

# Potsdam

## High School



2017 – 2018

## *Sandstoners*

### *ALMA MATER*

*Here In The Valley Of The Racquette River  
Proudly Potsdam Stands.  
Here It Will Live Within Our Hearts Forever  
Though Through Many Lands,  
We May Wander Afar.  
But There Like A Star  
The Name of Potsdam  
Will Shine For Us Forever.*

## Table of Contents

Board of Education, Administrative Staff, and Guidance Counselors.....	3
Potsdam High School Faculty and Staff.....	4
Mission Statement.....	6
Bell Schedule.....	8
General Academic Information.....	10
Graduation Requirements.....	10
Summer School.....	12
Academic Intervention Services.....	12
National Honor Society Tutors.....	13
Drop/Add Policy.....	14
Seaway Area Technical Center.....	14
Advanced Placement (AP).....	15
Syracuse University Project Advance (SUPA).....	15
Scholarships for Academic Enrichments.....	16
The Clarkson School.....	17
National Honor Society.....	17
Grade Conversion.....	18
Honor Roll/High Honor Roll.....	18
Attendance Regulations.....	19
Extra-Curricular Eligibility Standards.....	21
Code of Conduct Policy.....	27
Student Rights and Responsibilities.....	28
Prohibited Student Conduct.....	30
Potsdam High School Code of Conduct.....	35
Student Dress Code.....	42
Alco-Sensor Policy.....	44
Student Harassment and Bullying Prevention and Intervention.....	45

## **Board of Education**

Mr. Jared Carey  
Mr. Chris Cowen  
Mr. Ralph Fuller  
Mrs. Danielle Gray  
Mrs. Deborah Shipp  
Mr. James Hubbard  
Mr. Keith Sapp  
Dr. J. Patrick Turbett  
Ms. Rachel Wallace

## **Administrative Staff**

Mrs. Joann Chambers, Superintendent of Schools  
Mr. Mark Bennett, High School Principal  
Mrs. Jennifer Neaton, Chairperson, Committee on Special Education  
Mr. Mark Wilson, Athletic Director/Dean of Students  
Mr. Kevin Kingsley, Director of Transportation  
Mr. David Gravlin, Food Service Manager  
Mr. Patrick McLaughlin, Supervisor of Buildings and Grounds  
Mrs. Laura Hart, Business Manager

## **Guidance Counselors**

Mrs. Mary Parker  
Mrs. Susan Pike  
Ms. Tisha White

## POTSDAM HIGH SCHOOL FACULTY AND STAFF

<b>Name</b>	<b>Department</b>	<b>Email</b>
Adams, Allison	Clerical - Guidance	aadams@potsdam.k12.ny.us
Allott, Jim	Science	jallott@potsdam.k12.ny.us
Barnes, April	Social Studies	abarnes@potsdam.k12.ny.us
Bennett, Mark	Principal	mbennett@potsdam.k12.ny.us
Boula, Catherine	Special Education	cboula@potsdam.k12.ny.us
Bradley, Lisa	Health	lbradley@potsdam.k12.ny.us
Brosell, Josh	Math	jbrosell@potsdam.k12.ny.us
Chiarenzelli, Val	Social Studies	vchiarenzelli@potsdam.k12.ny.us
Coleman, Geoffrey	Math	gcoleman@potsdam.k12.ny.us
Dashnaw, Liz	Special Education	edashnaw@sllboces.org
Derouchie, Marc	Science	mderouchie@potsdam.k12.ny.us
DiMatteo, Laura	Music	ldimatteo@potsdam.k12.ny.us
Dumas, Pam	English	pdumas@potsdam.k12.ny.us
Fisher, Teresa	Speech	tfisher@sllboces.org
Fiske, Rebecca	English	rfiske@potsdam.k12.ny.us
Foisy, Phil	Social Studies	pfoisy@potsdam.k12.ny.us
Fountain, Danielle	Special Education	dfountain@sllboces.org
Gaebel, Jill	Physical Education	jgaebel@potsdam.k12.ny.us
Garland, Emily	Art	egarland@potsdam.k12.ny.us
Harper, Mary	Math	mharper@potsdam.k12.ny.us
Hart, Susan	Special Education	shart@potsdam.k12.ny.us
Hayes, Michelle	Special Education	mhayes@sllboces.org
Hill, Kim	Science	khill@potsdam.k12.ny.us
James, Meg	Special Education	mjames@potsdam.k12.ny.us
Jenkins, Julie	Special Education	jjenkins@potsdam.k12.ny.us
Kaiser, Kristina	Teacher Aide	kkaiser@potsdam.k12.ny.us
Lapinski, Greg	English	glapinski@potsdam.k12.ny.us
Leuthauser, Nick	Technology	nleuthauser@potsdam.k12.ny.us
McCormick, Joanne	Special Education	jmccormick@potsdam.k12.ny.us
Meyers, Linda	BOCES Counselor	Linda.meyers@sllboces.org
Miller, Kim	Guidance	kmiller@potsdam.k12.ny.us
Moosbrugger, Patty	French	pmoosbrugger@potsdam.k12.ny.us
Mulkin, Kathy	Clerical - CSE	kmulkin@potsdam.k12.ny.us
Neaton, Jennifer	CSE Chair	jneaton@potsdam.k12.ny.us
Orologio, Sara	Teacher Clerical	sorologio@potsdam.k12.ny.us
Parker, Mary	Guidance	mparker@potsdam.k12.ny.us
Patterson, Beth	Science	epatterson@potsdam.k12.ny.us
Pike, Sue	Counselor	spike@potsdam.k12.ny.us
Preston, Rose	Spanish	rpreston@potsdam.k12.ny.us
Richard, Lory	Clerical – Main Office	lrichard@potsdam.k12.ny.us

Roberts, Jake	English	jroberts@potsdam.k12.ny.us
Rossiter, April	Science	arossiter@potsdam.k12.ny.us
Sala, Tanya	Teacher Asst.	tsala@potsdam.k12.ny.us
Savage, Jill	Music	jsavage@potsdam.k12.ny.us
Sprague, Lori	Teacher Aide	lsprague@potsdam.k12.ny.us
Smalling, Francesca	Teaching Assistant	fsmalling@potsdam.k12.ny.us
White, Tisha	Counselor	twhite@potsdam.k12.ny.us
Stark, Joseph	Physical Education	jstark@potsdam.k12.ny.us
Sullivan, Tammy	Clerical – CSE	tsullivan@potsdam.k12.ny.us
Sydow, Laurie	Librarian	lsydow@potsdam.k12.ny.us
Thomas, Rob	Physical Education	rthomas@sllboces.org
Tiernan, Jodie	Math	jtiernan@potsdam.k12.ny.us
Urias, Jennifer	Nurse	jurias@potsdam.k12.ny.us
Van Ells, Joe	Social Studies	jvanells@potsdam.k12.ny.us
Waters, Suzanne	Special Education	swaters@sllboces.org
Wilson, Danielle	French	dwilson@potsdam.k12.ny.us
Wilson, Mark	Athletics/Dean of Students	mwilson@potsdam.k12.ny.us

## **POTSDAM HIGH SCHOOL 2017 - 2018**

Welcome to school year 2017-2018! The faculty, administration, and staff are committed to making this a year of challenging, enjoyable, and satisfying learning experiences.

