environment free from discrimination and harassment.

In order to foster an environment which promotes and supports students' ability to learn and to meet high academic standards in the Hoosic Valley Central School District, the Board of Education is dedicated to ensuring the District promptly addresses any conduct, on or off school property, including electronic or Internet content, which negatively impacts or has the potential to negatively impact a student's learning environment, which is inconsistent with the District's educational mission or which detracts from a healthy and positive school climate, including discriminatory or harassing behaviors as defined by the Dignity for All Students Act or related federal civil rights statutes set forth above. The Board of Education is committed to providing all its students with an environment free from discrimination and harassment and shall take steps to prevent harassment and discriminatory behaviors through educational measures designed to promote tolerance, respect for others and to promote awareness and sensitivity to discrimination or harassment to encourage civility and a climate of mutual respect, equality and dignity for all students on school grounds and at all school sponsored activities, programs or events. Harassment against any student by any student or employee that creates a hostile environment by conduct will not be tolerated.

By combining prevention with education, the District's goal is to decrease incidents of discrimination and harassment while simultaneously increasing awareness among students and staff to be sensitive and alert to the warning signs of bullying and harassment as well as their obligation to report or act when such acts occur. Essential components of this effort shall include:

- Instruction and strategies which identify early warning signs and precursor behaviors which, if left unaddressed, may lead to discrimination, harassment or bullying;
- Gathering information related to harassment, discrimination or bullying from students, parents, school staff and the community;
- Establishing school wide and classroom rules that clearly prohibit discrimination and harassment.
- Providing instruction to students in civility and tolerance designed to promote a climate of mutual respect and dignity for all students.
- Providing professional development and school wide training to staff to be able to identify, respond sensitively and consistently to incidents of harassment and bullying as well as to promoting tolerance and respect for all.
- Providing adequate adult supervision, particularly in less structured areas such as hallways, cafeteria and playground, as applicable.
- Notification to Parents as to District and school-wide efforts to become involved in preventing and addressing prohibited conduct and promoting a positive and healthy school environment.

The Superintendent has established a district-wide task force to develop administrative procedures to promote the early identification of bullying and harassment; to develop training and implementation educational programs and professional development for students and staff and to develop other preventive strategies and interventions. The task force, in conjunction with the DAC shall develop procedures and forms for district-wide use for reporting, investigation, remediating, tracking and preventive actions taken to discourage recurrence instances of harassment or discrimination. In addition, the District will submit and report to the State on an annual basis material incidents of discrimination and harassment on school grounds or at school functions, using the VADIR reporting form developed by the State Education Department.

The Board of Education recognizes the need to clearly define expectations for acceptable conduct on school property by staff and students and to identify the possible consequences of unacceptable conduct, to ensure that discipline is administered promptly and fairly when necessary. To this end, the Board adopts this code of conduct. Unless otherwise indicated, the code of conduct applies to all students, school personnel, parents and other visitors when on school property or at school functions.

A. Prevention and Training

The Board of Education directs training for employees, including school and district administrators, and instructional and non-instructional staff designed to promote a safe and supportive school climate while discouraging discrimination or harassment against students by students or school employees, including the use of safe and supportive school

climate concepts in the curriculum and classroom. Staff members and students will be educated to help create a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender (including gender identity or expression, actual or perceived) sex, physical attribute, socioeconomic status or life circumstance, which will help strengthen student's confidence and promote learning. Staff shall also be trained to recognize that under federal civil rights laws and regulations, students are protected from harassment by school employees, other students and third parties. They shall also be trained to understand that some student misconduct which violates or falls under the District's anti-discrimination or anti-harassment policies may also implicate one or more of the federal civil rights laws enforced by the Office of Civil Rights of the Education Department.

Staff members will be provided training to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functioning. Staff members will be trained to recognize and respond to incidents of discrimination and harassment and to timely report incidents of discrimination and harassment that they witness or that are brought to a staff member's attention. Through training, staff will learn to address personal biases that may prevent the equal treatment of all students in the school or classroom setting and to promote and maintain a climate of mutual respect and dignity for all students to strengthen student's confidence and to promote learning. Teachers and administrators will receive district-wide professional development. All staff with direct student contact will receive district-wide instruction on promoting a positive school environment free from discrimination and to discourage and respond to incidents of discrimination or harassment. The Superintendent and the Professional Development Coordinator will incorporate training to support this anti-discrimination and harassment policy into new teacher orientation and the annual professional development plan.

B. Instruction in Civility, Citizenship and Character Education Grades K-12

Students shall receive instruction in patriotism and citizenship as required by Section 801 of the Education Law. In addition, students shall be instructed to raise awareness and sensitivity to discrimination or harassment and to promote civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, gender expressions or identities and sexes. Curricular materials related to the above topics will be included in the instructional program for grades K-12. The District will use a variety of means to set forth clear expectations for student conduct and behavior, including a bill of rights and responsibilities for students which focuses on positive student behavior and the goal of promoting a safe and supportive school climate and learning environment for all students.

