

ELEMENTARY



CODE OF STUDENT CONDUCT

June 2023

TABLE OF CONTENTS

CHAPTER I – INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS	2
Introduction	3
Core Values and Examples of Model Student Behavior	4
Ways to Recognize Students for Model Behavior –	5
A Synopsis of Model Student Behavior – Level I	6
A Synopsis of Model Student Behavior – Level II	7
A Synopsis of Model Student Behavior – Level III	8
CHAPTER II – CODE OF STUDENT CONDUCT BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES	9
<i>Level I: Disruptive Behaviors and Plan I</i>	10
<i>Level II: Seriously Disruptive Behaviors and Plan II</i>	11
<i>Level III: Offensive/Harmful Behaviors and Plan III</i>	13
Safeguards: Protecting the Rights of Students and Parents/Guardians	14
CHAPTER III – STUDENT RIGHTS AND RESPONSIBILITIES	15
Student Rights and Responsibilities	16
<i>Right to Learn</i>	17
<i>Knowledge and Observation of Rules of Conduct</i>	17
<i>Respect for Persons and Property</i>	17
<i>Participation in School Programs and Activities</i>	18
<i>Counseling Services</i>	18
<i>Complaint Procedures</i>	18
<i>Student Records</i>	19
<i>Attendance</i>	19
<i>Grades</i>	20
<i>Free, Speech, Expression and Assembly</i>	20
<i>Publications</i>	21
<i>Search and Seizure</i>	21
CHAPTER IV – VITAL ALERTS FOR STUDENTS AND PARENTS/ GUARDIANS AND FORMAL CORRECTIVE STRATEGIES	22
Vital Alerts for Students and Parents/Guardians	23
<i>Zero Tolerance</i>	23
<i>Individuals with Disabilities in Education Act (IDEA); Students with a 504 Plan</i>	24
<i>Implication for Certain Sex Offenses</i>	25
<i>Wireless Communication Devices</i>	25
<i>Utilization of the Internet and Inappropriate Use of Computers</i>	26
<i>Bullying and Harassment</i>	27
<i>Dress Code</i>	28
<i>Sexting</i>	28
<i>Use of Medications</i>	28
Formal Corrective Strategies Recognized in the Code of Student Conduct	29
CHAPTER V – MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	31
GLOSSARY	39
APPENDIX	49

CHAPTER I

INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS

Introduction

The primary objective of Adirondack Central School District is to enhance each student's potential for learning and to foster positive interpersonal relationships. Adirondack Schools supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

The Elementary Code of Student Conduct creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The “reculturing” of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, and procedures for using corrective strategies, including suspension and expulsion. The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.

Students, parents/guardians, and school employees are encouraged to read the Elementary Code of Student Conduct and become familiar with its content.

DISCLAIMER

The District Code of Conduct is reviewed, edited, and approved after a public hearing annually by the Board of Education. Our District Code of Conduct contains relevant and updated definitions, responsibilities, and expectations. Parents and students can and should view the District Code of Conduct as well as related Board Policies on our web page at www.adirondackcsd.org

Core Values and Examples of Model Student Behavior

The Adirondack Central School District is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Response to Intervention for Behavior (RtIB) is part of a Multi-Tiered System of Supports (MTSS). RtIB/MTSS is a school-wide model that utilizes an evidenced-based, problem-solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. The following core values were adopted by the elementary schools.

<i>Citizenship</i>	Helping to create a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making, e.g., <i>obeying classroom and school rules.</i>
<i>Cooperation</i>	Working together toward goals as basic as human survival in an increasingly interdependent world, e.g., <i>being a member of the team on the athletic field.</i>
<i>Fairness</i>	Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own, e.g., <i>treating people the same, regardless of their ethnicity, race, religion, gender, or physical condition.</i>
<i>Integrity</i>	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, e.g., <i>doing one's own work when taking a test or working on an individual assignment.</i>
<i>Kindness</i>	Being sympathetic, helpful, compassionate, benevolent, agreeable and gentle toward people and other living things, e.g., <i>helping a fellow student who has been injured.</i>
<i>Pursuit of Excellence</i>	Doing your best with the talents you have, striving toward a goal and not giving up, e.g., <i>putting forth one's best effort when taking an exam or doing homework.</i>
<i>Respect</i>	Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment, e.g., <i>practicing acceptable manners in the school cafeteria.</i>
<i>Responsibility</i>	Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other, e.g., <i>performing a community service project.</i>

Ways to Recognize Students for Model Behavior

ELEMENTARY STUDENTS

Bucket Filler recognition assembly

Extra music and reading time

Certificate/trophy/ribbon/plaque/medals

Time for music and dancing

Music while doing school work

Extra computer time/game

Free time at the end of class

Group activity

Class Field Trip

A reward (gift certificate, free admission to a school function)

Outdoor class

Recognition from a local newspaper

Outdoor reading

Fun walk with the principal or teacher

Note home to parents

Appointed the class messenger

Taking care of the class pet

Eating with the teacher

Selecting prizes from a treasure box

Pencil toppers

Stars, smiley faces or stickers

Paperback books

Extra recess

Leading of class line to lunch or recess



A Synopsis of Model Student Behavior - Level I

Level I Behavior affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - understand and follow school rules; - attend school regularly; - request permission for authorization to leave class when needed; - attend all classes; - are prepared for class each day; - complete all homework assignments; - use and possess items that are suitable for an educational setting; - adhere to the school dress code; and - use approved electronic devices responsibly. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - being in an unauthorized location; - failing to comply with class and school rules; - possessing items that are inappropriate for the educational setting; - using unauthorized electronic devices; and - violating the school dress code.
<p>Model students:</p> <ul style="list-style-type: none"> - follow class and school rules including riding and waiting for the school bus; - use conflict management skills to resolve problems peacefully; - use respectful and appropriate language; - show concern for others; and - conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - initiating or participating in a verbal confrontation with another student or staff member; - arriving late to class; - displaying affection inappropriately in public - using profane or crude language; and - displaying or participating in disruptive behavior.

RELATED CORE VALUES FOR LEVEL I MODEL STUDENT BEHAVIORS



A Synopsis of Model Student Behavior - Level II

Level II behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. The core principle of the multi-tiered RtIb/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIb/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - speak and act honestly and truthfully; - show respect to others in words, actions and deeds; - develop good study habits; - complete all homework assignments; - participate actively in class; and - show empathy for others. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - cheating or misrepresenting the true facts; - making false accusations; - exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and - talking about others and spreading rumors.
<p>Model students:</p> <ul style="list-style-type: none"> - speak and act respectfully to all school personnel; - obey all instructions given by persons in authority; - cooperate with administrators, teachers and staff members; - leave school only when given permission; - demonstrate behavior that is civil, respectful, polite and courteous; and - follow school rules. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - refusing to comply with school rules or directives from school staff members; - distributing inappropriate materials; - leaving school grounds without permission from a parent or school official; - joining clubs or organizations not approved by the school; - using profane or provocative language directed at others; - participating in prohibited sales on school grounds; and - possessing or using alcohol or tobacco products.
<p>Model students:</p> <ul style="list-style-type: none"> - show respect for the property of others - demonstrate honesty; - report all acts of vandalism to the proper authorities; and - demonstrate school and community pride. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - taking or concealing the property of others without permission; - destroying or defacing public or private property; and tarnishing the reputation of their school by damaging the property of others.
<p>Model students:</p> <ul style="list-style-type: none"> - obey instructions; - show respect to people in authority; - care for the feelings of others; and - treat others with respect. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - participating in or encouraging a confrontation with a staff member; - becoming involved in a minor fighting incident; and harassing others by name-calling, gossiping or using gestures that intimidate others.

