

# CODE OF CONDUCT

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# ATTENDANCE POLICY

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# STUDENT HANDBOOK

Pages 39-77

## 2026-2027



**Ogdensburg City School District**  
**1100 State Street**  
**Ogdensburg, New York 13669**  
**315-393-0900**

Revised and Adopted by the Ogdensburg City School District  
Board of Education on **XXXXXX**

## **Mission Statement:**

The Ogdensburg City School District is a multi-building district located in a rural area on the United States border with Canada. As a Small City School District, our mission is to provide a school environment that is safe, nurturing, and culturally enriched. All students, as individuals and members of a group, will be inspired to participate in planned educational experiences with the expectation that they will become effective communicators, complex thinkers, and productive workers.

OGDENSBURG CITY SCHOOL DISTRICT  
2026-2027  
CODE OF CONDUCT

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## I. Introduction

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

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

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

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. The building principal or his/her designee shall be responsible for enforcing the conduct required by this code. Anyone with concerns to express about students, school personnel, parents, and/or other visitors who may be in contradiction to any provisions of this code can contact the appropriate building principal. A listing of these individuals and their school phone numbers has been provided on the last page of this section of the handbook.

## II. Definition

For purposes of this code, the following definitions apply.

"Cyberbullying" means "harassment" or "bullying", where such harassment or bullying occurs through any form of electronic communication. Cyberbullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyberbullying or harassment has or could have the effect of:

-Causing physical, social/relational, emotional or mental harm to a student;

-Placing a student in reasonable fear of physical, emotional or mental harm;

-Placing a student in reasonable fear of damage to or loss of personal property; or

-Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school's programs.

"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 (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. Failing to comply

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with the reasonable directions of teachers, school administrators, student teachers, aides, or other school personnel in charge of students would be examples of actions that meet this definition.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” means actual or perceived sex and includes a person’s gender identity or expression.

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- a. on school property; and/or
- b. at a school function; or
- c. off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. "Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

“Hazing” is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing 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. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

“Material incident of Harassment, Bullying and/or Discrimination” means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, and is the subject of a written or oral complaint to the superintendent, principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

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

"School Bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

"School function" means any school-sponsored curricular or extra-curricular event or activity.

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

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

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

A "substantially disruptive student" is one who:

Continues to impede the teaching and learning process or who interferes with the teacher's authority over the classroom following the teacher's attempt to modify the student's behaviors. (Depending upon the severity of the behavior, the teacher could choose to remove a student without attempting to implement a behavior management strategy.)

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

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

"Weapon" means a firearm as defined in 19 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material, animal, or substance that can cause physical injury or death when used to cause physical injury or death.

### III. Student Rights And Responsibilities

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of discrimination, bullying

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and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

**No student shall be discriminated against, bullied or harassed based on:**

- |                           |  |         |                     |
|---------------------------|--|---------|---------------------|
| *Actual or Perceived Race | *Religion  | *Color  | *Religious Practice |
| *National Origin          | *Disability  | *Weight | *Sexual Orientation |
| *Ethnic Group             | *Gender or Sex *Any other legally protected status |         |                     |

It is important to keep in mind that the intent of the law is to protect **ALL** students. For example, while height is not specifically addressed by the law, a student harassed for being short or tall would also be protected.

Prevention is the cornerstone of the District's effort to address bullying and harassment. In order to implement this anti-bullying prevention program, the Board will designate, at its annual organizational meeting, individuals at each school to act as the Dignity for All Students Act Coordinator (DASA Coordinator). These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and any other legally protected status.

The DASA Coordinators will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- Professional development for staff members;
- The complaint process; and
- Management of the Dignity Act's civility curriculum components.

**The District's designated DASA Coordinators are:**

Grant C Madill Elementary School	Melissa L. Fennessy	<a href="mailto:mfennessy@ogdensburgk12.org">mfennessy@ogdensburgk12.org</a>	(315) 393-7729
John F. Kennedy Elementary School	SueEllen L. Bouchard	<a href="mailto:sbouchard@ogdensburgk12.org">sbouchard@ogdensburgk12.org</a>	(315) 393-4264
Ogdensburg Free Academy	Cynthia L. Tuttle	<a href="mailto:ctuttle@ogdensburgk12.org">ctuttle@ogdensburgk12.org</a>	(315) 393-0900 Ext. 31912
Ogdensburg Free Academy	Anthony E. Bjork	<a href="mailto:tbjork@ogdensburgk12.org">tbjork@ogdensburgk12.org</a>	(315) 393-0900 Ext. 31922
Ogdensburg Free Academy	Stephen C. Putman	<a href="mailto:sputman@ogdensburgk12.org">sputman@ogdensburgk12.org</a>	(315) 393-0900 Ext.31925