This handbook outlines many responsibilities and opportunities for students at Potsdam Senior High School. Please take time to read it carefully and to consider the many options available to you. It is also important that you receive input from several sources. Your own personality, aptitudes, and goals should determine which avenue is the best for you. Consider the requirements for graduation, your goals for post-secondary school or work, and your academic interests when you select courses and activities.

The time spent by all students in our school should be constructive and challenging. As a school district, we have worked to provide that opportunity. As students, you too have a responsibility to yourselves and to the school community to work diligently toward that end. Work hard; enjoy your work; and develop friendships as you proceed.

Potsdam Senior High School's strength lies with its fine personnel. Join them in their commitment by expending focused effort in your academic program. You will develop due pride and success in your education, and it will serve you well throughout life.

### **POTSDAM CENTRAL SCHOOL DISTRICT MISSION STATEMENT**

*Mission: Inspire, prepare and empower our students to lead fulfilled lives as compassionate, productive and engaged citizens.*

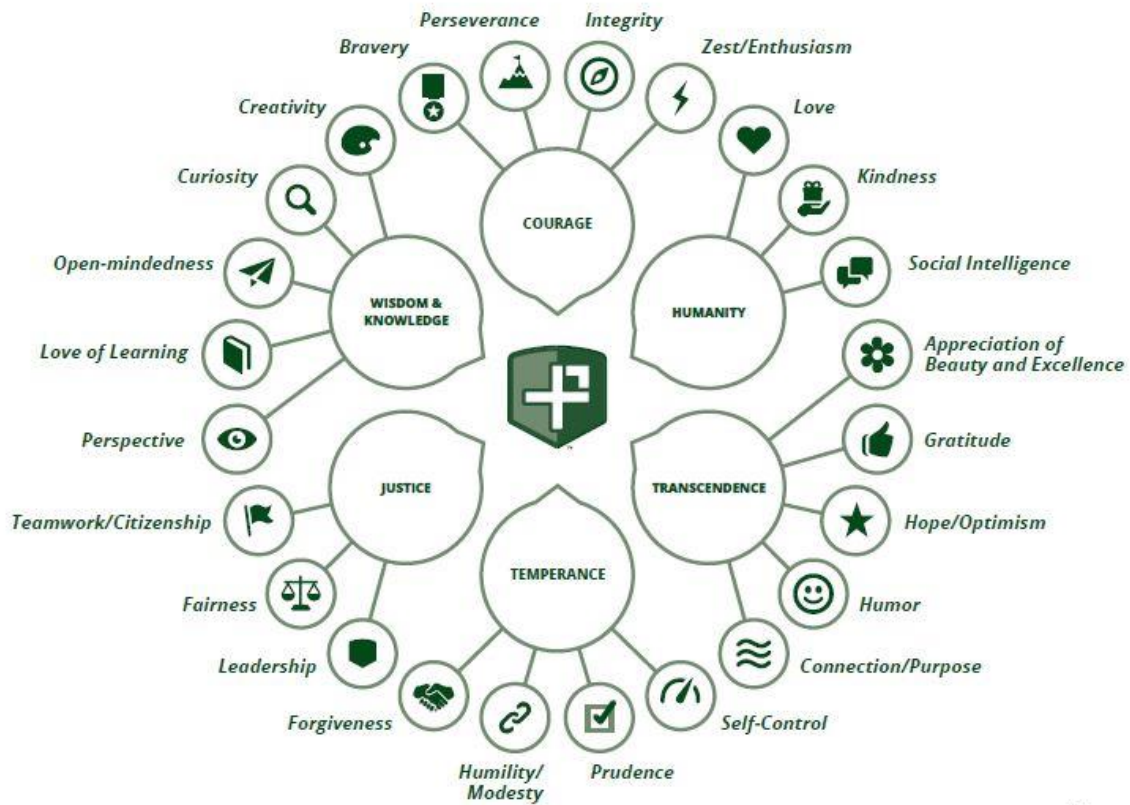
### **POTSDAM CENTRAL SCHOOL DISTRICT VISION**

*We aspire to be a leader in PK-12 education by offering innovative, diverse and challenging opportunities that foster every student's success.*

## **CORE VALUES & BELIEFS**

- **Students are our first priority.**
- **All students are capable of learning and experiencing success.**
- **We commit to provide a safe, respectful environment.**
- **We embrace diversity, act with kindness and preserve the dignity of each person.**
- **We promote teamwork and value all voices in decision-making.**
- **We treat all with fairness and equity.**
- **We encourage and support creativity.**
- **We build strong relationships and instill good character through modeling and teaching.**
- **We cultivate gratitude and are thankful for the gifts and talents of all.**
- **Partnerships with our families and community are essential to our success.**

# CHARACTER STRENGTHS AND VIRTUES



(Peterson and Seligman, 2004)



### Daily Bell Schedule

Warning Bell	7:30 a.m.
Period 1	7:35 a.m. – 8:21 a.m.
Period 2	8:26 a.m. – 9:08 a.m.
Period 3	9:13 a.m. – 9:54 a.m.
Period 4	9:59 a.m. – 10:41 a.m.
Lunch A	10:46 a.m. – 11:06 a.m.
Period 5A	10:46 a.m. – 11:28 a.m.
Period 5B	11:11 a.m. – 11:53 a.m.
Lunch B	11:33 a.m. – 11:53 a.m.
Period 6A	11:33 a.m. – 12:15 p.m.
Period 6B	11:58 a.m. – 12:40 p.m.
Lunch C	12:20 p.m. – 12:40 p.m.
Period 7	12:45 p.m. – 1:27 p.m.
Period 8	1:32 p.m. – 2:15 p.m.

### FLEX Day Schedule

Warning Bell	7:30 a.m.
Period 1	7:35 a.m. – 8:15 a.m.
FLEX	8:19 a.m. – 8:39 a.m.
Period 2	8:43 a.m. – 9:23 a.m.
Period 3	9:27 a.m. – 10:07 a.m.
Period 4	10:11 a.m. – 10:51 a.m.
Lunch A	10:56 a.m. – 11:16 a.m.
Period 5A	10:56 a.m. – 11:36 a.m.
Period 5B	11:21 a.m. – 12:01 p.m.
Lunch B	11:41 a.m. – 12:01 p.m.
Period 6A	11:41 a.m. – 12:21 p.m.
Period 6B	12:06 p.m. – 12:46 p.m.
Lunch C	12:26 p.m. – 12:46 p.m.
Period 7	12:51 p.m. – 1:31 p.m.
Period 8	1:35 p.m. – 2:15 p.m.