RELATED CORE VALUES FOR LEVEL II MODEL STUDENT BEHAVIOR



A Synopsis of Model Student Behavior - Level III

LEVEL III behaviors are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - show respect, kindness, friendliness toward others; - accept people based on their individual merits; - demonstrate school pride by being active participants in protecting and maintaining the school campus; and - report all acts of violence, harassment or threats to the proper authorities. - seek guidance from trusted adults for assistance and direction. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - physically hurting or threatening another person; - bullying others by using intimidation or teasing; - initiating or being involved in disruptions at school; - volatile situations that could escalate into violent actions; - breaking school rules; - becoming involved with individuals who do not respect or follow the laws of the community; - speaking disrespectfully to students or staff members; - engaging in or forcing others to participate in sexual acts; - holding people against their will; - threatening to take another person's life; - interrupting the school's learning environment; and - withholding information needed to solve a crime.
<p>Model students:</p> <ul style="list-style-type: none"> - treat others with respect and compassion; - seek to resolve issues before they escalate; - participate only in clubs and organizations sanctioned by their school; - share materials that are educationally appropriate; - speak to others using positive and respectful language; - report all acts of violence, harassment or threats to the proper authorities; and - use conflict management skills to resolve disagreements 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - participating in hazing activities; - using sexually suggestive comments or gestures to intimidate others; - giving, possessing or sharing obscene or lewd inappropriate materials; and - harassing others by using language or actions that slander others because of their race, gender, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability and family background.
<p>Model students:</p> <ul style="list-style-type: none"> - respect the rights and property of others; - respect the laws of society dealing with the possession, use or sale of alcohol and drugs; - maintain a healthy and safe lifestyle; - speak and act honestly and truthfully; - follow all laws; and - make contributions of time and energy to enrich the school environment. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - possessing or selling alcohol; - displaying or possessing a fake weapon; - endangering the health and safety of others; - breaking laws; - taking the property of others without permission; - committing grand theft by taking property valued at \$300.00 or more from others; - possessing, using, distributing or selling any object, controlled substance or weapon that could inflict serious harm or place a person in fear of serious harm; - setting a fire; - interfering with the orderly learning environment; - providing false information; and - committing any act that would result in the destruction of property.

CHAPTER II

CODE OF STUDENT CONDUCT

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL I

<p style="text-align: center;">BEHAVIORS</p>	<p style="text-align: center;">RANGE OF CORRECTIVE STRATEGIES</p>
<p>LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.</p> <p style="text-align: center;">LEVEL I</p> <p>Disruptive Behaviors</p> <ul style="list-style-type: none"> - Unauthorized location in the classroom - Confrontation with another student - Misrepresentation - Disruptive behavior - Failure to comply with class and/or school rules - Possession of items or materials that are inappropriate for an educational setting - Inappropriate public display of affection - Repeated use of profane or crude language (general, not directed at someone) - Unauthorized use of electronic devices - Violation of dress code - Failure to complete homework 	<p>The teacher or staff member must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for serious or habitual Level I infractions.</p> <p style="text-align: center;">PLAN I</p> <ul style="list-style-type: none"> - Parent/guardian contact (See Special Notes #1) - Reprimand - Student, parents/guardians/staff conference - Peer mediation - Confiscation of electronic devices(See Special Notes #2) - Temporary assignment from class where the infraction occurred/ time out - Student contract - Classroom Behavior Plan - Refer to page(s) 31-32 for additional corrective strategies
<p style="text-align: center;">Special Notes for Levels I-III</p> <p>(1) Administrators may contact the School Special Patrol Officer for any criminal conduct.</p>	<p style="text-align: center;">Special Notes for Levels I-III</p> <p>(1) Good faith attempt must be made to contact parent/guardian by telephone or note.</p> <p>(2) Teacher may collect devices. All cell phones should be sent to the office immediately.</p> <p>(3) Unless otherwise determined per Superintendent’s Hearing</p>
<p style="text-align: center;"><i>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</i></p>	

BEHAVIORS

Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.

LEVEL II

Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Distribution of items or materials that are inappropriate for an educational setting (See Special Notes # 1)
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting
- Harassment (non-sexual or isolated)
- Instigative behavior
- Libel
- Petty theft (under \$300.00)
- Use of profane or provocative language directed at someone
- Prohibited sales on school grounds (other than controlled substances)
- Possession of and/or use of tobacco products or smoking devices.
- Slander
- Vandalism (minor)
- Violations of Dignity for All Students Act (DASA)
- Unsafe or disruptive behavior on school transportation
- Unresolved Level I behaviors

RANGE OF CORRECTIVE STRATEGIES

The principal or designee **must** select at least one of the following strategies from **PLAN II**. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN.

PLAN II

- Corrective Strategies from Level I
- Parent/guardian contact (See Special Notes #1)
- School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior
- Lunch detention
- Recess detention
- Loss of privilege
- In-school suspension
- Suspension from school from one to five days (See Special Notes #3)
- Suspension from transportation
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Refer to page(s) 31-32 for additional corrective strategies

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL III

BEHAVIORS

LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

LEVEL III

Offensive/Harmful Behaviors

- Assault/battery Threat against a non-staff member
- Arson
- Breaking and Entering/Burglary
- Bullying
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Grand theft (over \$300.00)
- Harassment
- Hazing (misdemeanor)
- Homicide
- Kidnapping/Abduction
- Leaving school grounds without permission
- Making a false report/threat against the school
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sexting
- Sexual harassment
- Trespassing
- Vandalism (major)
- Violations of Dignity for All Students Act (DASA)
- Unresolved Level I&II behaviors

RANGE OF CORRECTIVE STRATEGIES

The principal or designee **must** select at least one of the following strategies from **PLAN III**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

PLAN III

- Corrective Strategies from Level I & II
- Parent/guardian contact (See Special Notes #1)
- Suspension from school for one to five days (See Special Notes #2)
- Recommendation for alternative educational setting
- Recommendation for expulsion
- Participation in counseling session related to the infraction
- Refer to outside agency/provider
- Refer to page(s) 31-32 for additional corrective strategies

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS AND PARENTS/GUARDIANS

All corrective strategies used by school administrators must be in compliance with school rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of corrective strategies by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Parents/guardians and students who feel that their child has been treated unfairly are to report the incident to the proper supervisory personnel.

CHAPTER III

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility, and should conduct themselves appropriately on and off school property. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the Adirondack Community and represent Adirondack Central Schools at all times.



RIGHT TO LEARN

Under the law you are given many freedoms, such as the **RIGHT TO LEARN**. With these freedoms, however, come **responsibilities**. Your school has the **responsibility** to protect your health, safety, and welfare. You have the **responsibility** to use your freedoms wisely.

My Rights:

- You have the **right** to be taught the basic skills.
- You have the **right** to study all subjects in a classroom setting, in a language you can understand, with good, fair teachers. These teachers will let you state your opinion freely.
- You have the **right** to learn about many new and different ideas with which you may or may not agree.

My Responsibilities:

- You have the **responsibility** to work hard so that you can master the basic skills.
- You have the **responsibility** to help create a school climate that is **fair** and helpful.
- You have the **responsibility** to respect the rights and beliefs of other students and teachers.

KNOWLEDGE and OBSERVATION of RULES of CONDUCT

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Code of Student Conduct.

My Rights:

- You have the **right** to a clear explanation of the Code of Student Conduct in understandable language. You have the right to know the consequences of your misconduct.

My Responsibilities:

- You have the **responsibility** to become familiar with the Code of Student Conduct and to observe all school and classroom rules.