C. Intervention

Intervention at the earliest stage possible is key to preventing escalation of harassment and discrimination and to encourage proactive resolution to promote a positive learning environment for all students. Intervention efforts will emphasize measured, balanced and age-appropriate responses to the discrimination and harassment of students by students and/or employees focusing on education and should be designed to discourage another occurrence of the behavior.

Successful intervention may involve remedial measures. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Remediation may be targeted to the individual(s) involved in the harassing or discriminatory behavior or may include environmental approaches which are targeted to the school or district as a whole. Individual-focused remedial measures may include, but are not limited to peer support groups; corrective instruction or other learning or service experience; supportive interventions; behavioral assessment or evaluation; behavioral management plans with closely monitored benchmarks; student counseling and parent conferences. Environmental remediation strategies may include supervisory systems that empower school staff with prevention and intervention tools to address incidents of bullying and harassment; strategies for determining the conditions contributing to discriminatory behaviors; adoption of research-based, systemic harassment prevention programs; modification of schedules; adjustment in hallway traffic and other student routes of travel; targeted use of monitors;

staff professional development; parent conferences; involvement of parent-teacher organizations and peer support groups.

In addition to addressing the discriminatory or harassing conduct, intervention shall also include support and assistance to the student that was the target of the harassment as well as identification of prompt and effective steps reasonably calculated to end the harassment; to eliminate any hostile environment and to prevent such conduct from reoccurring. When harassment has occurred, staff, in conjunction with the DAC, the parents and the student, as appropriate, shall review whether the student requires counseling support, accommodations or other services to remedy the effects of the harassment and if there is a need, shall provide such services or supports. Accommodations and on-going supports provided to a target of harassment shall be reviewed, as needed, to ensure that any safety concerns have been addressed and to determine whether accommodations or supports should be continued, adjusted or discontinued.

D. Reporting and Investigation

The District recognizes its ongoing commitment to provide a safe and positive educational climate free from bullying and harassment and will publicize its policies and reporting expectations for incidents of harassment or discrimination. To ensure effective and timely redress to incidents of bullying and harassment, students who have been harassed, students or staff who have witnessed what they believe to be an incident of bullying or harassment are encouraged and expected to promptly make a written or verbal complaint to school personnel in a manner consistent with publicized school-wide practices and guidance as soon as possible after the incident.

The district can't effectively address harassment or bullying if incidents are not reported. All school personnel have a duty to report incidents of student to student or staff to student harassment which they observe to their supervisor, the building administrator or the DAC. If school personnel receive any reports of incidents of harassment against a student by staff or other student(s), they must promptly relay the report to their supervisor, the building administrator or to the DAC as set forth in the implementing procedures for this policy. If a staff member is unfamiliar with the reporting procedure, it is their obligation to inquire about the process from their supervisor and to act accordingly. An employee who fails to report an observed incident, regardless of whether the student complains, may be deemed to have permitted unlawful discrimination or harassment.

Once the school knows of an alleged incident of harassment, there must be a timely investigation to determine what occurred. Complaints shall be handled and documented in accordance with regulations and procedures developed by the district-wide task force in conjunction with the DAC. The results of the investigation shall be reported back to both the target and the individual accused of harassing or discriminatory behavior or conduct. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the procedures established by the district-wide task force to implement this policy.

The District has a bullying complaint form available on its website and at the main office in each building to facilitate reporting. The district will promptly and equitably investigate all complaints, formal or informal, verbal or written, on or off school property, including incidents occurring electronically. In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); electronic data, and the target's response to the incident.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective and possibly disciplinary action will be taken in accordance with the code of conduct, applicable collective bargaining agreement, district policy and state law. If the reported behavior constitutes a civil rights violation, the complaint procedure associated with related anti-discrimination policies will be followed, as applicable. If either of the parties disagrees with the findings of the initial investigation, an appeal may be made to the Superintendent in accordance with the guidance procedures developed by the district wide task force.

To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation. The District will balance its legal obligation to conduct its investigation, to take necessary action to resolve

the complaint and to provide procedural rights to the individual(s) accused of the harassment or discrimination through the investigation. Individuals responsible for investigating complaints will discuss any concerns or issues related to confidentiality with the individuals involved. Complainants must be informed that the District's need to respond effectively to the harassment and to prevent reoccurrence is a critical part of the investigation. All complainants shall be advised that district policy and federal law prohibit retaliation against complainants and witnesses. If the complainant, witness or reporting staff member believes that they have experienced retaliation, they need to report this issue as soon as possible to the District for appropriate responsive action to address and to prevent retaliation from recurring, if applicable.

The reporting mechanism used for identifying instances of discrimination and harassment will be used to compile relevant information which may assist in assessing the school climate and the effectiveness (or challenges) related to interventions; staff training; guidance and forms or student educational programs.

E. Disciplinary Consequences/Remediation

Even with prevention and education, instances of discrimination or harassment may still occur. Should such an instance arise, the individual engaging in the harassing or discriminatory conduct must be advised that their actions and conduct will not be tolerated and that their behavior must be changed immediately. Students who engage in harassing or discriminatory conduct will receive guidance on making positive choices and support to understand how their actions have negatively impacted other student(s) and must not continue. As appropriate, disciplinary action will be taken by the building principal or other authorized administrator in accordance with the district's Code of Conduct. If the discriminatory or harassing behavior rises to the level of criminal activity, law enforcement will be contacted.