### One-Hour Delay Schedule

Warning Bell	8:30 a.m.
Period 1	8:35 a.m. – 9:11 a.m.
Period 2	9:15 a.m. – 9:51 a.m.
Period 3	9:55 a.m. – 10:31 a.m.
Period 4	10:34 a.m. – 11:10 a.m.
Lunch A	11:15 a.m. – 11:35 a.m.
Period 5A	11:15 a.m. – 11:50 a.m.
Period 5B	11:40 a.m. – 12:15 p.m.
Lunch B	11:55 a.m. – 12:15 p.m.
Period 6A	11:55 a.m. – 12:30 p.m.
Period 6B	12:20 p.m. – 12:55 p.m.
Lunch C	12:35 p.m. – 12:55 p.m.
Period 7	1:00 p.m. – 1:35 p.m.
Period 8	1:39 p.m. – 2:15 p.m.

### Super FLEX Schedule (For Assemblies)

Warning Bell	7:30 a.m.
Period 1	7:35 a.m. – 8:13 a.m.
Period 2	8:17 a.m. – 8:55 a.m.
Period 3	8:59 a.m. – 9:37 a.m.
Period 4	9:41 a.m. – 10:19 a.m.
Lunch A	10:24 a.m. – 10:44 a.m.
Period 5A	10:24 a.m. – 11:02 a.m.
Period 5B	10:49 a.m. – 11:27 a.m.
Lunch B	11:07 a.m. – 11:27 a.m.
Period 6A	11:07 a.m. – 11:45 a.m.
Period 6B	11:32 a.m. – 12:10 p.m.
Lunch C	11:50 p.m. – 12:10 p.m.
Period 7	12:15 p.m. – 12:53 p.m.
Period 8	12:57 p.m. – 1:35 p.m.
Super Flex	1:35 p.m. – 2:15 p.m.

# GENERAL ACADEMIC INFORMATION

## New York State Graduation Requirements

Regents Diploma		Regents Diploma with Advanced Designation	
Required Courses/Unit(s) of Credit		Required Courses/Unit(s) of Credit	
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	*Science	3
**LOTE	1	***LOTE	3
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total	22	Total	22

Required Exams (passing score of 65 and above)	Required Exams (passing score of 65 and above)
Comprehensive English Exam	Comprehensive English Exam
One Math Regents Exam Integrated Algebra <i>or</i> Geometry <i>or</i> Algebra 2/Trigonometry	Three Math Regents Exams Integrated Algebra Geometry Algebra 2/Trigonometry
Regents Global History Exam	Regents Global History Exam
Regents U.S. History Exam	Regents U.S. History Exam
One Regents Science Exam Earth Science, Living Environment, Chemistry, or Physics	Two Regents Science Exams Living Environment and either Earth Science, Chemistry, or Physics
	***Checkpoint B LOTE Exam

\*In order to meet New York State graduation requirements for a Regents Diploma with Advanced Designation, a student must successfully complete three units of science. Two of the units must be Regents level (one unit must be Living Environment).

\*\*Students are required to earn one unit of commencement-level credit in LOTE.

\*\*\*Students acquiring 5 units in art, music, business, technology, or career and technical education are exempt from the LOTE requirement.

To qualify for a Regents Diploma with Honors, scores on the five required Regents exams must average to 90% or higher. For a Regents Diploma with Advanced Distinction with Honors, scores on the nine required exams must average to 90% or higher.

### **Unit of Credit**

A unit is the measure of credit which a student earns for successfully completing a subject for one school year. Most courses offer one credit. These courses meet every school day for one class period. Some subjects meet every other day for the school year; the student receives ½ unit of credit. Other classes meet every day for one semester; the student receives ½ unit of credit.

### **Passing Grade**

In order to earn course credit, either local or Regents, a student must attain a final grade average of at least 65%. Regents credit is earned by successfully completing the course with at least 65% and by passing the appropriate Regents examination with a 65%. For a one-credit course, the final grade is obtained by adding the four quarter grades and the final exam or Regents exam grade and then dividing by five. For a half-credit course, the final grade is obtained by multiplying each quarter grade by two, adding the final exam, and then dividing by five.

### **Incompletes**

Each teacher will establish a deadline for the submission of all student work. Under extenuating circumstances such as an extended illness, teachers may give an incomplete. When a student is given an incomplete, the teacher will determine a reasonable deadline for the completion of work. Parents will be informed of the work that is to be completed as well as the established deadline. A current incomplete will prevent a student from being considered for any position requiring an academic standing (Honor Roll, National Honor Society, eligibility for extra-curricular activities, etc.)

**Repeating Courses**

Most students who fail a course will need to attend summer school to repeat the course the following year in order to earn course credit.

Some situations are unique and may receive special consideration in collaboration between a specific department, the guidance counselor and the principal.

In some classes, the student may be able to repeat a course for the first semester only. If the student earns a passing grade by averaging the 3<sup>rd</sup> and 4<sup>th</sup> quarters of the previous year with the 1<sup>st</sup> and 2<sup>nd</sup> quarters of the current year and if he/she passes a Regents or Final Exam given in January, he/she may be awarded course credit and be allowed to exit the course after the first semester.

Under some circumstances, the student may be required to remain in the course for the full year. For example, if the student plans to continue on in LOTE, he/she should remain in the class until June.

When possible, students who exit a course in January will be scheduled for a semester-length course during the spring semester. For example, a student who exits Global History and Geography in January may be scheduled for Economics or Participation in Government the second semester.

**Repeating Regents Exams**

By state regulations, a student is entitled to repeat any Regents exam in order to raise his/her examination grade. If a student takes a Regents exam, only the higher score will be reported on the transcript. If the new Regents exam grade is higher, the course average will be recalculated.

**Promotion Policy**

Classes will be organized in September of each year. Students who have earned at least five (5) credits shall be classified as sophomores. Students who have earned at least ten (10) credits will be classified as juniors. A student who has earned fifteen (15) credits will be classified as a senior.

**Summer School**

Students who fail high school courses may be eligible to earn credits by repeating the course(s) in an online summer school program offered at Potsdam High School. Students may recover one course credit in the first three-week session and a second course during the second three-week session.

**Academic Intervention Services**

Students who fail to meet the designated state performance standards, or who are in danger of not meeting standards, are eligible for Academic Intervention Services. Students who score below Level 3 on the New York State Assessments given in 8<sup>th</sup> grade are automatically eligible if recommended by the middle school. Students may also qualify by teacher recommendation or by having a failing course average. AIS may be provided by either a content area teacher or by a teaching assistant working under the direction of an appropriate teacher.

**NCSTEP**

North Country Science and Technology Entry Program (NCSTEP) is a state funded initiative whose goal is to increase the number of historically underrepresented minority and economically disadvantaged students who enter into a post-secondary institution in the fields of math, science, and technology. Counselors from NCSTEP work with the school's guidance department to plan workshops and activities aimed at assisting students with career exploration and strengthening academic skills, as well as obtaining information on post-secondary education. Students who participate in NCSTEP are eligible to receive services throughout high school until graduation.

**National Honor Society Tutors**

Members of the Potsdam High School National Honor Society serve as volunteer tutors during study halls. Tutors are assigned to the Student Learning Center and may earn up to ½ credit for tutoring. Tutors are available in every subject area. Students wishing to request a tutor should contact their guidance counselor.

**Course Load**

Each student must enroll with at least 6 credits with a science lab or 6.5 credits each semester.