RESPECT for PERSONS AND PROPERTY

The most effective learning takes place in a school where students, parents and teachers respect others and protect the personal property of all members of the school community.

My Rights:

- You have a **right** to be treated with courtesy and respect.
- You have the **right** to a safe school environment, at bus stops, on the school bus and during school sponsored activities.
- You have the **right** to a school that is free of bullying or harassment.

My Responsibilities:

- You have the **responsibility** to show respect and courtesy to fellow students, all School personnel and school visitors.
- You have the **responsibility** to respect the private and personal property of others. Additionally, you have the responsibility to contribute to a safe learning environment by reporting harmful or dangerous situations to an adult.
- You have the **responsibility** not to bully or harass other students.

Participation in School Programs, Student Government, and Activities

Students learn from one another and benefit from forming and participating in school programs. Schools have the responsibility to offer opportunities to all students to participate in school programs.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> You have a right to form or join any approved school activity and not be excluded on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability. You have the right to participate in groups that help make rules affecting school life. 	<ul style="list-style-type: none"> You have the responsibility to get permission from your principal to form school clubs or schedule activities. You have the responsibility to attend club or activity meetings and participate in an appropriate manner.

Counseling Services

All personal concerns of students can impact school achievement. Each school has a comprehensive Adirondack Student Assistant Program (ASAP) to recommend resources to assist students and families.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> You have a right to get help from a school counselor. The counselor will be able to refer you to outside resources if you or your parents need additional assistance. 	<ul style="list-style-type: none"> You have the responsibility to make an appointment to talk to your counselor about your concerns.

Complaint Procedures

A complaint results from situations where students feel that they have been treated unfairly. Schools are responsible for providing a way for students to express and process their complaints.

Rights:	Responsibilities:
<ul style="list-style-type: none"> You have the right to speak to a person in authority if you feel you have received unfair treatment. You also have the right to request a formal complaint hearing at the school level or the District level. You have the right to have all complaints resolved in a fair, orderly and timely manner. 	<ul style="list-style-type: none"> You have the responsibility to talk about what you feel is unfair with people who are involved with the situation before requesting a formal hearing. You have the responsibility to state your problems clearly, follow procedures and accept the decision that is made.

Student Records

Student records provide information that can be used to develop the best educational program for each student. Care must be exercised by school staff to assure that student records are treated confidentially and that the information is relevant, accurate and appropriate.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> • Parents/guardians have the right to read your student records. They also have the right to object to information in your student records and must give written permission for anyone to read your records. This permission is called a release. • Parent(s)/guardian(s) also may request an informal hearing to challenge the content of your educational record(s), if inaccurate, misleading, or otherwise in violation of the privacy and other rights of the student. Contact the school principal regarding hearing procedures. • Parent(s)/guardian(s) and eligible students have the right to restrict the release of directory information. • Your personally identifiable information may not be released to unauthorized persons without the consent of your parents/guardians. 	<ul style="list-style-type: none"> • Your parents/guardians have the responsibility to provide the school with any information that is useful in planning your education. • Your parents/guardians have the responsibility to update your address and phone numbers when changed.

Attendance

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to attend school to develop skills and knowledge necessary to function in a modern, democratic society.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> • You have the right to information on rules and policies for excused absences, unexcused absences and tardiness. • You have the right to make-up homework assignments after an excused absence. 	<ul style="list-style-type: none"> • You have the responsibility to attend school daily. • You have the responsibility to provide the school with reasons for absences. • You have the responsibility to request missed work from your teacher and complete the work within a reasonable amount of time.

Grades

Grades are just one indication of a student's knowledge or skill at any particular time. Academic grades should reflect a teacher's most objective assessment of a student's academic achievement. These academic grades should not be used as a threat to maintain classroom discipline.

My Rights:

- You have the **right** to know how your teacher determined your grade.
- You have the **right** to be given a fair grade.
- You have the **right** to be notified when you are performing unsatisfactorily.
- You have the **right** to fair and accurate conduct and effort grades.

My Responsibilities:

- You have the **responsibility** to ask your teachers what you must do to get certain grades.
- You have the **responsibility** to work to the best of your ability.
- You have the **responsibility** to improve your grade when you get an unsatisfactory notice.
- You have the **responsibility** to exhibit good behavior and effort in class.

Free Speech, Expression, and Assembly

You may express your opinion in any way that is fair. You also have a right to disagree with your classmates' and teachers' opinions. When you disagree, you must respect the rights of others. Give your classmates the same respect you would want to receive from them.

My Rights:

- You have the **right** to recite the Pledge of Allegiance. You also have the right not to recite the Pledge of Allegiance if the Pledge goes against personal beliefs.
- You have the **right** to refuse to join in any activity that goes against your religious or personal beliefs.
- You have the **right** to wear badges or other symbols that display personal beliefs as long as the school's dress code is followed.
- You have the **right** to say, draw or write personal opinions.
- You have the **right** to gather peacefully on school property.

My Responsibilities:

- You have the **responsibility** to behave while a school program or activity is occurring.
- You have the **responsibility** to respect the beliefs of others.
- You have the **responsibility** to respect the rights of other students who disagree with your way of thinking or behaving.
- You have the **responsibility** to support your opinions with facts and evidence.
- You have the **responsibility** to get permission to gather peacefully on school property.

Publications

The primary liberties in students' lives have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes publicly or privately. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers and yearbooks, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> You have the right to possess and distribute literature as long as the material does not substantially disrupt the daily activities of the school. You have the right to be free from anyone telling you what you can and cannot read or write. 	<ul style="list-style-type: none"> You have the responsibility to the principal how, when and where materials may be distributed. You have the responsibility to use only those walls or bulletin boards set aside to post student club information. You have the responsibility to read or possess print materials that are not indecent or harmful to others.
<p><i>Principals may restrict distribution of materials that are primarily commercial in nature or disruptive to the orderly operation of the school.</i></p>	

Search and Seizures

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the United States Constitution. That individual's right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Rights:	Responsibilities:
<ul style="list-style-type: none"> You have the right to privacy. Your personal belongings can be searched only if the principal, or their designee, has a reasonable suspicion that you possess illegal or stolen property. 	<ul style="list-style-type: none"> You have the responsibility not to hide or carry dangerous objects that are against the law or can disturb or frighten your classmates. You have the responsibility to keep only approved materials and objects on your person or in your desk or backpack.

SPECIAL NOTES

School authorities may search a student's person or property with or without the student's consent whenever they reasonably suspect that there has been a violation of law, District policy, or school rules. This authority applies to all situations in which the student is under the jurisdiction of the School District. A student's backpack, pocketbook or school issued area (lockers, desks, closets, etc) is an extension of his/her person, and may be searched only upon direct observation or reasonable suspicion.

CHAPTER IV

VITAL ALERTS FOR STUDENTS and PARENTS/GUARDIANS

**FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN
THE CODE OF STUDENT CONDUCT**

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: ZERO TOLERANCE POLICY

The school enforces Zero Tolerance on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights.