Progressive discipline consequences will be considered in response to instances of discrimination or harassment and the individual imposing consequences shall consider the nature and severity of the misconduct, the developmental age of the student, and the student's history of problem behaviors, prior interventions and the student's response and must be imposed in a manner consistent with the district's Code of Conduct.

In addition to disciplinary measures, remedial responses should be considered to discern why the discrimination or harassment occurred and should be targeted to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Remedial measures may be appropriate on an individual or school-wide basis, depending on the nature of the underlying misconduct.

Measures to support students and remedy bullying and harassment, include, but are not limited to:

1. Student involved prevention plan
2. Informing faculty and staff of the issue
3. Assignment of adult mentor
4. Peer support group
5. Mediation, conflict resolution or supportive intervention
6. Corrective instruction or reflective activities
7. Behavioral assessment, plan and/or contract
8. Parent/guarding conference
9. Collaboration with coaches or student group leaders
10. Disciplinary Measures

F. Non-Retaliation for Reporting or Participating In an Investigation When Acting In Good Faith.

Any person who has reasonable cause to suspect a student has been subject to discrimination by an employee or student on school grounds or at a school function who reports such information to school officials, the Commissioner or law enforcement, who reports and acts in good faith, shall be immune from civil liability from making such a report.

In addition, all complainants; those who participate in the investigation of a complaint in conformity with state law and district policies, or who are required to testify, participate or

assist in the investigation procedure shall be free from retaliation of any kind and who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

VI. Student Dress Code

Hoosic Valley is preparing students for their future entrance into the world of work, and having good judgment for appropriate attire in the work setting is an important skill in that preparation. With that in mind, all students should wear clothing and accessories, which are appropriate in a formal public school setting.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. This includes attire worn during physical education classes and on field trips. Students and their parents have the primary responsibility for acceptable student dress and appearance. All District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Footwear must be worn at all times. Footwear that is a safety hazard will not be allowed. Slippers are not acceptable footwear for school.
3. Appropriate clothing must be worn at all times. Extremely brief garments such as tube tops, net tops, spaghetti straps, tied halter tops, strapless tops or dresses, plunging necklines (front or back) and see through garments are not permitted in school. Cleavage and midriffs must be covered at all times.
4. Shorts and skirts should sit no higher than fingertip length with arms at the side.
5. Underwear must be completely covered with outer clothing. Tank tops must have straps wide enough to hide undergarments. Pants must be pulled up above under clothing.
6. Students in areas such as shop or lab must wear prescribed safety clothing, safety glasses, and any other safety equipment requested. Physical education classes require student to wear appropriate footwear, clothing, and safety equipment as requested.
7. To ensure an appropriate educational environment the wearing of hats or head coverings will not be permitted in school except for a medical or religious purpose. Hat, hoodies, bandanas and head coverings must be stored away and not visible during the school day.
8. Clothing or jewelry with vulgar, obscene, libelous, or indecent language or pictures is not permitted.
9. Clothing or jewelry that denigrates others because of race, color, religion, creed, national origin, gender, sexual orientation, or disability is not permitted. Clothing that encourages discrimination, intolerance or violates the districts mission to promote a respectable school environment.
10. Clothing or jewelry which promotes or endorses the use of alcohol, tobacco, or other illegal or synthetic drugs or which encourages any illegal or violent activity is not permitted.
11. Clothing with spikes or chains.

Students who violate the dress code will be referred to the building administrator, who will assist in educating the student regarding appropriate dress. The building administrator will also assist the student to modify their appearance by covering the offending item or replacing it with an acceptable item. Any student who refuses to do so may be subject to consequences and/or a parental/guardian contact by the administrator, or the administrator's designee.

VII. Prohibited Student Conduct

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

Once allegations or reports of misconduct have been made, the district will take the

necessary steps to protect the safety and wellbeing of students involved, conduct an investigation of the incident and enforce the code of conduct.

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function 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 penalties for their conduct.

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

A. Engage in conduct that is disorderly and/or disruptive.

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

1. Using language or gestures that are profane, lewd, vulgar, or abusive.
2. Engaging in any willful act which disrupts the normal operation of the school community.
3. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
4. Failing to comply with the reasonable directions of teachers, school administrators, or other school personnel in charge of students.
5. Leaving school building and/or grounds without permission – Students may not leave the building or premises without the permission of the Main Office or the Attendance Office. This permission is granted when the student has supplied a parent/guardian written note or parent/guardian oral confirmation to the staff in the Attendance Office or Main Office. Individual circumstances may require additional procedures. Such as, child will not be released via telephone, parent/guardian expected to come to school and provide written verification.
6. Computer misuse, including any unauthorized use of computers, software, or internet account; accessing inappropriate websites, or any other violation of the district's acceptable use policy. See Section XVI. Additional Information, Category A – Student Internet Use, page 46.
7. Electronic devices misuse such as, but not limited to cell phones, pagers, cameras, MP3 players, CD players, radios, laser pointers lap tops, tablets, gaming devices, and video and/or voice recording devices. Taking photos or videos of anyone (staff member or students) without their permission is prohibited.