**Drop/Add Policy**

Prior to scheduling by the guidance office for the next school year, students have had ample opportunity to consider which classes meet their interests and needs; therefore, students may not change schedules unless exceptional circumstances exist.

After the first ten days of a course, the following procedure must be followed in order for a student to receive a schedule change:

1. Meet with his/her counselor and receive a drop/add or change form.
2. The student will receive signed permission from the teacher whose course he/she is adding and/or dropping.
3. The student will receive signed permission from his/her parent.
4. If there is a disagreement between the counselor, parent, and/or teacher, the principal will make the final determination as to whether the schedule change will be approved.

Only if all parties grant permission, or if the principal makes the determination, will the student be given a new schedule and at that time may begin his/her new classes. If a conference is requested by any one of the parties concerned, further discussion will be arranged. The student will continue to follow the original schedule pending the outcome of the conference. Students who drop a course after the first ten days of school may receive a W (withdraw) on their transcript.

**Seaway Area Career and Technical Education Programs**

Students at Potsdam High School may elect to attend Seaway Technical Center during their junior and senior years. Students will spend half of the day taking high school coursework and the other half of the day at the technical center in Norwood. Career and Technical programs offered at Seaway Tech. include Allied Health, Automotive Technology, Building Trades, Cosmetology, Criminal Justice, Culinary Arts, Early Childhood Education, Environmental Technology, Health Careers, HVAC, Information Technology, Metalworking Technology, and Multi-Occupations. Most students who attend Seaway Tech. will earn their third math and science credits there.

### **Advanced Placement (AP)**

The College Board's Advanced Placement Program (AP) enables students to complete college-level studies while they are still in high school and to obtain college placement or credit, or both, on the basis of their performance on rigorous AP exams. Potsdam High School offers the following Advanced Placement courses: *English Language and Composition, English Literature and Composition, US Government and Politics, Chemistry, Biology, and French*. Students may also challenge the AP Psychology, AP World History, and AP US History exams. AP exams are given in the first two weeks of May and cost approximately \$89.00 per exam. There is financial aid available through the Guidance Office. It is expected that those students who take AP courses will take the AP exam. Under extenuating circumstances, a student may be exempt from one or more AP exam. A committee comprised of the AP teacher, one other teacher, the student's guidance counselor, and the building principal will be convened to consider each individual case. This group will consider the reasons why the student had missed, or does not want to take, the exam. The AP teacher will provide information regarding the student's academic performance, and attendance in the course. The committee will then determine whether the students should have the AP designation included on his or her transcript.

Students who enroll in an AP course, college-level course, or Honors course will be assigned a summer project. Failure to satisfactorily complete the assigned project by the start of the course may result in immediate removal from these courses.

### **Syracuse University Project Advance (SUPA)**

One of the largest concurrent enrollment programs in the United States, Syracuse University Project Advance offers fully accredited courses in more than 154 high schools in the northeast. At Potsdam High School, we offer one SUPA course, taught by PCS teachers who have completed graduate seminars in their subject area and received SU adjunct instructor appointments, qualifying them to teach SU courses off campus. We currently offer *Calculus*. Students wishing to receive college credit for this course must pay the tuition cost of \$110.00 per credit hour. Financial aid is available through Syracuse University.

### **Paul Smith's College Advanced Studies Program**

The Paul Smith's Advanced Studies Program offers accelerated high school students the opportunity to enroll in college level courses to earn college credits from Paul Smith's College while still in high school.



Students who would like to receive college credit for these courses must pay the tuition cost of \$20.00 per credit hour. We currently offer one course through Paul Smith's College: *Psychology*.

### **Scholarships for Academic Enrichment**

Potsdam High School seniors may take one course each semester at Clarkson University. Students who are accepted into this program will not have to pay tuition to the university. Interested students will need to submit a completed application, a transcript, and one letter of recommendation from a past or current teacher. Selected students must also pay a \$50 deposit to Clarkson University. This fee will be refunded at the end of the semester if the student has no outstanding financial obligations (i.e. library fees, parking tickets, etc.)

### **SUNY Potsdam College Advance Program**

Students at Potsdam High School may take courses at SUNY Potsdam during their senior year through the college's College Advance Program. In order to be eligible for concurrent enrollment, students must have an overall GPA of 80. Students must provide an official high school transcript and a letter of recommendation from their guidance counselor to begin registration at SUNY Potsdam. They will also need to have a Potsdam enrollment form signed from Potsdam Central School before the course begins. When the course(s) are completed, students must request a copy of Potsdam State University's grade for our records. Each course completed at SUNY Potsdam is worth .5 high school credits. In addition, students enrolling in French 4 and French 5 have the option of obtaining college credit through SUNY Potsdam.

### **Honors Classes**

Students in 9<sup>th</sup> and 10<sup>th</sup> grades may elect to be considered for enrollment in an Honors English class. Students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade may elect to be considered for enrollment in Global Studies I Honors, Global Studies II Honors, and U.S. History and Government Honors. Students in 9<sup>th</sup> grade may elect to be considered for enrollment in an Honors Living Environment class. Enrollment is open to all interested students, though students are expected to achieve outstanding grades in the course. Students who do not may be counseled to transfer to another section of English, Social Studies, or Living Environment. In addition, all students enrolling in an AP, college-level course, or Honors course will be required to complete a summer project. Failure to satisfactorily complete the project prior to the start of the course may result in immediate removal from these courses.

**The Clarkson School**

Students who attend the Clarkson School in lieu of their senior year at Potsdam High School will be able to partake in the graduation/senior exercises and will be eligible for any awards or honors thus earned; for example the Valedictorian, the Salutatorian, etc. Students must take a year of English, a year of social studies, and a year of physical education at Clarkson University as prescribed in the Clarkson School program unless they have accelerated in these courses or satisfied the requirement in other ways. The students will not be able to take these courses at the high school level while attending the Clarkson School. Students will be able to participate in interscholastic athletics because they will be granted credit for the courses taken at the Clarkson School. The students will be permitted to partake in extra-curricular activities and be allowed to take courses, other than the three mentioned above, at the high school if their schedule allows them to attend the classes here.

**National Honor Society**

The National Honor Society of Secondary Schools is a national organization, which recognizes excellence in scholarship, service, leadership, and character. The Potsdam High School chapter is sponsored and supervised by the National Association of Secondary School Principals. To be eligible for selection into the National Honor Society, a sophomore, junior, or senior must have a 1½, 2½, or 3½ year cumulative average of 90 or above. The students are then invited to submit an extracurricular activities report form for service. Their teachers then evaluate the students in the areas of character and leadership. The faculty council considers all of these qualities when determining which students will be selected. An induction ceremony is held each year in the spring. Members of National Honor Society are required to maintain the same high standards of scholarship, service, character, and leadership required for induction. They are also expected to participate in National Honor Society projects during the year.

**Grade Conversion**

Students who transfer to our district from another secondary school or who enroll in post-secondary courses will necessitate the conversion of grades into a format and level acceptable to Potsdam High School. To facilitate this process, guidance officials will use the following conversion charts as a guide when transferring grades.