This policy requires the school district to impose the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts, such as:

- bringing or possessing a firearm or weapon to school, any school sponsored activity, or on school-sponsored transportation;
- making a threat or false report, involving school or school personnel's property, school transportation, or school-sponsored activity;
- homicide;
- assault, battery, and culpable negligence;
- relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
- sexual battery;
- lewdness and indecent exposure;
- child abuse;
- robbery;
- robbery by sudden snatching;
- carjacking; and
- home-invasion robbery

New York State requires the School Districts to link juvenile violent incidents to the action taken by the student's school and the District. The District is required to collect data about violent incidents involving students during each school year and transmit a report to the state. Certain infractions in the Code of Student Conduct may result in criminal penalties as well as administrative corrective strategies.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

**ALERT:
INDIVIDUALS
WITH
DISABILITIES IN
EDUCATION ACT
(IDEA);

STUDENTS
WITH A 504
PLAN**

Section 504 Annual Notice: In accordance with the Rehabilitation Act of 1973, commonly known as Section 504, the Adirondack Central School District hereby notifies disabled children and their parents of the Adirondack Central School District's role under the Regulations to Section 504. The Adirondack Central School District does not discriminate against persons with disabilities and provides access to qualified disabled individuals to all of its activities and programs. The Act also obligates school districts to identify, evaluate, and to extend to every qualified student with a disability residing in the district, a free appropriate public education, including modifications, accommodations, specialized instruction or related aids as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met.

Adirondack Central School provides a variety of special education options for students with special needs. The types of programs range from consultant teacher services to self-contained special classes. Other related services that students may receive are speech, occupational therapy, physical therapy and counseling. The district also offers preschool services to preschoolers with special needs. If you believe your child may have a disability that requires modifications or accommodations to his educational program, please contact the Director of Special Education at 315-942-9200.

Behavior modification interventions that are used to address actions committed by students who meet the guidelines established by the Individuals with Disabilities in Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 must adhere to federal law, New York Statutes, New York Board of Education Rules, and Adirondack School District Policies.

Suspensions and expulsions for more than ten (10) consecutive days and/or a pattern of suspensions and expulsions that exceed ten (10) days in a school year may be considered "changes in placement" for students with disabilities who have a Section 504 Plan or who are enrolled in exceptional education placement under IDEA. When the student is removed from his/her educational placement for more than ten (10) days, a manifestation determination must be conducted to consider whether other strategies, interventions, or assessments are appropriate and the student must be provided appropriate educational services in order to provide a free appropriate education.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

**ALERT:
IMPLICATION
FOR CERTAIN
SEX OFFENSES**

Minors convicted or adjudicated delinquent for certain sex offenses may be required to register with the State of New York as a sexual predator or sex offender and will suffer the restrictions and embarrassment of this requirement as defined in New York Statutes.

**ALERT:
WIRELESS
COMMUNICATION
DEVICES**

Wireless communication devices include two-way communication devices, such as cellular phones, mobile phones, MP3 players, electronic games, beepers, pagers, portable computers including but not limited to laptops, personal digital assistants (PDA), tablets, eReaders, iPads, personal organizers and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student shall not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device inappropriately.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with District Policy, Student Network and Internet Acceptable Use Policy.

The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- Students may only possess, display and use wireless communication devices (i.e. texting, email, telephone etc.) as permitted by school policy.
- Students must ensure that the telephone capabilities of their devices are turned off during the instructional day (i.e. ringer off, silent mode, etc.)
- Students shall avoid classroom disruptions, by not displaying, using, or activating the data access portion of their wireless communication devices during the instructional day unless instructed to do so by the teacher and/or authorized school personnel. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity, unless using its data access capabilities for instructional purposes as directed by their teacher and/or authorized school personnel.
- The school is not responsible if a student's wireless communication or any electronic device is lost or stolen.

The possession of a cellular telephone is not a violation of the Code of Student Conduct. However, the possession of a cellular telephone that disrupts the educational process, the use of the cellular telephone capabilities during school hours, use of a cellular phone to commit a crime, and the possession or use of a cellular telephone that disrupts or interferes with the safety-to-life issue for students being transported on an Adirondack Central School bus, are infractions of the Code of Student Conduct.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: UTILIZATION OF THE INTERNET AND INAPPROPRIATE USE OF COMPUTERS

Over the past few years, computers have become common household devices and popular in our schools and media centers. Students are encouraged to use computers, networks, and online telecommunication such as the Internet and electronic mail (e-mail). While exercising the right to use available technology, students must be aware of their responsibility as users. Technology advancement has provided students with access and the opportunity to commit offenses that violate the Code of Student Conduct.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with District Policy.

The following are examples of improper uses of technology and are violations of the Code of Student Conduct:

- Using the network to send or receive obscene or lewd material;
- Using the network to make threats against anyone or the school;
- Sending electronic mail that threatens to do bodily harm to another student that might be considered assault or cyberbullying;
- Downloading pirated software (is comparable to stealing);
- Willfully and knowingly obtaining unauthorized access to or “hacking” into the school’s computer system (constitutes vandalism);
- Using, without authorization, school property, a school computer or other electronic device, and damaging a school’s computer system or causing the computer to “crash” (constitutes a “computer-related” crime leading to criminal charges).

These are only a few examples of violations committed through electronic means. The school administration will evaluate and determine the appropriate level infraction under the Code of Student Conduct.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

**ALERT:
DISTRICT
POLICY
AGAINST
BULLYING
AND
HARASSMENT**

Adirondack Central School District, in accordance with the New York State Education Laws Title 1, Article 2: Dignity for All Students Act (DASA), seeks to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying, on school property, a school bus, and/or at a school function. Information and resources related to DASA may be found on the NYSED website at <http://www.p12.nysed.gov/dignityact/>

Dignity for All Students Act (DASA) prohibits bullying, harassment, discrimination, or cyberbullying against students in school based on the following:

- | | | | |
|------------------|--|-------------|--------|
| -Race | -Ethnic Group | -Religion | -Other |
| -Color | -Religious Practice | -Disability | |
| -Weight | -Sexual orientation | -Sex | |
| -National Origin | -Gender (including gender identity and expression) | | |

During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate area/district administrator should take appropriate actions to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable District Policies, New York State regulations (DASA), and statutes.

Bullying and Harassment Defined

<http://www.p12.nysed.gov/dignityact/documents/TrainingMaterialsFn18-31-16.pdf>

Bullying is described as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet.

Harassment is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:

- Reasonably and substantially interfering with a student's educational performance, opportunity or benefits; or
- Would reasonably be expected to cause a student to fear for his or her physical safety.

Cyberbullying occurs when harassment or bullying happens through any form electronic communication.

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

HOW TO REPORT BULLYING/HARASSMENT

1. Filing the DASA form located on the District's web page:
<https://www.adirondackcsd.org/domain/229>
2. Contact the District DASA Coordinator by calling 315-942-9200 ext. 5500

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: DRESS CODE	Students, while on school grounds during the regular school day, must refrain from wearing clothing and/or accessories that (a) exposes underwear or body parts in an indecent or vulgar manner, (b) displays vulgar, profane, tobacco, drug and/or alcohol related messages, (c) disrupts the orderly learning environment, or, (d) presents a safety hazard. A student shall be given a verbal warning and will need to change if they are not dressed appropriately. The school principal may call the student's parent or guardian, depending on the severity of the infraction.
ALERT: SEXTING	District Policy prohibits "sexting" which is the act of sending or forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media
ALERT: USE OF MEDICATION	<p>Medication shall include all medicines including those prescribed by a medical provider and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers to the manner in which a medication is administered according to the prescription.</p> <p>A New York State mandate <u>requires</u> written medication authorization signed by the child's medical provider and parent before any prescribed medication or treatment may be administered to any student during school hours.</p> <p>Medication should be brought to the Nurse's Office in the original container labeled with the child's name, dosage, and doctor's name. The school nurse has forms available which the doctor and parent need to sign.</p>
ALERT: CORPORAL PUNISHMENT	The use of corporal punishment is prohibited in Adirondack Central Schools. This prohibition extends to parents/guardians on school grounds.