B. Engage in conduct that is insubordinate (willful challenge of authority).

Examples of insubordinate conduct include but are not limited to:

1. Committing an act of refusal that endangers the health, welfare, and safety of students and staff.
2. Failing to comply with reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
3. Failure to follow through with a disciplinary consequence.
4. Lateness for, missing or leaving school without permission.

C. Engage in conduct that is violent.

Examples of violent conduct include but is not limited to:

1. Committing an act of violence upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement official are the only persons permitted to have a weapon in their possession while on school property or at a

school function.

4. Threatening to use any weapon.
5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawful on school property, including graffiti or arson.
6. Intentionally damaging or destroying school district property.
7. Engaging in harassing conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
8. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication
 - (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or,
 - (b) results in material or substantial disruption to the educational environment.

D. Engage in any conduct that endangers the safety, morals, health or welfare of one's self or others or is disruptive to the educational process.

Examples of such conduct include but are not limited to:

1. Stealing the property of any person lawfully on school property or attending a school function. Hoosic Valley Central Schools instills respect for the rights and property of the entire Hoosic Valley community. Therefore, it is expected that all students will be honest and will respect the property of others. Stealing is against the law; any individual who violates this law will be subject to school and/or criminal punishment.
2. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
3. Discrimination, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation, disability, personal appearance or attributes, socioeconomic status or life circumstances as a basis for treating another in a negative manner.
4. Harassment, which includes the creation of a hostile environment by conduct, intimidation, verbal threats or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or fear for his or her physical safety.
5. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort.
6. 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.
7. Selling, using or possessing obscene material
8. Using vulgar or abusive language, cursing or swearing.
9. Using, possessing, selling, offering, manufacturing, distributing, soliciting, exchanging cigarettes, cigars, pipes, chewing tobacco.
10. Using, possessing, selling, offering, distributing, soliciting, exchanging e-cigarettes, vapes, vaporizers, associated vaping equipment and/or products whether or not specifically illegal.
11. Using, consuming, possessing, selling, offering, manufacturing, distributing, soliciting, exchanging or being under the influence of alcohol or other illegal substances including, but not limited to, inhalants, marijuana, cocaine, LSD, PSP, amphetamines, heroin, steroids, look-a-like drugs and any synthetic version (whether or

not specifically illegal or labeled for human consumption).

12. Inappropriately using, sharing or possessing prescription and over the counter drugs.
13. Using or being in possession of drug paraphernalia.
14. Gambling.
15. Indecent exposure that is exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

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 drivers. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment and discrimination will not be tolerated.

F. Engage in any form of academic misconduct.

1. Plagiarism
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the aforementioned actions.

The list of offenses is by no means all-inclusive. For those situations that arise and are not listed, the administration will have the complete authority to deal with the problem as deemed necessary.

The administration also reserves the right to amend the penalties for any of the offenses based on a review of the circumstances. The code/schedule of responses outlined here are advisory only.

CODE OF CONDUCT CATEGORIES II – IV

Category II

- _Being in an unassigned area
- _Cutting class
- _Classroom disruption
- _Dishonest/disrespect
- _Dress code violation
- _Electronic device
- _Failure to stay for office detention
- _Failure to stay for teacher (behavior related)
- _Food/beverage in hallway or class
- _General obscenity (spoken/written/gesture)
- _Inappropriate or noncompliant behavior in cafeteria/school bus/other school area
- _Insubordination (failure to comply with a reasonable request)
- _Internet/Technology violation
- _Leaving class without permission
- _Public display of affection
- _Parking/traffic violation
- _Repeatedly late to class

Category III

- _Cheating/forgery/impersonation
- _Bullying/harassment/discrimination
- _Inappropriate physical contact
- _Intimidation/menacing/threats
- _ISS--Leaving without permission
- _ISS--Not reporting to ISS when requested
- _ISS—Removal from due to misbehavior
- _Leaving school property without permission
- _Smoking/tobacco use or possession
- _Theft or Possession of stolen property
- _Truancy
- _Vandalism/damage to school property
- _Verbal altercation/abuse

Category IV

- _Fighting
- _Reckless Endangerment
- _Homicide
- _Sexual Offenses
- _Assault
- _Weapons Possession
- _Material Incidents of Discrimination, Harassment and Bullying
- _Bomb Threat
- _False Alarm
- _Use, Possession or Sale of Drugs
- _Use, Possession or Sale of Alcohol

VIII. 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/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance, pornographic material or witnessing harassment or bullying on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

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

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

The Principal or his/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/her designee learns of the violation. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