A+	100	4.3	A	100	4.0	A+	100	4.5	A	100	4.0
A	97	4.0	A-	95	3.7	A	95	4.0	B+	90	3.5
A-	93	3.7	B+	89	3.3	B+	90	3.5	B	85	3.0
B+	89	3.3	B	86	3.0	B	89	3.0	C+	80	2.5
B	86	3.0	B-	83	2.7	C+	80	2.5	C	75	2.0
B-	83	2.7	C+	79	2.3	C	75	2.0	D+	70	1.5
C+	79	2.3	C	76	2.0	D+	70	1.5	D	65	1.0
C	76	2.0	C-	73	1.7	D	65	1.0	F	50	0.0
C-	73	1.7	D+	69	1.3	F	50	0.0			
D+	69	1.3	D	66	1.0						
D	66	1.0	D-	65	0.7						
D-	65	0.7	F	50	0.0						
F	50	0.0									

### **Honor Roll/High Honor Roll**

Scholarship is recognized and encouraged through an academic Honor Roll. The Honor Roll is compiled at the close of each marking period. Criteria for Honor Roll consideration includes:

1. The student must carry a full academic program of 6.5 credits per year.
2. The student must maintain a minimum of an 86 average to be placed on the Honor Roll and a minimum of a 93 average to be placed on the High Honor Roll.

### **Homework Assignments for Absent Students**

If a student is absent, he/she should make every effort to get the assignments from a classmate and keep up on the work. Students should record the phone numbers of several “study-buddies” and phone them to receive assignments during short-term absences. Parents should contact the Guidance office when an extended absence (three or more consecutive days) is anticipated.

### **Attendance Regulations**

Regular attendance at school (or work) is a desirable habit to develop. Regular attendance demonstrates that parents and students place a high degree of importance and emphasis on education. The State of New York requires regular attendance by school-age students. Aside from this legislative action, Potsdam

Central School believes that regular attendance by its students is necessary for them to obtain an adequate understanding of the instruction and materials presented by its teachers and the programs of study. Regular attendance also provides for effective continuity within each classroom and for the effective daily operation of the school. In addition, important social skills can be taught only through regular attendance by each student. Students should optimize class time.

### **Attendance and Course Credit**

In order for a student to receive credit for a course offered by Potsdam High School, it is essential that the student is present every day possible. For this reason, specific guidelines have been established for students who miss classes frequently.

**Students are responsible for making up all work missed during any absence, regardless of reason for absence.** Failure to do so will result in an "Incomplete" on the report card. A grade of incomplete on a report card allows the student the opportunity to make up missing work. The method and time requirement to make up the work is at the teacher's discretion. Some lessons require class participation and may not be able to be made up. Any student who misses a class must take the responsibility to check with the teacher regarding what work must be completed. A student who misses a class due to being tardy must see the teacher that day.

**Home teaching** may be assigned for long-term illness and does not count against the student. A doctor's written order and the school physician's approval are required when applying for this service.

**Suspended students** are to be counted as not absent for the day (since they have no choice in this matter, and may be suspended in school or assigned a tutor) BUT must make-up class work in order to receive academic credit for class.

These procedures are meant to encourage students to be in attendance on a regular basis and to participate fully in the educational process.

### **Absences/Tardies**

Students are encouraged to arrive at school on time. The warning bell rings at 7:30 a.m. Students who are not in their 1<sup>st</sup> period class when it begins at 7:35 a.m. will be marked tardy regardless of what time they entered the building. Students who are tardy to school must sign in at the main office and bring a written excuse when they arrive to school. Students who have been illegally tardy (no written legal excuse) to school three times in a marking period will be assigned an after-school detention on the third offense and for every day tardy thereafter. When a student is absent from school, parents may call the attendance clerk to provide an excuse, send an email message, or send in a written note to school when the student returns.

### **List of Legal/Excused, Illegal/Unexcused, and Suspended Absences**

- **Legal/Excused**: School sponsored and/or approved classes, trips, assemblies, and other school events. Illness, illness or death in the family, religious observance, quarantine, required court appearance, college or school visit, funerals, necessary medical appointments, and military obligations.
- **Illegal/Unexcused**: Any absence or tardiness without a written excuse from the parent. Truancy, vacation, family trips and visits, babysitting, obtaining permits, hair appointments, avoidable medical appointments, non-school sponsored sporting events, shopping, etc.
- **Suspension**: An absence from class(es) due to a school-imposed disciplinary suspension is a special type of absence termed “suspension.”

**EXTRA-CURRICULAR ELIGIBILITY STANDARDS**  
**for**  
**Potsdam Senior High School**

**I. ACADEMIC**

Students who participate in extra-curricular activities are encouraged to work diligently in their academic classes. All extra-curricular activity participants are subject to eligibility requirements. The purpose of these eligibility requirements is to enhance learning, emphasize the importance of quality academics, promote equity and a sense of order and discipline, and to keep each student's extra-curricular endeavors in the proper perspective. Students are expected to work to the best of their ability, both in academics and in extra-curricular activities. Participation in extra-curricular activities is a privilege, not a right.

**A. Participation**

Participation in Potsdam High School activities will be based on the following standards:

Students must:

1. be enrolled in a minimum of six and one-half classes or meet enrollment standards in a district authorized educational program.
2. demonstrate adherence to district attendance expectations.
3. not be failing more than one academic subject.

**B. Review**

1. Students will be reviewed academically every five weeks to determine eligibility.
  - a. Students failing **one** subject will be reminded of the school's *Extra-Curricular Policy*.
  - b. Students failing **two** subjects will be immediately placed on probation, and within a 10-school-day period following the date of the notification letter to parents/guardians, students who were failing two subjects must be passing at least one of the two subjects.
  - c. Students failing **three or more** subjects will be placed on the ineligible list until a review has taken place.

*Note: Students failing two or more subjects at the end of the school year, who do not successfully complete summer school, must follow the conditions of probation listed below at the beginning of the Fall semester.*

### **C. Probation**

While on probation, opportunities will be provided for students to make academic/social improvements. It is the responsibility of students to take advantage of these opportunities and to make significant academic/social improvements. Such improvement opportunities will include the following:

1. Students must meet with a PCS guidance counselor to determine an academic/social assistance program which may include, in part, the following:
  - a. additional teacher support.
  - b. tutorial services from the National Honor Society or other sources.
  - c. a packet of study skills information.
  - d. a quiet location at the end of the school day under the supervision of a teacher, teacher assistant, or teacher aid.
2. Students will receive support from their respective coaches/advisors.
3. A letter will be sent to the parents informing them of the probation and requisite intervention measures to help students.

Students will be allowed to actively participate in extra-curricular activities if the academic/social plan is satisfactorily followed and significant improvement is demonstrated. If no improvement is made, students will be declared ineligible.

### **D. Ineligibility**

Students on the ineligible list are allowed to practice/participate with the team, club, or group. However, playing in games and/or performances, or participating in major club events during this period is prohibited. (If no major club events or performances are scheduled before a student is re-evaluated, then it is left to the discretion of the administration as to an appropriate consequence.) After a period of ten school days following parental/guardian notification, students' progress will be reviewed. At this time, a determination will be made regarding the students' eligibility.