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT

IN-SCHOOL SUSPENSION	At the discretion of the administration in regards to rule infractions, some students may be assigned to In-School-Suspension. A student who is assigned to In-School Suspension will not be allowed to go to classes or attend other activities unless permission is granted by the principal or his/her designee. Instead, that student will be assigned to a room where the student will work on academics. Students with an IEP will also receive their support services. Failure to abide by the rules of In-School Suspension will result in other disciplinary action.
RECOMMENDATION TO COUNSELING SERVICES	Individual/group counseling services for students with substance-related and/or other self-defeating behavior, may be recommended at the discretion of the principal or the ASAP committee. Parents/guardians may also request this action by speaking with the building principal.
PEER MEDIATION	The principal may establish a peer mediation program designed to resolve problems addressed in the Code of Student Conduct. The establishment and use of this program is within the principal's discretion.
OTHER ALTERNATIVES	Other alternatives, including lunch and recess detention, or other programs available at the school, may be utilized as a corrective action to address student behavior.
SUSPENSION FROM TRANSPORTATION	Students can be denied the privilege of riding a school bus for persistent or serious violations of the Code of Student Conduct that occur on the bus or at the bus stop. Such action may be taken by the school principal, who subsequently informs the student and parent/guardian of the denial of bus privileges and may request a parent/guardian conference. Such privileges may be restored by the principal following a conference with the parent/guardian and student when there is good reason to believe that the conduct in question will not recur.
TEMPORARY REMOVAL FROM CLASS (TEACHER REMOVAL)	If a student is disruptive in class, the teacher may request assistance from a school administrator to have the student temporarily assigned elsewhere. This is done at the discretion of the building principal.

**FORMAL CORRECTIVE STRATEGIES RECOGNIZED
IN THE CODE OF STUDENT CONDUCT**

<p>DENIAL OF THE PRIVILEGE OF PARTICIPATING IN SOCIAL AND/OR EXTRACURRICULAR ACTIVITIES</p>	<p>Students may be denied the privilege of participating in social and/or extracurricular activities if they have been disruptive in school or at social and/or extracurricular activities. They may also be denied this privilege if they have been convicted, or found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, and a determination has been made that the incident has an adverse impact on the educational program, discipline or welfare in the school. Students who are suspended are not eligible for such activities.</p>
<p>LOSS OF PRIVILEGE</p>	<p>Students can be denied a school-based privilege (including but not limited to: hallway bathrooms, electronic devices, recess) if their actions are persistent or serious violations of the Code of Student Conduct. Such action may be taken by the school principal, who subsequently informs the student and parent/guardian of the denial of the privileges. Such privileges may be restored by the principal when there is good reason to believe that the conduct in question will not recur.</p>
<p>SUSPENSION</p>	<p>A principal may suspend a student from school for one (1) to five (5) days for persistent disobedience and/or serious misconduct. Principals take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.</p> <p>When a student is suspended out of school, that student may not attend classes, participate in school functions, attend school related activities or be on school grounds during the duration of the suspension.</p> <p>Tutoring will be offered to students who are suspended for two (2) or more days.</p>
<p>ALTERNATIVE EDUCATION PROGRAM</p>	<p>A principal may request an administrative placement in an Alternative School Program. This action is taken only when less severe strategies are deemed inappropriate. If the nature of the student's behavior warrants, the Superintendent's designee will approve the request and assign the student to one of the alternative schools. This assignment will remain in effect until the appropriate administrator determines that the student is ready to return to the regular school program.</p>
<p>EXPULSION</p>	<p>A principal may request that the Superintendent recommend to the School Board that a student be expelled. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation.</p>

BEHAVIORS THAT MAY RESULT IN CRIMINAL PENALTIES

The following behaviors are grounds for corrective strategies by the school and may also result in criminal penalties:

- Illegal use, possession, or sale of controlled substances while on school grounds or attending a school function;
- Use of a wireless communication device to commit a crime
- Possession of a firearm or weapon while on school grounds, school bus or at a school function;
- Violence against any District personnel;
- Disruptive behavior on a school bus, or at a bus stop, or other violation of the District's transportation policy;
- Violation of the District's sexual harassment policy;
- Making a threat or false report involving destructive devices or explosives directed against a school, school personnel property, school transportation, or school-sponsored activity; and
- Sexting
- Hazing

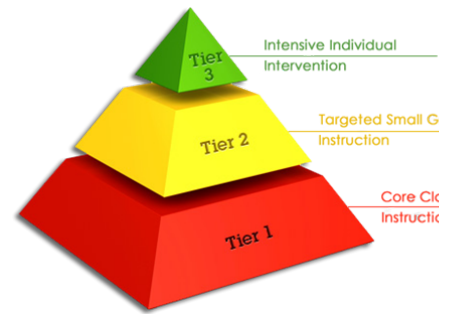
Notice of the potential for criminal charges for these offenses is required by New York Statute; however, students and parents/guardians should be aware that any criminal offense could result in criminal prosecution and penalties.



CHAPTER V

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE



Multi-Tiered System of Supports (MTSS) Behavior Intervention Guide

Multi-Tiered System of Supports (MTSS) behavior intervention guide is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and/or academic support.

TIER I

Teach Rules/Expectations: Establish a structured system for teaching a student rules and expectations prior to a task/request. Such a system may be verbal, written or pictorial.

- **Verbal:** scheduling five minutes prior to an assignment to review rules and expectations
- **Written:** provide the student with written rules and expectations for a given task
- **Pictorial:** teacher can use picture cards to nonverbally teach/remind students of various rules/expectations

Student Repeats Rules/Expectations Prior to Transition: Establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

- Teachers and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations.

Preferential Seating: Change the seating arrangement for a student in order to address his/her specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision, and or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.

Parent-Teacher Communication System: Establish a set time and method for communication between parent and teacher regarding the student's behavior and progress.

- Methods for communication might include phone contact, face to face meeting, e-mail or note/letter correspondence.

Personal Connection with Student: Establish set times and methods for providing special attention for a student.

- A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Provide Additional Guidance/Extend Instruction: Provide the student with more specific and or modified instructions, prior to the assignment, in order to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Increase Frequency of Task Related Recognition: Provide specific and consistent recognition and reinforcement for a student's on-task behavior.

- In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Visual Schedule: Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (i.e. morning bell rings- first class, reading-second class, art, etc.).
- It can also be used to break down a specific task (i.e., open notebook – go to math section- put paper on teacher's desk).

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, re-arranging furniture, or adjusting sound sources.

Use Preferred Activities as Reinforcement: Provide access to a preferred activity (i.e. computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (i.e. after appropriate behavior has been demonstrated three times), and for how long student will be allowed to engage in the preferred activity.

Personally Greet the Student upon Arrival to Class: Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask: "How are you today?", "What did you do yesterday after school?", and "How is your family?" etc.

Increase Frequency of Positive Reinforcement: If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens simply increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

Use of Tangible/Non-tangible Rewards: Use tangible and/or non-tangible reinforcement immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non- tangible reward must be effective for the student in question and delivered on a consistent basis.

- Tangible: food, stickers, toys, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

Ignore Undesirable Behavior(s): Instead of, or in addition to, reinforcing positive behavior(s), the teacher can ignore undesirable behavior(s). Any time the student engages in an undesirable behavior, the teacher systematically and consistently ignores the student until the behavior ceases.

Establish Logical Consequences for Students: Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out of seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student and they must be consistently implemented.

Encourage Effort to Display Appropriate Behavior: Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to “keep up the good work” and eventually demonstrate the replacement behavior

Use of Positive Referrals: Make positive references to the student for engaging in appropriate behavior.

Use Classroom Incentives for Individual Student Accomplishments: Reward an individual student’s success by allowing the entire class to benefit.