There is nothing in this Code of Conduct that encourages or allows any abridgement or nullification of existing state and federal guidelines regarding the rights of students. The equal protection of students' rights, as explained in Title IX, the Americans With Disabilities Act, and other state and federal laws will continue to be recognized and enforced.

The Ogdensburg City School District students have a right to expect fair treatment and proper application of all regulations and applicable laws. With each right comes a responsibility to exercise that right fairly and to contribute to the betterment of our community and our society. The following list of Rights and Responsibilities are provided as guidelines for our students.

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### Student Rights

- A quality education in a safe, orderly and courteous environment;
- The opportunity to present their version of events leading to the imposition of disciplinary actions by school officials and all due process afforded by law; and
- Constitutionally guaranteed rights regarding speech, fair procedure in disciplinary matters, privacy, and equal protection under the law.
- To be protected from intimidation, harassment, bullying or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex, disability or any other legally protected status, by employees or students on school property or at a school-sponsored event, function or activity.

### Student Responsibilities

- Work to the best of his/her ability in all academic and extracurricular pursuits and to strive toward the highest level of achievement possible.
- Know and follow the district's Code of Conduct, rules, and other policies regarding student conduct established for the district.
- React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
- Inform trusted school officials of a potential threat of violence, self-abuse, or any other related issue which may bring harm to any member of the school community or to the school.
- Conduct oneself as a representative of the school community and, as such, adhere to the highest standards of conduct, demeanor and sportsmanship whenever participating in, or attending, extracurricular events sponsored by the district.
- Be respectful toward school property and the property of other individuals.
- Be in regular attendance in school and in class; and
- Be sensitive to the beliefs and opinions of others.

#### IV. Essential Partners

##### A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

##### B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.

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4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
  - a. Course objectives and requirements
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Expectations for students
  - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
8. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the teacher's or staff member's attention to the Building Administrator and/or DASA Coordinator in a timely manner.

### **C. Guidance Counselors**

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/ counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
7. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the guidance counselor's or staff member's attention to the Building Administrator and/or DASA Coordinator in a timely manner.

### **D. Principals/Assistant Principals**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

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6. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
7. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's or staff member's attention to the Building Administrator and/or DASA Coordinator in a timely manner.

### **E. Superintendent/Assistant Superintendent**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
7. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention to the Building Administrator and/or DASA Coordinator in a timely manner.

### **F. Board of Education**

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
4. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
5. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

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### G. Teacher Assistants/Aides/other School Employees

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Assist students in their daily activities as directed by the classroom teacher(s) and administrator(s).
3. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
4. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the school employee's attention to the Building Administrator and/or DASA Coordinator in a timely manner.

### V. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel will reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. (See student handbook for more specific lists and generic disclaimer.). A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall adhere to the following:

#### A. 1. Basic Principle:

The student dress code provides for all students to be safe, appropriate and not disrupt or interfere with the educational process.

#### 2. Students Must Wear:

- A shirt (with fabric in the front, back, and on the sides under the arms)
- Pants/jeans or the equivalent (i.e. skirt, sweatpants, leggings, dress or shorts)
- Shoes: safe and proper footwear
- Courses may include attire as part of the curriculum, for example, PE, chemistry, technology, job readiness, BOCES, etc may include assignment-specific dress.

#### 3. Students May Wear:

- Hats may be worn in the building except in all offices, the auditorium, and in the classroom during instruction, provided that the student's face is fully visible and does not interfere with the line of sight of any student or staff member.
- Religious headwear
- Leggings, yoga pants, and "skinny jeans"
- Athletic attire

#### 4. Students Cannot Wear:

- Violent or inappropriate language or images
- Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia or any illegal item or activity
- Profanity or pornography
- Sunglasses unless prescribed by a physician
- Animal ears, tails, and other accessories deemed to distract from the educational process
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