## **II. BEHAVIOR/MEDICAL/ATTENDANCE**

### **A. Behavior**

It is accepted and understood that during the duration of participation or play, extra-curricular participants are expected to:

- display good citizenship and conduct themselves in such a manner as to not bring criticism to the school or cause unfavorable publicity to themselves.
- favorably represent Potsdam Central School at all meets and competitions and act with dignity and decorum throughout the school year.
- follow the *Student Code of Conduct* during school sponsored events. Any infraction will be addressed through school disciplinary procedures.

### **Disciplinary Detention/In-School Suspension/Out-of-School Suspension**

- Students who are assigned disciplinary detention must serve the detention before practicing, playing, or participating in extra-curricular activities/events.
- Students assigned In-School Suspension may participate in extra-curricular activities that evening provided that ALL assigned time has been served.
- Students assigned an Out-of-School Suspension are ineligible for participation in any school related activity or function until the suspension period is complete

### **B. Medical**

Students released from school by the school nurse prior to the end of the school day (due to illness/injury) will not be allowed to participate in any event or game that evening.

Students restricted from participation due to illness/injury of any kind, will not be allowed to participate in any event, practice, or game. Students may be re-certified for competition/participation only with a statement from the family's physician or a treating physician. This statement must be submitted to the school nurse before any participation may resume. The final decision regarding medical recertification of students for resuming participation is the responsibility of the school physician.



### **Attendance**

Students must not miss more than two hours during the school day to be eligible to participate in practice or game that day. Friday's attendance determines eligibility for the weekend. Rare exceptions may be granted by the administration in response to circumstances beyond the student's control.

### **III. USE OF MOOD-ALTERING CHEMICALS, SUBSTANCES, ILLEGAL AND OVER-THE-COUNTER DRUGS, STIMULANTS**

The administration at Potsdam Central Schools believes the use of mood-altering chemicals poses a significant risk to students' physical and emotional development. It is inherently dangerous for students to be involved with the use of mood-altering chemicals or be associated with people participating in such risky behavior. Therefore, Potsdam Central Schools will not accept the use of these destructive chemicals by any member of the student body.

#### **A. Administrative Goals**

It is our purpose to:

1. emphasize the administration's concerns for students' health and safety while participating in activities.
2. educate students about the negative long-term physical and emotional effects of chemical use on their health.
3. assist students who desire to resist peer pressure which directs them toward the use of mood-altering chemicals.
4. assist in referring students for evaluation regarding their use of mood-altering chemicals.

#### **B. Rules**

During the duration of participation, practice, or play, students shall not:

1. use or possess a beverage containing alcohol.
2. use or possess tobacco.
3. use, possess, buy, sell, or distribute any controlled substance defined by law as a drug, or misuse any prescription, over-the-counter drug, chemical, or stimulant.

## C. Penalties and Recommendations

Penalties shall be accumulative, beginning with and throughout students' participation in activities for a period of one year.

### 1. First Violation

Penalty: After confirmation of the first violation, students shall lose eligibility for two weeks from the activity in which they are participants. In conjunction with the loss of eligibility, students will receive information about the effects of misuse or abuse of mood-altering chemicals, through an educational program approved by the school. During this time, students must attend all practices, rehearsals, be in uniform at all contests, and be in attendance at all activity functions (whichever the case may be). However, no active participation will be permitted. If no games, events, or activities are scheduled during this two-week period, students will not be permitted to participate in two games or activities for an appropriate time thereafter. If the violation occurs at the end of a sport season or school year, loss of eligibility will be extended to the next sport season or school year in which the students participate.

### 2. Second Violation

Penalty: After confirmation of the second violation, students shall lose eligibility indefinitely and be required to become a participant in a school approved chemical dependency program or treatment program. After a minimum of 30 school days, students may be approved for reinstatement pending results of the treatment program. The Athletic Director and/or Principal, in consultation with the treatment program supervisor, will determine re-certification of the student.

Extra-curricular eligibility standards may be modified due to extenuating circumstances as deemed necessary.

A list of all extra-curricular activities recognized by the school district, including all interscholastic sports, is written in the Extra-Curricular Handbook.

Cross-ref: 8135, Safe Schools

Adoption date: July 10, 2007

## **CODE OF CONDUCT - INTRODUCTION**

The Board of Education is committed to providing a safe, orderly, and productive school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The Board is also committed to protecting First Amendment freedoms within the school system; however, lawlessness in any form will not be tolerated.

The district will not permit conduct intended to:

- destroy personal or school property
- disrupt (or interfere with) learning or teaching, administration of the schools, research, services, disciplinary functions, or district-sponsored or approved activities.

Furthermore, the district will not permit harassing/bullying or discriminatory behavior.

To protect student rights and deter these and other unacceptable behaviors, the district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

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

All policies regarding student conduct and discipline shall be uniformly enforced and distributed annually to the students, parents and staff of the district.

Adoption date: June 28, 2011  
Reviewed: July 11, 2017

**5300.15**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

The Board of Education's goal is to provide an environment in which a student's rights and freedoms are respected. The Board therefore assures district students that they shall have all the rights afforded them by federal and state constitutions, statues, and regulations. The Board also recognizes all federal, state, and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of each district student:

1. to have a safe, healthy, orderly and courteous school environment;
2. to take part in all district activities on an equal basis regardless of race, color, and national origin, creed, religion, marital status, sex, age, sexual orientation, disability or predisposing genetic characteristic;
3. to attend school and participate in school programs and student government activities unless properly suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law, and pursuant to district policy.
4. to have school rules and conditions available for review and, whenever necessary, explanation by school personnel;
5. to address the Board on the same terms as any citizen;
6. to be suspended from instruction only after his/her rights pursuant to Education Law 3214 have been observed; and
7. in all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

It shall be the responsibility of each district student:

1. to be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. to work to the best of his/her ability in all academic and extra-curricular pursuits and strive toward the highest level of achievement possible;
3. to conduct himself/herself, when participating in or attending school-sponsored extra-curricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions;
4. to seek help in solving problems that might lead to discipline procedures;
5. to attend school every day unless they are legally excused and be in class, on time, and prepared to learn;
6. to contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
7. to accept responsibility for their actions;
8. to dress in accordance with standards promulgated by the Board and the Superintendent; and
9. to make constructive contributions to the school, and to report fairly the circumstances of school-related issues.

Adoption date: June 28, 2011

Reviewed: July 11, 2017

## **PROHIBITED STUDENT CONDUCT**

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

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

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

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include:
  1. Running in hallways.
  2. Making unreasonable noise.
  3. Using language, gestures, or visual images that are profane, lewd, vulgar, or abusive.
  4. Obstructing vehicular or pedestrian traffic.
  5. Engaging in any willful act which disrupts the normal operation of the school community.
  6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable direction of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission
3. Skipping detention

C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
2. Inappropriate public sexual contact.

D. Engage in conduct that is violent. Examples of violent conduct include:

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

6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
  7. Intentionally damaging or destroying school district property.
- E. Engage in conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
  2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
  3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
  4. Discrimination, which includes the use of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability or predisposing genetic characteristic as a basis for treating another in a negative manner.
  5. Harassment and Bullying: “Harassing behavior does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a students’ ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, color, national origin, sex, or disability violates federal civil rights laws.”
  6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.