IX. Disciplinary Penalties, 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:

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

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

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

- Administrative Verbal Warning
- Referral to Building Administrator or their designee, Guidance, Psychologist or other service
- Mediation
- Conflict Resolution
- Disciplinary Assignment/Reflection
- Behavior Intervention Plan
- Administrator, Teacher, Team, Student and/or Parent Conference
- Detention
 - Office detention (2:29 pm – 3:20 pm)
 - 13th period detention (teacher assigned related to behavior)
 - Lunch Detention
- Suspension from transportation
- Suspension from athletic participation
- Suspension from social or extracurricular activities
- Suspension of other privileges
- In-School Suspension
- Removal from classroom
- Restitution
- Out of school suspension – 1 to 5 days
- Referral to probation department (PINS)
- Referral to At Risk Team, Instructional Support Team (IST) or Guidance
- Referral to Superintendent of Schools for extended suspension (more than five days) from school
- Transfer to alternative setting
- Transfer to law enforcement

The list of consequences is by no means all-inclusive. For those situations that arise and are not listed, the administration will have the complete authority to deal with the problem as deemed necessary.

The administration also reserves the right to amend the penalties for any of the offenses

based on a review of the circumstances. The code/schedule of responses outlined here are advisory only.

B. Procedures

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of 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.

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.

The following outlines procedures for implementing consequences:

1. Referral to Building Administrator, Guidance, Psychologist or Other Services

Preventative and non-punitive interventions in response to student conflict and/or behavior is the best way to achieve our vision to be a community-centered school district where students develop skills, knowledge and attitudes to ensure success. Students are encouraged to be productive citizens of good character; lifelong learners; adaptable to a changing global environment; critical thinkers; and problem solvers.

A wide range of intervention measures will be utilized to positively approach discipline as a teachable moment. These interventions will help prevent or address conflicts before they escalate; build relationships and empower community members to take responsibility for the wellbeing of others; increase social skills of those who have harmed others; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; provide wrong doers with opportunities to be accountable to those they have harmed; and enable them to repair the harm to the extent possible. Restorative intervention measures utilized by the building administrator, Guidance and Psychologist include, but are not limited to, the following:

- Mediation is a process that involves working with a facilitator to help students understand a conflict and work towards reaching a mutually satisfying resolution to the problem for all parties involved.
- Conflict Resolution is a process used to help students facilitate resolution of their own conflicts.
- Disciplinary Assignments/Reflections are tools utilized to allow students to understand and reflect on problem behaviors.
- Behavior Intervention Plan is an individualized tool or agreement created to address specific repetitive behaviors. BIP's specify behaviors expectations, interventions and consequences that are to be followed by the student, teachers and administration.
- Administrator, Teacher, Team, Student and/or Parent Conference
- Restitution involves taking action to repair a harm that has been done.
- Referral to Other Services

In instances where students do not take responsibility for their actions, or behaviors are deemed to disrupt the learning environment, infringe on the district's mission to create a respectful school environment, or jeopardize the health and safety of students and/or school personnel, other more serious disciplinary measures may be taken by Building Administration or their designee.

2. Detention

Detention is supervised study from 2:29 pm – 3:20 pm. Students are expected to arrive on time with books and materials to study, sit quietly and follow the directions of the detention supervisor. Students must be in detention the full amount of time to be credited with detention attendance. Students who skip detention or do not complete their time successfully will be subject to additional disciplinary consequences. Students who do not complete assigned detentions will not be allowed to participate in extracurricular or athletic activities. Students wishing to reschedule detention must do so, with the building administrator or their designee, prior to 1:00 pm of the scheduled detention day. Parent contact is required.

3. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the students will be referred for consequences. Students who become a serious or repetitive disciplinary problem may have their riding privileges suspended by the superintendent, building principal, or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

4. Suspension from Extracurricular Activities

(assigned by Building Administration or their designee)

5. Suspension of Other Privileges

(assigned by Building Administration or their designee)

6. In-School Suspension

The BOE recognizes that 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 BOE authorizes the superintendent and building principals to place student who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." In-school suspension is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension where student will receive substantially equivalent, alternative education.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

7. Teacher Disciplinary Removal of Disruptive Students

The Hoosic Valley Central School has determined that certain acts of misconduct interfere with instruction and/or safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, efforts will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with the District goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

Time honored classroom management techniques such as speaking to a student in the hallway, short term time out in a classroom, or sending a student to a counselor to give a student the opportunity to regain his/her composure 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.

A classroom teacher may remove a disruptive student from class for the remaining period or remainder of the present instructional block/period by sending the student to the office.

If the disruptive student does not pose a danger or on-going threat of disruption for the academic process, the teacher must provide the student with an explanation for why he/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/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.

The teacher must contact the office to make staff aware of the student removal and complete a disciplinary referral form no later than the end of the school day and contact the parent regarding the student removal from class within 24 hours.

Within 72 hours after the student's removal, the student's parents/guardians will be notified in writing via the discipline referral that the student has been removed from class and why.

If the building administrator deems the student removal from class will be more than one instructional block the following procedures will be implemented:

- a. Parent/guardian will be notified by the building administrator via the same teacher discipline referral form which will be delivered via mail to the parent/guardian as stated previously, within 72 hours.
- b. Building Administrator will determine if parent conference is deemed necessary by either requesting counselors (guidance counselor, social worker, and/or school psychologists) to initiate parent/teacher meeting or discipline referral form will be checked by building administrator for parent to initiate contact for meeting by contacting the aforementioned counselor.