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- Hoods

### **Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.

- Students in violation of the dress code will be provided three (3) options, including:
  - a. students may put on their own alternative clothing if available at school;
  - b. students will be provided with temporary school clothing;
  - c. if necessary, students’ parents may be called to bring in alternative clothing for the remainder of the day.
- No student shall be affected by dress code enforcement because of facial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
  - School staff shall not enforce the school’s dress code more strictly against transgender and gender nonconforming students than other students.
  - Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
    - a. kneeling or bending over to check attire fit;
    - b. measuring straps or skirt length;
    - c. asking students to account for their attire in the presence of others; (exception: hoods, hats, footwear)

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

Students who violate the student dress code shall be required to modify their appearance by 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 as per school policy. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

### **VI. Prohibited Student Conduct**

The board of education 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 a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

- A. Engage in any conduct that is insubordinate or disorderly. Examples of such conduct include:**
1. open defiance of or willing disregard for a reasonable directive issued by any staff member
  2. refusal to do work

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3. deliberate disobedience
4. flagrant acts of rudeness
5. refusal to report as directed
6. disrespectful language
7. being argumentative
8. display of inappropriate affectionate or sexual behavior
9. running in the hallways
10. making unreasonable noise
11. trespassing
12. loitering
13. misuse of computer hardware or software, websites, or electronic communication devices.  
Individuals must obtain teacher consent to record/videotape classroom instruction. Any violation of the District's Acceptable Use Policy.
14. use of laser lights/pointers
15. use and/or possession of: cell phones, pagers, cameras, radios, CD players, mp3 players, IPOD's, headphones, ear buds, hand-held games, PDA's
16. throwing snowballs
17. gambling
18. skateboarding
19. rollerblading
20. scootering
21. wearing/using heeies or other such similar shoes
22. use of profane, vulgar, obscene or lewd language, no matter how communicated
23. selling, using or possessing obscene or offensive material
24. verbal abuse of a staff member
25. Pantsing – outer garments

**B. Engage in any conduct that is violent. Examples of such conduct are:**

1. demeaning, intimidating or threatening another person
2. discrimination
3. engaging in a hate crime
4. hazing
5. spitting at another person
6. hitting, kicking, punching, shoving or scratching another person
7. threatening to use a weapon
8. fighting
9. engaging in a physical or verbal confrontation off campus that can be traced to a physical or verbal confrontation that was initiated on campus (of Appeal of K.S., 43 Ed.Dept.Rep. 492, Decision #15063)
10. participating in a food fight
11. physical/verbal outbursts
12. obstructing vehicular or pedestrian traffic
13. recklessly or intentionally causing physical injury
14. hair pulling
15. displaying what appears to be a weapon
16. damaging/defacing property
17. vandalism
18. possession of a firearm
19. possession of a handgun
20. possession of a rifle
21. possession of a knife
22. possession of other weapon(s)

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23. possession of a chemical/biological agent

**C. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:**

1. lying or distorting facts
2. defamation
3. stealing or possessing stolen property
4. smoking
5. use of tobacco products including cigarettes, cigars, chewing tobacco, snuff, smokeless tobacco, e-cigarettes - any form of vaping, etc.
6. possession of drug paraphernalia
7. Possessing or being in the presence of, consuming, selling, distributing or exchanging alcoholic beverages, illegal drugs or illegal substances, or being under the influence of either. "Being in the presence of" is defined as: having the knowledge that alcohol or other drugs are present, having the means/opportunity to remove themselves, and choosing not to leave. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-a-like drugs, synthetic cannabinoids and any substances commonly referred to as "designer drugs."
8. public lewdness
9. reporting a false alarm
10. making a bomb threat
11. misuse of 911
12. discharge of a fire extinguisher
13. possession of school keys
14. operation of a motorized vehicle in any area not designated for vehicular traffic
15. bullying/harassment
16. cyberbullying

**D. Engage in any form of academic misconduct. Examples of such conduct include:**

1. plagiarism
2. cheating
3. copying
4. altering records
5. assisting another student in any of these
6. disrupting/talking during an exam or quiz

**VII. Reporting Violations**

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

Any teacher, administrator, employee, Board of Education member, or other person may report a violation of the student disciplinary code to the Building Principal or his or her designee. The Principal may then make an investigation of the charges as deemed appropriate and institute an informal or disciplinary proceeding, and/or make a referral to the Committee on Special Education, as deemed necessary.