7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
  8. Selling, using or possessing obscene material.
  9. Using vulgar, or abusive language or visual images, cursing or swearing.
  10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
  11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSP, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
  12. Inappropriately using or sharing prescription and over-the-counter drugs.
  13. Gambling.
  14. Indecent exposure, that is, exposure to the sight of the private parts of the body in a lewd or indecent manner either in person, via photos or electronically.
  15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include:
1. Plagiarism
  2. Cheating
  3. Copying

4. Altering records
5. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that endangers the health and safety of students or staff within the school or adversely affects the educational process. Examples of such misconduct include:

1. Cyberbullying
2. Threatening, hazing, harassing students or school personnel over the phone or on the internet
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

Adoption date: June 28, 2010

Reviewed: July 11, 2017

## Potsdam High School Disciplinary Schedule

*The list of offenses is by no means all-inclusive. For those situations that arise and are not listed, the administration will have the complete authority to deal with the problem as deemed necessary. Violations beyond the number of instances stated will result in further, more severe disciplinary action. For example, multiple detentions or days of in-school or out of school suspension. The administration also reserves the right to amend the penalties for any of the offenses based on a review of the circumstances. The code/schedule of responses here are advisory only.*

Infraction	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense and Beyond
Tardy to School	Warning	Warning	2 Lunch Detentions OR Detention
Failure to Follow Café Rules	Warning	Lunch Detention	Detention
Failure to Follow Rules	Warning	Lunch Detention	Detention
Late to Class	Warning	Lunch Detention	Detention
Making Unreasonable Noise	Warning	Lunch Detention	Detention
Not Following School Procedures	Warning	Lunch Detention	Detention
Running in Hallways	Warning	Lunch Detention	Detention
Trespassing	Warning	Lunch Detention	Detention
Unprepared for Class	Warning	Lunch Detention	Detention
Used Cell Phone	Warning	Lunch Detention	Detention
Used Electronic Device	Warning	Lunch Detention	Detention
Public Display of Affection	Warning	Detention	Two-Hour Detention
Violation of Dress Code	Warning Request to Change	Detention/Request to Change	Two-Hour Detention/Request to Change
Inc. Summative Assignment	Daily Detention Until Complete		

Infraction	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense and Beyond
Acceptable Use Policy	Detention	Two-Hour Detention	In-School Suspension
Cheating or Copying	Detention	Two-Hour Detention	In-School Suspension
Disorderly Conduct	Detention	Two-Hour Detention	In-School Suspension
Disrespectful to Staff Member	Detention	Two-Hour Detention	In-School Suspension
Horseplay	Detention	Two-Hour Detention	In-School Suspension
Inappropriate Language or Gesture	Detention	Two-Hour Detention	In-School Suspension
Inc. Formative Assignment	Detention	Two-Hour Detention	
Insubordination	Detention	Two-Hour Detention	In-School Suspension
Left Class Without Permission	Detention	Two-Hour Detention	In-School Suspension
Missing From Class	Detention	Two-Hour Detention	In-School Suspension
Peer Conflict	Detention	Two-Hour Detention	In-School Suspension
Plagiarism	Detention	Two-Hour Detention	In-School Suspension
Unsafe Bus Behavior	Detention	Two-Hour Detention	In-School Suspension
Untruthful Behavior	Detention	Two-Hour Detention	In-School Suspension
Infraction	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
VADIR: Material Incidents of Discrimination, Harassment, and Bullying	Detention	Two-Hour Detention	1-3 Days ISS
Left School Without Permission	Two-Hour Detention	1 Day ISS	3 Days ISS
Missing From Detention	Two-Hour Detention	1 Day ISS	
Truant From School	Two-Hour Detention	1 Day ISS	3 Days ISS
*Vandalism	Two-Hour Detention	1 Day ISS	3 Days ISS

Infraction	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense and Beyond
Gambling	Two-Hour Detention	1 Day ISS	3 Days ISS
*Theft	1 Day ISS	3 Days ISS	1-3 Days OSS
Tobacco Product Possession	1 Day ISS	3 Days ISS	1-3 Days OSS
*Selling, Use or Possession of Obscene Material	1 Day ISS	3 Days ISS	
Aggressive Physical Contact	1-3 Days ISS	1-3 Days OSS	5 Days OSS
Tobacco Product Use	3 Days ISS	1-3 Days OSS	
Inappropriate Sexual Contact	Up to 5 Days Out of School Suspension		
Possession of a Dangerous Item	Up to 5 Days Out of School Suspension		
Possession of Drug Paraphernalia	Up to 5 Days Out of School Suspension		
*VADIR: Bomb Threat	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: False Alarm	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: Physical Injury	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: Sexual Offenses	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: Use, Possession, or Sale of Alcohol	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: Use, Possession, or Sale of Drugs	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		
*VADIR: Weapon Possession	Up to 5 Days Out of School Suspension and a Superintendent's Hearing		

**\*The principal or his/her designee must notify the appropriate law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of the school.**

**STUDENT DRESS CODE**

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

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

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments are not appropriate. This includes, but is not limited to:
  - Shorts, skirts, dresses, or shirts that expose chest cleavage, buttocks, the midriff, or undergarments or allow for potential exposure during specific activities.
  - Tank top straps that are not wide enough to cover undergarments.
  - Shirts which are open-backed and expose undergarments.
  - Sleeveless shirts with oversized armholes that extend below the armpit.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of hats in the classroom except for medical or religious purpose.
5. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, disability or predisposing genetic characteristic.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each Building Principal or his/ her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

When a student is found to be in violation of the dress code, it will be addressed respectfully, discretely, and privately. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it

with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Adoption date: July 11, 2017

## **ALCO-SENSOR POLICY**

The Board of Education of the Potsdam Central School District has adopted a policy authorizing district administrators and staff to use an Alco-Sensor as a simple and accurate method of determining blood alcohol levels in students at Potsdam Central School. The Alco-Sensor is a simple device used to measure a student's blood alcohol content level via breath analysis.

The administrators and staff authorized to administer the test will be required to receive training on the use of the tester.

The administrators and staff may test any student who they have \*reasonable suspicion to believe may be under the influence of alcohol during the normal school day or at any school event including trips.

A student suspected to be under the influence of alcohol will be requested to come to the school office or a confidential place where the student will be requested to blow into the Alco-Sensor. If alcohol is evident as a result of this test, the student's parent/guardian will be contacted, the student and his or her guest, if any, will be taken home by a parent or guardian, and all appropriate student rules and regulations pertaining to alcohol usage will be imposed, including notification of police. If parents are unreachable, we will request the assistance of law enforcement.

If a student refuses to take the Alco-Sensor test, then the student's parent or guardian will be contacted and the student and his or her guest, if any, will be requested to leave with the parent or guardian or will be referred to law enforcement.

\*Reasonable suspicion may exist when there is behavior out of character for a specific student. This may include, but is not limited to: loud, boisterous behavior, flushed face, eye color (red), slurred speech, unsteadiness, rowdiness, the smell of alcohol, etc.



## STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION REGULATION

The Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

### Definitions

#### **Bullying**

In order to facilitate implementation, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”), which is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

1. **Power imbalance** - occurs when a bully uses his/her physical or social power over a target.
2. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** - the bully and the target believe the bullying will continue.
4. **Terror** - when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.”

(Barbara Coloroso, *The Bully, The Bullied &*

*The Bystander*, 2003)

There are at least three kinds of bullying: verbal, physical and social/relational.

- Verbal bullying includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (“cyberbullying”), anonymous notes, etc.
- Physical bullying includes poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
- Social or relational bullying includes excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

The New York State Education Department provides further guidance on bullying and cyberbullying prevention on the following website:  
[http://www.p12.nysed.gov/technology/internet\\_safety/documents/cyberbullying.html](http://www.p12.nysed.gov/technology/internet_safety/documents/cyberbullying.html)

## **Discrimination**

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 (as listed under *Harassment* as defined below).

## **Harassment**

Harassment has been defined in various ways in federal and state law (including the penal law) and regulation. The Board recognizes that these definitions are important standards, but the

Board's goal is to prevent behaviors from escalating to violations of law and, instead, to promote a positive school environment and limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).
  - Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
  - Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

## **Hazing**

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

## **Prevention**

Prevention is the cornerstone of the district's effort to address bullying and harassment. The components of such an effort involve the following:

- Considering the principles and practices of "*Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* – Adopted by the Board of Regents July 18, 2011." District curriculum will emphasize developing empathy, tolerance and respect for others.
- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students (through surveys and other mechanisms); analyzing and using the data gathered to assist in decision-making about programming and resource allocation.
- Establishing clear school wide and classroom rules about bullying consistent with the district's code of conduct.
- Training adults in the school community to respond sensitively and consistently to bullying.

- Raising awareness among adults, through training, of the school experiences of marginalized student populations (as enumerated in the *Definitions* section above), social stigma in the school environment, gender norms in the school environment, and strategies for disrupting bullying, intimidation, harassment or other forms of violence.
- Providing adequate supervision, particularly in less structured areas such as in the hallways, cafeteria, school bus and playground.
- Raising parental awareness and involvement in the prevention program and in addressing problems.
- Using educational opportunities or curriculum, including, if applicable, the Individual Educational Program (IEP), to address the underlying causes and impact of bullying.

### **Role of the Dignity Act Coordinator (DAC)**

The Board of Education will annually designate staff members, who has been thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex, as the **Dignity Act Coordinator (DAC) and Associate Dignity Act Coordinators (ADACs), accountable for implementation of this policy. The DAC and ADACs will be responsible for coordinating and enforcing this policy and regulation in each school building, including but not limited to coordination of:**

- the work of building-level committees;
- professional development for staff members and,
- the complaint process, and
- management of the Dignity Act's civility curriculum components.

## **Reporting and Investigation**

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to **the principal, the principal's designee, the Dignity Act Coordinator, or the Associate Dignity Act Coordinators** as soon as possible after the incident so that it may be effectively investigated and resolved. The district will also make a bullying complaint form available on its website to facilitate reporting. The district will collect relevant data from written and verbal complaints to allow reporting to the Board on an annual basis.

The district will promptly and equitably investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

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

## **Confidentiality**

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

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:

1. the request may limit the district's ability to respond to his/her complaint;
2. district policy and federal law prohibit retaliation against complainants and witnesses;
3. the district will attempt to prevent any retaliation; and
4. the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the bullying and preventing the bullying of other students.

## **Investigation and Resolution Procedure**

### A. Initial (Building-level) Procedure

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

As soon as possible, but no later than **three working days** following receipt of a complaint, **the principal, the principal's designee** or the **Associate Dignity Act Coordinator** should begin an investigation of the complaint by:

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



The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Parents of student targets and accused students should be notified within **two school days** of allegations that are serious or involve repeated conduct.

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

- a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
- b. suggesting counseling, skill building activities and/or sensitivity training;
- c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
- d. requesting a letter of apology to the target;
- e. writing letters of caution or reprimand; and/or
- f. separating the parties.

Appropriate disciplinary action shall be recommended and imposed in accordance with district policy, the applicable collective bargaining agreement or state law. School districts should make every effort to attempt to first resolve the misconduct through non-punitive measures.

The investigator shall report back to both the target and the accused, **within two weeks** notifying them in writing, and also in person, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. **If additional time is needed to complete the investigation or take appropriate action, the investigator will provide all parties with a written status report within two weeks following receipt of the complaint.** The actions taken will be in conformance with the *Remediation/Discipline/Penalties* section of this regulation. The target shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her.

If a complaint contains evidence or allegations of serious or extreme bullying, or a civil rights violation, the complaint shall be referred promptly to the Superintendent. The complainant will also be advised of other avenues to pursue their complaint, including contact information for state and federal authorities.

In addition, where the **principal, the principal's designee** or the **Associate Dignity Act Coordinators** has a reasonable suspicion that the alleged bullying incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and, if appropriate, law enforcement authorities.

Any party who is not satisfied with the outcome of the initial investigation may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

#### B. District-level Procedure

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

The district level investigation should begin as soon as possible **but not later than three working days** following receipt of the complaint by the Superintendent or Board President.

In conducting the formal district level investigation, the district will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints.

If a district level investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior in accordance with the *Remediation/Discipline/Penalties* section of this regulation.

No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the target and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

Any party who is not satisfied with the outcome of the district-level investigation may appeal to the Board of Education by submitting a written request to the Board President within 30 days.

#### C. Board-level Procedure

When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board.

The Board shall notify all parties concerned of the time and place when a hearing will be held. Such hearing will be held within 15 school days of the receipt of the request of the complainant.

The Board shall render a decision in writing within 15 days after the hearing has been concluded.

The district shall retain documentation associated with complaints and investigations in accordance with Schedule ED-1.

### **Retaliation Prohibited**

Any act of retaliation against any person who opposes bullying behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified assisted, or participated in any manner in an investigation, proceeding, or hearing of a bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action up to and including suspension or termination.

### **Remediation/Discipline/Penalties**

Any individual who violates this policy by engaging in bullying will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;

- Student counseling;
- Parent conferences; or
- Student treatment or therapy.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the Code of Conduct and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of district business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

### **Policy Dissemination**

All students and employees shall be informed of this policy in student and employee handbooks, on the district website and student registration materials. **It shall also be provided to parents through the district calendar or similar distribution on an annual basis.**

All employees shall receive information about this policy and regulation at least once a year.

Principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and information about the impact of bullying on the target and bystanders.

### **Training**

Training needs in support of this bullying prevention and intervention program will be reflected in the district's annual professional development planning, new teacher orientation, and in curriculum. The Dignity Act Coordinator, Associate Dignity Act Coordinators, administrative employees and other staff, such as counselors or social workers who have specific responsibilities for investigating and/or resolving complaints of bullying shall receive yearly training to support implementation of this policy, regulation and on related legal developments.

Adoption date: October 23, 2012