- Throw a pizza party for the class if the individual student has a good week on his/her behavior contract.

Call Home to Share News of Student Effort/Success: Establish a system for calling the student’s parents daily/weekly in order to update them on their child’s success and progress.

Use School-Wide Vehicles for Recognition: Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

Assign Classroom Responsibilities for Student Recognition: Allow student to participate in classroom related responsibilities (i.e. line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.

TIER II

Teach/Model Communication/Social Skills: Teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach the student appropriate ways of expressing their frustrations. The teacher develops a script with the student that addresses his/her specific needs.
- The following is an example of such a script: when the student is having academic difficulty and feeling frustrated, he/she will signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise). The teacher will subsequently respond to the student in order to find out if he/she needs extra instruction, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. The break may be as simple as a five minute water or bathroom break. As part of the script, the student agrees to resume appropriate work after his/her needs have been met.

- In order to ensure optimal effectiveness, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Task Analysis: Break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gathered during previous steps.

Practice Communication and Social Skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., “now is a good time to use your skills” or tap the student on the shoulder).

Teach Coping Skills: Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc, when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer, or engaging in an enjoyable activity (i.e. computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student’s desk as a reminder.

Teach Positive Self Talk: Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

- The teacher and or school counselor can teach the student a repertoire of positive statements such as “I am capable of doing my work,” “I can make friends in my class,” or “If I study my spelling words every day, I will get a good grade on my spelling test.”
- The student is taught to repeat such statements as frustrations increase in adverse situations.
- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self-talk procedures (i.e. “what do you need to tell yourself?” or hand signal).

Remediation in Specific Academic Areas: Implement classroom academic interventions for remediation to reduce the need to avoid different tasks. In order to select appropriate academic interventions, refer to the Adirondack Student Assistance Program (ASAP).

Use of Personal Interests for Motivation: Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.

- A student who has difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of his/her choosing. (i.e., if the student likes fishing, the reading assignment can be related).

Teach Alternative Behavior for Sensory Feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose.

- A student that taps his/her pencil on the desk repetitively can squeeze a stress ball instead.

Teach Anger Management/Problem Solving Skills: Students who experience difficulty controlling emotions and/or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when “pushed to the emotional limit” and/or frustrated. There are several existing methods to teach anger management and problem solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.

Teach Behavioral Self-Control (BSC): Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self-reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

Teacher asks:	Student responds:
“What are you doing?”	“I am...”
“What do you need to be doing?”	“I need to...”
“What are you going to do now?”	“I have to...”
“Let me know when you finish.”	“I did...”

Social Stories/Comic Book Conversations: This intervention is appropriate for students in need of understanding the social context of various social situations (i.e. standing in line or taking turns).

- A social story or comic book conversation is written specifically for the student and the situation (i.e. Johnny waits for his turn) and must be visually provided for the student.
- The purpose is to lessen the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologist and autism support teachers are excellent resources for creating social stories.

Encourage Positive Peer Connections: Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and or any other adult involved with the student.

Contract for Grades: Establish a written contract for grades with a student.

- The teacher and student formerly agree that for each reading test grade above a “C,” the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form and signed by both teacher and student.

Daily/Weekly Progress Reports: Arrange a system for documenting the student’s behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student’s overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked-off daily/weekly to show that behavior objectives are met.

Monitoring/Redirection: Establish a system for monitoring a student during tasks.

- Checking a student at 10 minute intervals and or providing redirection when needed (i.e., eye contact, proximity, tangible incentives, etc.).

Spend Individual Time with Student: When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.

- When the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

Reward Competing Behaviors: The concept behind competing behaviors is that a student cannot engage in two “competing” behaviors at the same time. Identify a competing behavior for the problem behavior (i.e. reading aloud and making inappropriate noises) and reward the student each time he/she engages in the competing behavior.

Student Self-Monitoring of Progress: Allow the student to monitor his/her own progress.

- The student can have possession of a progress report and /or behavior contract so that he/she can track their own improvement.

Acknowledge Use of Replacement Behaviors: Reward students for engaging in established replacement behaviors.

- Provide the student with verbal praise each time he/she raises his/her hand to get teacher attention instead of calling out loud for teacher attention.

Develop a Written Behavior Contract: Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contracts and track his/her own progress.

TIER III

Choice Making: Allow student to have some degree of control over their school activities.

- The teacher allows the student to choose sequence of activities (e.g., reading activity first and writing activity second), mode of presentation (i.e. oral, written, demonstration, etc.) learning materials (e.g., pencil/paper, manipulative, computer use, etc.), and or incentives (e.g., tangibles, public attention, access to activity, etc.).

Participation in Extra Curricular Activities: Identify and encourage student to become involved in extracurricular activities such as sports, art club, music club, etc. The activity should match the individual student’s interests and skills.

Student Follow-Up: This involves establishing a system for a “check-in” time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Schedule Adjustment: Adjust the daily schedule and/or change the teacher.

- It is possible that a student tends to focus best in the early morning yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student's schedule to be adjusted so that academic classes would take place during the morning hours.
- There may be a personality/work style "mismatch" between teacher and student. Changing a student's teacher can make a significant difference.

Peer Mentor/Tutor Opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

- The student can mentor/tutor someone in a lower grade or work group. This can be excellent for improving self-concept, and reinforcing skills in area of difficulty for the student.

Provide Quiet Time Space: Provide a specific time and/or space for quiet or "cool down" purposes.

- If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Identify Appropriate Settings for Behavior(s): Suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e., music class, join the chorus, or provide a specific time during class for the student's to show off their "talent").

Chart and Review Daily Student Successes: Create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance. The chart can be posted on the student's desk and the teacher will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.

Recognize Small Steps Approximating the Desired Behavior: When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.

GLOSSARY

Administrators	Adults in school with executive authority to manage the day-to-day business. They include the principal and assistant principal, among others.
Alcohol	Mind-altering or mood-altering beverages, including but not limited to beer, wine, wine coolers, vodka coolers, liquors, etc.
Use, Possession, or Sale of Alcohol*	(9) Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person
Arson	Willfully, or while committing any felony, causing damage to a building, structure, or dwelling by fire or explosion.
Assault*	Engaging in behavior intentionally or recklessly that causes physical injury to another person with or without a weapon, in violation of School District Code of Conduct and falls under one of the categories: 3a Physical Injury – means impairment of physical condition or substantial pain, but not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, headaches not related to a concussion; 3b Serious Physical Injury – means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of any bodily organ and requires hospitalization in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches or any other injury involving risk of death or disfigurement.
Battery	Actually and intentionally touching or striking another against his or her will, or intentionally causing bodily harm to another.
Aggravated Battery	Injuring a person seriously by using your body and/or a weapon. Intentionally or knowingly causing great bodily harm, permanent disfigurement, or permanent disability to another, or committing battery against another with the use of a deadly weapon.
Behavior	The way people act or react or the way they conduct themselves.
Biased-related conduct	Behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage, or citizenship status.
Bomb Threat*	(6) A telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.