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

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

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

### **A. Reporting Discrimination, Harassment and Bullying**

The School Principal is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a District official otherwise learns of any occurrence of possible conduct prohibited by this policy, the school employee shall promptly and orally notify the school principal no later than one school day after such school employee witnesses or receives the complaint or learns of such conduct. Such school employee shall also file a written report with the school principal no later than two school days after making such oral report.

After receipt of a complaint, the School Principal shall lead or supervise a thorough investigation of the alleged harassing, bullying and/or retaliatory conduct. The Principal or the Principal's designee shall ensure that such investigation is completed promptly and investigated in accordance with the terms of District policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of this investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated the District's Code of Conduct or a material incident of harassment, bullying and/ discrimination has occurred, immediate corrective action will be taken as warranted, it will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

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In the event that the Principal is the alleged offender, the report will be directed to the Superintendent of Schools.

All complaints of alleged harassing, discriminatory, bullying and/or retaliatory conduct shall be:

1. promptly investigated in accordance with the terms of District policy;
2. forwarded to the school building's Dignity Act Coordinator for monitoring; and
3. treated as confidential and private to the extent possible within legal constraints.

The Principal must notify promptly the Superintendent of Schools and the appropriate local law enforcement agency when he/she believes that any harassment, bullying or discrimination constitutes criminal conduct.

### **VIII. Disciplinary Penalties Procedures and Referrals**

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

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

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

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

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

#### **A. Penalties/Reactions**

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

1. Restorative Justice
2. Oral or written warning - any member of the district staff
3. Written notification to parent - principal, superintendent
4. Detention - teachers, principal, assistant principals, superintendent
5. Suspension from transportation - principal, superintendent
6. Suspension from athletic participation - coaches, athletic director, principal, superintendent
7. Suspension from social or extracurricular activities – advisors, principal, superintendent
8. Suspension of other privileges - principal, superintendent
9. In-school suspension - principal, superintendent
10. Removal from classroom by teacher - teachers, principal
11. Short-term (five days or less) suspension from school -principal, superintendent, board of education
12. Long-term (more than five days) suspension from school  
Principal, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education.

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### B. Procedures

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

Students who are to be given penalties other than oral or written warnings or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Restorative Justice:

Exclusionary and discriminatory school discipline practices can prevent students from having equal access to educational opportunity. Often, the student lacks a social and/or emotional skill to adhere to behavioral expectations. Punitive means do not always teach a child the skill needed to behave and act accordingly. Rather, punitive means can cause the student increased distress, increased negative behavioral reactions, and lead to learned helplessness. Restorative “circles” involve the voluntary participation of all parties impacted by an action and allow the student who caused the harm to see the impact of his/her actions. The success of the circle is dependent on the willingness of the student to admit wrong doing and his/her willingness to communicate on all levels.

2. Detention:

- a. Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.
- b. Lunch Detention: principals and the superintendent may assign lunch detention in lieu of after-school detention when applicable/at their discretion.

3. Suspension from transportation:

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

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

4. Suspension from athletic participation, extra-curricular activities and other privileges.

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

5. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension". The in-school suspension teacher may be a Teaching Assistant.

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

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### 6. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term timeout (2) sending a student to a separate location in/outside the room (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher, including those assigned to AIS, Title, and other extra help services may remove a disruptive student from class from 1 period to four days as defined by the instructional schedule (i.e. elementary/middle/high school divisions). The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The verbal/written notice will be provided to the parent within 24 hours of the student's removal at the last known phone/address for the parents. The principal may require the teacher who ordered the removal to attend an informal conference held during normal school hours.

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

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

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

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

### 7. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

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

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by

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telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required.

A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

### **c. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

## **C. Minimum Periods of Suspension**

### **1. Students who bring a weapon to school**

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year.

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Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

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

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the class-room by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester.

If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis.

In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

### **D. Referrals**

1. **Counseling**  
The Guidance Office shall handle all referrals of students to counseling.
2. **PINS Petitions**

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The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

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

### **3. Juvenile Delinquents and Juvenile Offenders**

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

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

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

## **E. Remedial Responses to Violations of the Code of Conduct**

Students who violate this Code may also be subject to remedial action as the facts may warrant, including any of the measures listed below:

- a. peer support groups; corrective instruction or other relevant learning or service experience;
- b. supportive intervention;
- c. behavioral assessment or evaluation;
- d. behavioral management plans, with benchmarks that are closely monitored; and/or
- e. student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- a. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- b. adoption of research-based prevention programs;
- c. modification of schedules;
- d. adjustment in hallway traffic and other student routes of travel;
- e. targeted use of monitors;
- f. staff professional development;
- g. parent conferences;
- h. involvement of parent-teacher organizations; and/or
- i. peer support groups.