The principal or the principal's designee may overturn the removal of the student from class and therefore not act on the referral 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 3214 and a suspension will be imposed.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he/she is permitted to return to the classroom. In essence, the teacher will ensure class materials are submitted to the in-school suspension supervisor at the time of removal which will ensure continuity of the student's educational program.

8. Suspension from School

Out of school suspension (O.S.S.) shall be used as a disciplinary means of correction for the most severe offenses. Out-of school suspension is a severe penalty, which may be imposed upon

Students who are insubordinate, disorderly, violent or disruptive, or who conduct otherwise endangers the safety, morals, health or welfare of others.

The BOE retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principal.

The Building Principal has the delegated authority to suspend for a period not to exceed five school days.

a. Suspension Procedure for Five Days or Less:

Students will be personally notified of suspension, length of suspension, and the reason.

- The parent/guardian of a suspended student will be notified by telephone and a letter within 24 hours of the student's suspension.
- Suspended students are responsible for completing all assignments from teachers.
- Suspended students will not be permitted to attend any school function, IE: dances, athletic contests, etc. during the period of his/her suspension.

1) Suspension Appeal Process

If the parents/guardian wishes to appeal the suspension, they must set up a conference with the principal. Further appeal process will involve the parent completing 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. Suspension Procedure for Long-Term (More Than Five Days) Suspension from School:

When the superintendent determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice to the student and the student's parents/guardian 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/her and the right to present witnesses and other evidence on his/her behalf.

- The Superintendent shall hear and determine the proceeding or may 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/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.

1) Suspension Appeal Process for Long-Term (More Than Five Days) Suspension from School:

An appeal of the decision of the Superintendent may be made to the Board of Education 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 decision 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 lawful on school property or attending a school function.

1) Permanent Suspension Appeal Process

An appeal of the decision of the Superintendent may be made to the Board of Education 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 decision of the Board may be appealed to the Commissioner within 30 days of the decision.

Minimum Periods of Suspension

1. Students Who Bring a Weapon to School

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

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

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

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

Any student, other than a student with a disability, who is found to have committed a

violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's 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.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's 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. **Disciplinary** – The building administrator shall handle all referrals for students who may have violated the district's Code of Conduct. Students may be referred for additional counseling or support services.
2. **Academic** – Students can be referred for additional academic support by teachers, administrators and/or parents/guardians. Referrals should initially be made to the Instructional Support Team. IST will meet and review the student's needs, behaviors, and academic habits to determine if accommodations, additional supports or referrals to CSE or other services are necessary for the student's success.
3. **Counseling** – the Guidance Counselors, Social Worker, and/or School Psychologist shall handle all referrals of students to counseling. Students found guilty of harassment may be referred for counseling.
4. **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/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 221.05. A single violation of 221.05 will be a sufficient basis for filing a PINS petition.

X. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will take immediate steps to provide alternative means of instruction for the students. The teacher removal by means of sending a student to the office will provide materials to the main office or in-school- suspension supervisor for the removed student to work on for the remaining class period.

XI. 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

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

A "suspension" means a suspension pursuant to Education Law 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 services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
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

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, alcohol, illegal or synthetic 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 first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

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

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to involve 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 precipitated 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:

- 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
- 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students un 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

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 request such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to decision to place the student in an IAES.

- 1) 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.
 - 2) 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.

XII. Corporal Punishment

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

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

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

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

XIII. 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 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.

In addition, the Board authorizes the Superintendent and Building Principals to conduct searches of students' 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.

A. Student lockers, desks, and other school storage places

Students have no reasonable expectation of privacy with respect to lockers, desks and other school storage places, and school officials retain complete control over them. In essence, student lockers, desks, and other school storage places are school property and may be searched at any time by school officials, without prior notice to students and without their consent. The use of these school items is a privilege afforded to students.

B. 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 (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local CPS 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 CPS to interview a student on school property shall be made directly to the building principal or their designee. The principal or their designee shall set the time and place of the interview. The principal or designee will be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of their clothing in order for the CPS worker to verify the allegations, the school nurse must be present during that portion of the interview. No student may be required to remove their clothing in front of a CPS worker or school district official of the opposite sex.

A CPS 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 the child was 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

XIV. Visitors to Schools

The Board encourages parents and other District Citizens to visit the District's schools and classrooms. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or their designees 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 attendance office upon arrival at the school. There they will be required to sign in on 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 attendance office before leaving the building and sign out on the visitor's register.
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. Any unauthorized person on school property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
5. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XV. Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain an educational 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 and all District personnel.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. Moreover, 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 District employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the order 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. Discriminate against, intimidate, harass, menace, bully or initiate physical contact with any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
 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. Use, consume, possess, sell, offer, manufacture, distribute, solicit, exchange or be under the influence of alcohol or other illegal substances including, but not limited to, inhalants, marijuana, cocaine, LSD, PSP, amphetamines, heroin, steroids, look-a-like drugs and any synthetic version (whether or not specifically illegal or labeled for human consumption) either on school property or at a school function. [Refer to Board Policy 5440.]
 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.