<p>Bullying</p>	<p>(5a) Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet.</p> <ul style="list-style-type: none"> ○ Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person. ○ Repetition: Bullying typically repeated, occurring more than once or having the potential to occur more than once. ○ Intent to Harm: The person bullying has the goal to cause harm. Bullying is not accidental. <p>Discrimination not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.</p>
<p>Burglary/ Breaking and Entering:</p>	<p>Illegally breaking and entering a building to commit a crime.</p>
<p>Cheating:</p>	<p>Using unauthorized answers or sources to receive credit for schoolwork. Some examples are looking at someone else’s paper, copying from your notebook when you are supposed to use only your memory, or copying someone else’s homework because you did not complete yours.</p>
<p>Color:</p>	<p>Complexion tint or skin pigmentation. Color discrimination can occur within the same racial or ethnic group.</p>
<p>Complaint:</p>	<p>A verbal or written disagreement or concern about something that is alleged to be unfair.</p>
<p>Confrontation:</p>	<p>An argument or squabble.</p>
<p>Controlled Substances:</p>	<p><u>According to Title 21 United States Code (USC) Controlled Substances Act, Subchapter 1, Part A, §802 (6).</u>“The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of <u>part B of this subchapter</u>. The term does not include distilled spirits, wine, malt beverages, or tobacco, as those terms are defined or used in subtitle E of the Internal Revenue Code of 1986.”</p> <p>Mind-altering or mood-altering drugs, including but not limited to marijuana, cocaine, heroin, various pills, etc. Possession, use, sale, and/or distribution of controlled substances will result in corrective strategies at school and may lead to arrest and criminal penalties.</p>
<p>Corporal Punishment:</p>	<p>The use of physical punishment by a parent or teacher on a student. The use of corporal punishment is prohibited in Adirondack Central Schools. This prohibition extends to parents/guardians on school grounds.</p>

Corrective Strategies/ Disciplinary Actions	Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school.
Counselor:	A school employee whose job responsibilities include providing advice to students.
Cyberbullying	(5b) Defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.
Defiance:	Refusing to follow the directions of authority figures within the school, such as administrators, teachers, office workers, custodians, volunteer parents/guardians, cafeteria workers, and others.
Destructive Device:	Any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; any device declared a destructive device by the Bureau of Alcohol, Tobacco, and Firearms; any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of any explosive and which has a barrel with a bore of one-half inch or more in diameter; and ammunition including shotgun shells or any other ammunition designed for use in a firearm other than a destructive device.
Detention:	A corrective strategy in which a student must spend time at school, before, during, or after the regular school day.
Disability:	Means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or a record of such an impairment or (b) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[3] and Executive Law §292[21]).
Disciplinary Actions (also Referred to as Corrective Strategies):	Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school.
Disruption:	Behavior that disturbs the learning and/or safety of others in class, on the school bus and at the bus stop.

Disruption on Campus/ Disorderly Conduct:	Behavior that seriously interferes with an orderly learning environment or poses a threat to the safety of others, including but not limited to making a false fire alarm.
Distribution:	Giving out, sharing, dispensing to others.
Drugs:	Any substance or chemical that alters mood or is used for mood altering, including but not limited to alcohol, marijuana, cocaine, heroin, pills, over-the-counter medications that are unauthorized or abused, etc.
Use, Possession, or Sale of Drugs*	(8) Illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property
Due Process:	A series of steps taken to protect one's rights under the law. For example, students who are expelled have the right to know about the charge made against them, the right to explain their side of the story, and the right to appeal the decision of an administrator.
Electronic Devices:	Any wireless communications/electronic device that is powered by electricity or a battery, which is not required by the curriculum and includes items such as; to compact disc players, MP3 players, headphones, cellular phones, PDAs, electronic readers, tablets, laptops, cameras and any similar device.
Enforce:	To compel observance of a law or rule.
Ethnic Group (Ethnicity):	An affiliation with a particular group, country or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe or various combinations of these characteristics.
Expulsion:	Refers to the removal/banning of a student from a school system or university for an extensive period of time due to a student persistently violating that institution's rules, or for a single offense of appropriate severity in extreme cases.
False Accusation:	An untrue and serious statement about a teacher, staff member, or any other person. False accusations are serious when they hurt the professional reputation of others or otherwise get a person in trouble that they do not deserve.
False Alarm*	(7) Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
Felony:	A serious crime, often punishable by imprisonment exceeding one year.

Fighting:	<p>Two or more students trying to physically hurt each other. Fighting often begins with a disagreement between students that can be solved without fighting. (See Fighting Minor and Fighting Serious)</p> <p>Occurs when two or more students engage in physical force against each other and</p> <ul style="list-style-type: none"> • they stop when an authority figure gives them a verbal command to stop, <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • There are no injuries that require medical attention as a result of the fight.
Fighting (Serious):	<p>Occurs when two or more students engage in physical force or violence against each other and</p> <ul style="list-style-type: none"> • they become so enraged that they do not stop when given a verbal command to do so, <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • physical restraint is required, <p style="text-align: center;"><u>AND/OR</u></p> <ul style="list-style-type: none"> • someone is injured to an extent that requires immediate first aid or medical attention. <p>If the principal or designee determines that one student or a group of students attacked someone who did not fight back, the aggressors should receive punishment for battery, aggravated battery, and/or bullying, depending on the facts, and will likely be arrested. Otherwise, administrators will report and punish all other incidents involving mutual participation as Fighting (Serious) without regard to who was the original aggressor.</p>
Forgery	<p>Making, altering, or signing a document with the intent to defraud or signing another person's signature without the person's consent.</p>
Freedom:	<p>The power to make your own decisions.</p>
Gambling:	<p>Participating in games of chance for money and/or other things of value.</p>
Gang-Related:	<p>When an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.</p>
Gender:	<p>Means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law 11[6])</p>
Grievance:	<p>A formal complaint.</p>
Group-Related:	<p>An incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.</p>

Harassment:	<p>Is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:</p> <ul style="list-style-type: none"> • reasonably and substantially interfering with a student’s educational performance, opportunities or benefits; or • would reasonably be expected to cause a student to fear for his or her physical safety.
Hazing:	<p>Hazing means any action or situation endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a high school with any of grades 6 through 12. “Hazing” includes, but is not limited to:</p> <ol style="list-style-type: none"> a. Pressuring, or coercing, or forcing a the student into: <ol style="list-style-type: none"> 1. Violating state or federal law;; 2. Consuming any food, liquor, drug, or other substance; or 3. Participating in physical activity that could adversely affect the health or safety of the student. b. Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.
Hearing:	A formal proceeding where different sides of a story are presented to a person who makes a decision about what happened and what to do.
Homicide*	(1) Any intentional violent conduct that results in the death of another person.
Inappropriate Items:	Items unsuitable for school because they tend to disrupt the learning environment.
Inappropriate Public Display of Affection:	<p>Engaging in unsuitable, intimate, sexually-suggestive behavior (like kissing and touching), in agreement with someone else, in places where others are likely to be present, such as hallways, stairwells, classrooms, school buses, etc.</p> <p>Engaging in this type of behavior in hidden places is also inappropriate, and depending on the circumstances, may constitute a more serious infraction. See Sexual Offenses (Other) in this glossary.</p>
Infraction:	The breaking of a school policy; a violation; an infringement.
Instigative Behavior:	Behavior that incites or urges others to do something wrong.
Intimidate:	To make another person afraid.
Kidnapping / Abduction	Taking and holding people against their will.
Lewd:	Vulgar, indecent, improper, or naughty <u>and</u> of a sexual nature.
Libel:	A writing (including computer-typed), picture, sign, or any other form of print that is false and capable of injuring another person’s reputation through publication and/or distribution.