B. Penalties

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

1. Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Staff members 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 Superintendent, building principal, or their designee shall be responsible for enforcing the conduct required by this code.

When the administrator or their designee see an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the administrator or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator or their designee shall have the individual removed immediately from school property.

XVI. Additional Information

A. Student Internet Use

Hoosic Valley provides students with computer and Internet access for educational purposes and research consistent with the district's mission and goals. Safeguards including but not limited to, security and filtering programs, as well as consistent manual monitoring of the district's network, have been put into place to protect students and school personnel from access to questionable or obscene content.

The purpose of the Internet is to provide access to unique resources. Our goal in providing this service to students is to promote educational excellence within the Hoosic Valley Schools by facilitating resource sharing and innovation. The use of the computer network

is a privilege, not a right! To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of the District.

Internet use on personal electronic devices is not permitted except when included as part of a lesson under the direction of a teacher.

1. Acceptable Uses:

- a. All use of the Internet must be in support of educationally related inquiry.
- b. Network user ID's are ONLY to be used by the authorized owner of the account
- c. All use of messaging software, including e-mail, must be in support of educationally related inquiry.
- d. Only school-provided devices may be connected to the network.

2. Unacceptable Uses:

- a. Sharing passwords or seeking passwords belonging to other individuals or making unauthorized entry into another individual's network account.
- b. Impersonation – real names MUST be used, pseudonyms are not allowed.
- c. Using profanity, obscenity or language that may be offensive to another user.
- d. Personal attacks upon others, including attacks that may be interpreted as “bullying” or “cyber-bullying”.
- e. Illegal installation of copyrighted software on District network. Users must respect all copyright issues regarding software, information, all media (i.e., music, video, intellectual property) and attributions of ownership. The unauthorized copying or transfer of copyrighted materials is not acceptable.
- f. Downloading or uploading pirated or illegal software.
- g. Publishing, accessing, distributing, downloading, forwarding, or sending any information which violates or infringes upon the rights of others or which would be considered abusive, profane or sexually or ethnically offensive.
- h. Using the network for financial or commercial gain.
- i. Downloading computer applications or installing software applications or computer hardware without first having the express permission from the Hoosic Valley Central School District.
- j. Using the network for illegal activities or political lobbying.
- k. Accessing or processing pornographic materials, or inappropriate text files.
- l. Accessing or processing files dangerous to the integrity of the network.
- m. Creating any inappropriate documents or other digital content.
- n. Degrading or disrupting equipment, software or system performance.
- o. Disclosing or disseminating personal information regarding minors (i.e., address, phone number, pictures, social security number and academic standing).
- p. Bypassing or attempting to bypass any security measures or software the District has in place including but not limited to, internet content filtering, desktop security and anti-virus software.
- q. Users shall not use system resources for any non-instructional purpose, including but not limited to: personal email account access (e.g. Hotmail, AOL, Yahoo, Gmail, etc.), personal instant messaging (chatting), social networking sites (e.g. Facebook, MySpace, Twitter, Snapchat, Instagram), online shopping, creating or accessing personal web pages, online gaming or personal use of streaming media such as online radio stations, music videos or video broadcasts.

3. EMAIL

The Hoosic Valley Central School District reserves the right to monitor users' online activities and to access, review, copy and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

4. Violations

This agreement shall serve to protect actions and computer usage that may occur off campus, but have a nexus to the school community that substantially disrupts the work and discipline of the school and places a profound and significant impact on students within the District (i.e. an off-campus student who during non-school hours consistently emails another student's district email with offensive, demeaning and threatening content). This shall not serve to suppress individuality or personal viewpoints, but simply to protect the safety of students and the sound educational environment the District proudly upholds. Students using the District's computer network and equipment are required to comply with the District's policy and regulations governing the District's computer network both on and off campus. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

Additionally, illegal activities are strongly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited.

5. Disclaimer

The Hoosic Valley Central School District makes no guarantee about the quality of the services provided and is not responsible for any claims, losses, damages, costs or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the Hoosic Valley Central School District, its affiliates, or employees. Accordingly, anonymity is NOT allowed. As an educational institution, we believe that individuals must take responsibility for their actions and words.

The Hoosic Valley Central School District makes no warranties of any kind, either expressed or implied, for the internet access it is providing. The school is not responsible for:

- a. Any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service;
- b. The accuracy, nature or quality of information stored on school flash drives, hard drives or servers or gathered through school-provided Internet access;
- c. Personal property used to access school computers or networks or for school-provided Internet access; or
- d. Unauthorized financial obligations resulting from school-provided access to the Internet.

The individual in whose name a system account is issued will be responsible at all times for its proper use. Thus, users have full responsibility for the use of their account. All violations of this policy will be treated as the sole responsibility of the owner of the account. Any violation of this policy must be reported to school administrators.

XVII. Dissemination and Review

a. Dissemination of Code of Conduct

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

1. Making the code of conduct available to the Hoosic Valley Central School District via the School District's website
2. Publishing copies in student registration materials, student, parent and employee handbooks.
3. Providing Hoosic Valley Central School staff members a copy of the code of conduct via the School District's electronic mail system.
4. Making hard copies of the code of conduct available in the Main Offices for students, parents, and other community members.
5. Publishing a plain language summary for student review.

6. The district will ensure that the process of reporting incidents of harassment or bullying is clearly explained both in the policy, the plain language summary and on the complaint form for incidents of discrimination and harassment.

The Board of Education will review this code of conduct every year to assess its effectiveness and continued compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

Board Approved: August 19, 2013

Amended: August 18, 2014

Amended: August 17, 2015

Amended: August 14, 2017

[End BOE Policy 5300]

BELL SCHEDULE

8:00	Students to Lockers
8:02	Homerooms Open
8:05	Warning Bell
8:07	Homeroom Begins
8:12	Homeroom Ends
8:15	Period 1 Begins
8:56	Period 1 Ends
8:59	Period 2 Begins
9:40	Period 2 Ends
9:43	Period 3 Begins
10:24	Period 3 Ends
10:27	Period 4 Begins
10:46	Period 4 Ends
10:49	Period 5 Begins
11:08	Period 5 Ends
11:11	Period 6 Begins
11:30	Period 6 Ends
11:33	Period 7 Begins
11:52	Period 7 Ends
11:55	Period 8 Begins
12:14	Period 8 Ends
12:17	Period 9 Begins
12:36	Period 9 Ends
12:39	Period 10 Begins
12:58	Period 10 Ends
1:01	Period 11 Begins
1:42	Period 11 Ends
1:45	Period 12 Begins
2:26	Period 12 Ends
2:29	Period 13/Office Detention Begins
3:02	Period 13 Ends
3:20	Office Detention Dismissal Time

DIRECTORY

DISTRICT OFFICE

SUPERINTENDENT	(518) 753-4458 x1506
BUS/TRANSPORTATION	(518) 753-4458 x1503
BUSINESS MANAGER	(518) 753-4458 x1509
DISTRICT DIGNITY ACT COORDINATOR	(518) 753-4458 x2523

ELEMENTARY SCHOOL	(518) 753-4458 x3507
--------------------------------	----------------------

JR/SR HIGH SCHOOL

MAIN OFFICE	(518) 753-4458 x2506
GUIDANCE OFFICE	(518) 753-4458 x2507
ATHLETIC DIRECTOR	(518) 753-4458 x2512
DASA COORDINATOR	(518) 753-4458 x2523
SCHOOL NURSE	(518) 753-4458 x2511
SPECIAL EDUCATION (CSE)	(518) 753-4458 x2509
SCHOOL PSYCHOLOGIST	(518) 753-4458 x2505

HEALTH AND SAFETY RESOURCES

NYS CHILD ABUSE HOTLINE.....	1-800-342-3720
CHILD ABUSE & NEGLECT PREVENTION	1-800-342-7472
MOTHERS AGAINST DRUNK DRIVING	1-800-245-6233
POISON CONTROL-HUDSON VALLEY	1-800-336-6997
TOUGHLOVE	1-800-333-1069
SUICIDE PREVENTION	1-800-273-8255
ALCOHOL & DRUG RELATED PROBLEMS EQUINOX	(518) 434-6135
FOUR WINDS TREATMENT CENTER	(518) 584-3600
NORTHEAST PARENT & CHILD SOCIETY	(518) 346-5224

2017-2018 School Year at a Glance

AUGUST 2017

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2017

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2017

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2017

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2018

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2018

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2018

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2018

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2018

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2017-2018

7-12 STUDENT CALENDAR

Hoosic Valley Central School

September	4	Labor Day
	5	Superintendent's Conference Day
	6	Opening Day for Students
October	18	Junior/Senior High Open House
	9	No School - Columbus Day
	19	Marking Period 1 Ends
	20	Superintendent's Conference Day – No School
November	27	Report Cards Issued Grades 7-12
	10	Veteran's Day – No School
	23-24	Thanksgiving Recess
December	1	Marking Period 2 Ends
	8	Report Cards Issued Grades 7-12
	25-29	Holiday Recess
January	1	New Years Day – No School
	2	Classes Resume
	15	Martin Luther King Day - No School
	26	Marking Period 3 / First Semester Ends
	22-25	Regents/Mid-Terms/Parent Teacher Conferences
February	26	Superintendent's Conference Day – No School
	2	Report Cards Issued 7-12
	19-23	Mid-Winter Recess
March	16	Marking Period 4 Ends
	23	Superintendent's Conference Day – No School
	26	Report Cards Issued 7-12
	30	Good Friday – No School
April	2-6	Spring Recess
May	4	Marking Period 5 Ends
	11	Report Cards Issued 7-12
	28	Memorial Day – No School
June	5	Regents Exams
	11	Marking Period 6 Ends
	11	Last Day of Classes
	12-21	Regents & Final Exams Final Report Card will be Mailed Home