Misrepresentation	An untrue statement or action that is made to deceive or mislead.
Nicotine Dispensing Devices:	Any product that can be used to deliver nicotine to an individual by inhaling vaporized nicotine from the product, including, but not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or other similar device or product and any replacement nicotine cartridge for the device or product.
Obscene Material:	Material that is indecent, lewd, and improper for school.
Offender:	Refers to a person who has mistreated and/or injured another person, or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff), or other (such as school safety officer, student intruder, visitor, unknown).
Person Conducting Official Business:	Any person who is on school property or at a school sponsored event to work, to assist students or employees, or to perform any function associated with education in Adirondack Central School District.
Plagiarism:	Plagiarism is a form of cheating when you present another person's words or ideas as your own without giving the originator credit for the information. Some common examples of plagiarism are copying information from a book without using quotation marks and without including a bibliography at the end of the assignment listing the sources used. All information in academic assignments that is not common knowledge must be cited and documented.
Possession:	Having control or ownership.
Property:	Something that belongs to someone else or a group of people.
Profane:	Vulgar, crude, indecent.
Provocative:	Disrespectful conduct or words that tend to cause anger, rage, or humiliation in the person at whom they are directed.
Reprimand:	An explanation of how a behavior is inappropriate and a warning of the future consequence for doing it again.
Responsibility:	An expectation, duty, or obligation to behave in a certain way.
Review:	Reconsider. To check-over or rethink a decision.
Right:	A privilege; a fair and just claim.
Robbery:	The taking of money or property from another through use of force, violence, assault, or putting in fear. Aggravated Robbery: The taking of money or property from another through force or fear and causing serious injury during the robbery. Armed Robbery: The taking of money or property from another through use of force, violence, assault, or putting in fear and while having a weapon.

Sale:	Distribution or sharing for money or profit in return.
School Board Personnel/ School Staff:	Any employee who works in a school or for the School Board of Adirondack Central Schools, such as teachers, administrators, counselors, office staff, cafeteria workers, custodians, etc.
School Function:	Means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8 NYCRR 100.2(kk)(1)(ii))
School Property:	Shall mean 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, 8 NYCRR 100.2(kk)(1)(i))
Sexting:	The sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.
Sexual Harassment:	Displaying unwanted and repeated conduct of a sexual nature that substantially interferes with a student's academic performance and/or creates an intimidating, hostile, or offensive school environment, or causes discomfort or humiliation for that student.
Sexual Offenses*	<p>(2a) Forcible Sex Offenses: Sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct, or aggravated sexual contact, with or without a weapon including but not limited to penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttock, breasts, genitalia.</p> <p>(2b) Other Sex Offenses: other nonconsensual sex offenses involving inappropriate sexual contact, including, but not limited to, touching another student on a part of the body that is generally regarded as private, which includes, but not limited to, the buttock, breasts, and genitalia, removing another student's clothing to reveal underwear or private body parts, or brushing or rubbing against another person in a sexual manner. Other sex offenses shall also include, but not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he/she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students and/or nonstudents 18 years of age or under, unless at least one of the individuals participating in the conduct is at least four years older than the youngest individual participating in this conduct.</p>
Slander:	Speaking false words that are capable of hurting another person's reputation, community standing, office, trade, business, or means of livelihood.

Smoking:	Holding a lighted cigarette (cigar, etc.), or electronic smoking device, drawing in and exhaling the smoke of tobacco, or use of any tobacco product.
Stealing/Theft:	Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit.
Student Counsel:	A group of students chosen by other students to represent the entire student body.
Suspension:	<p>A corrective response to serious behavior where the student is not permitted to attend <u>the regular school program for a specific number of days.</u></p> <ul style="list-style-type: none"> • In-School Suspension: is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose, but remains under the direct supervision of school personnel. • Out-of-School Suspension: a student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
Symbol:	Something that stands for something else.
Target	Refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff, or other
Theft:	Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit.
Petty theft:	Knowingly obtaining or using the property of another under \$300.00 in value with the intent to temporarily or permanently deprive the owner of its use or benefit.
Motor Vehicle Theft:	Taking a motor powered vehicle without permission.
Grand Theft:	Stealing something over \$300.00 in value.
Threat	An intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent.
Trespassing:	Entering and/or remaining upon a school campus, school transportation, or at school-sponsored events off campus or other School property without authorization or invitation to enter or remain, including students who are suspended or expelled.
Unauthorized Medication:	Any medication prescribed by a medical provider and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies that have not been authorized by the student's physician and/or parent/guardian and that have not been approved by school personnel (See Vital Alert above).

Vandalism:	The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it. Major: resulting in damages over \$1,000.00. Minor: resulting in damages under \$1,000.00.
Victim	See the definition of target .
Violation/ Infraction:	The breaking of a school policy; an infringement.
Violence:	Physical force used to injure, damage, or destroy.
Weapons Possession*	(4) Possession of one or more weapons, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of some teacher or other school personnel as authorized by school officials and falls under one of these categories:
Weapons*	(4a) Means one or more of the following dangerous instruments: <ul style="list-style-type: none"> • i. firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun; • ii. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife; • iii. a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; • iv. a sandbag or sandclub; • v. a sling shot or slungshot; • vi. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirken; • vii. an explosive, including but not limited to, a firecracker or other fireworks; • viii. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray; • ix. an imitation gun that cannot be easily distinguished from a real gun; • x. loaded or blank cartridges or other ammunition; or • xi. any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.
Weapons possessed under other circumstances*	(4b) Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in possession of a student or within a locker.
Witness:	A person who saw something happen.

APPENDIX

Best Practices and Suggestions for Rewarding Model Student Behavior

The District believes in the dignity, worth, and potential of each and every student, and provides opportunities to enable all students to make the dream of education a reality. To encourage and recognize positive model student behavior, students will be rewarded and recognized for striving to do their best, and for respecting other students and teachers.

Studies have revealed that model student behavior improves when students

- know what is expected of them at school;
- believe they have the academic and social skills to achieve;
- are recognized and praised for doing good work or behaving appropriately;
- feel that there is someone at school who seems to care about them as people; and
- Believe there is someone at school who encourages their development.

Studies also indicate the importance of parental support

- Student achievement related to parent support is not limited to the early years, but is significant at all ages and grade levels.
- Children of involved parents achieve more regardless of socioeconomic status, ethnic/racial background, or the parents' educational level.
- Children of involved parents exhibit more positive attitudes and behavior.
- Children of involved parents have fewer instances of alcohol use, violence, and antisocial behavior.
- Children of involved parents have higher grades, test scores and better attendance, and are more likely to graduate from high school and have greater enrollment in post-secondary education.

Research offers some suggestions for schools to clearly communicate expectations for model student behavior

- The school must provide a well-written set of model student behavior expectations for the school.
- The set of expectations is short (generally from 5 to 7 items).
- Students should be involved in the development, refinement, and communication of the expectations of model student behavior.
- The model student behavior expectations are statements of how to achieve model behavior, rather than what not to do.
- Model student behavior expectations are posted prominently throughout the school.
- Model student behavior expectations are emphasized in each classroom (e.g. explicitly taught, reminded, and encouraged).
- Students should be encouraged to remember and repeat statements of model student behavior.

Acknowledgment of Receipt and Review

Each parent/guardian of a student and each student enrolled in Adirondack Central Schools must sign and return this page to the student's school to acknowledge that he/she has read and obtained a copy of the Code of Student Conduct. In addition, this page serves as an acknowledgment that you have reviewed the Code of Student Conduct with your child. Each school will maintain records of such signed statements.

The online version of the Code of Student Conduct can be located on the District's website address:

<http://www.adirondackcsd.org>

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the Code of Student Conduct and that I have read and discussed the Code of Student Conduct with my child.

Parent's/Guardian's Signature

Date

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the Code of Student Conduct and that I have read and discussed the Code of Student Conduct with my parent/guardian.

Student's Name

Date

**RETURN TO STUDENT'S SCHOOL
WITHIN FIVE (5) SCHOOL DAYS UPON
RECEIVING NOTIFICATION TO REVIEW
THE CODE OF STUDENT CONDUCT OR
SIGN ELECTRONICALLY VIA
PARENTSQUARE**