## **IX. Alternative Instruction**

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

## **X. Discipline of Students with Disabilities**

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline

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upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

### **A. Authorized Suspensions or Removals of Students with Disabilities**

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

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

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

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2.) School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function. 1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or

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serious bodily injury, except... [for] a pocket knife with a blade of less than 2 1/2 inches in length."

- 3.) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy, this includes possession or use of synthetic cannabinoids (marijuana and alternatives to marijuana).
- 4.) "Illegal drugs" means a controlled substance except for those legally possessed or used under the current educational placement as follows:
  - a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

**B. Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - a. for more than 10 consecutive school days; or
  - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

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

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

#### 1. The district's Committee on Special Education shall:

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

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

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

#### 2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
  - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
  - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations.

Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguard notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an AES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

### **D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
  - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
    - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision

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of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

- 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

### **E. Referral to law enforcement and judicial authorities**

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

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

### **XI. Corporal Punishment**

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

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

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

### **XII. Student Searches and Interrogations**

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

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An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

### **A. Student Lockers, Desks and other School Storage Places**

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

### **B. Documentation of Searches**

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

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

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

### **C. Police Involvement in Searches and Interrogations of Students**

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

1. A search or an arrest warrant; or

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2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

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

### **D. Child Protective Services Investigations**

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

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

## **XIII. Visitors to the Schools**

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the Ogdensburg Free Academy complex must report to the receptionist area at the main entrance of the complex upon arrival at the school. All visitors to the elementary schools must report to the Main Office. In all instances, they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all

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times while in the school or on school grounds. The visitor must return the identification badge before leaving the building.

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

### **XIV. Public Conduct on School Property**

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

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

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

#### **A. Prohibited Conduct**

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, bully or discriminate against any person on the basis of race, color, creed, national origin, weight, religion, age, gender, sexual orientation, disability or any other legally protected status.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.

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12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

### **A. Penalties**

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and possibly face charges for trespassing.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

### **B. Enforcement**

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

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

## **XV. In-Service Educational Programs**

The Board will provide in-service education programs for all District staff members to ensure the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management. In-service education programs shall also include training on the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

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### **XVI. Publication and Review**

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

1. Providing copies of an age-appropriate version of the summary of the code to all students, written in plain language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them. This shall take place at a general assembly held at the beginning of each school year and on an on-going basis at registration for those students who enter the district after the beginning year meeting.
2. Making copies of the code available to all parents, students and community members throughout the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.
7. Posting the code of conduct on the District's web site.

This Code shall be reviewed by the Board of Education on an annual basis and shall be amended when appropriate. In conducting this review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the Code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before making any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. Amendments to the Code will be filed with the Commissioner of Education no later than thirty days after adoption.

### **XVII. Prohibition of Retaliation**

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the District, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either

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makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

### XVIII. STAFF-STUDENT RELATIONS (FRATERNIZATION)

The Board of Education requires that all School District employees maintain a professional, ethical relationship with District students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, email, letters, notes, social media, etc.) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of staff with students is against District policy and may be in violation of professional standards of conduct and New York State Law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions.

Any student who believes that he/she has been subjected to inappropriate staff behavior as enumerated in this policy, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's principal or the District's designated complaint officer. In all events such reports shall be forwarded to the designated complaint officer for further investigation. Anonymous complaints of inappropriate fraternization of staff members with students shall also be investigated by the District. Investigations of allegations of inappropriate staff-student relations shall follow the procedures utilized for complaints of harassment within the School District. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an educational setting) must also follow the District's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to his/her Building Principal or supervisor.

The District shall promptly investigate all complaints of inappropriate staff-student relations, and take prompt corrective action to stop such conduct if it occurs.

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### **Prohibition of Retaliation**

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

### **District Responsibility/Training**

The principal of each school and/or program supervisor shall be responsible for informing students, staff and volunteers of the requirements of this policy, including the duty to report and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student relationships. Students shall be provided such training in an age appropriate manner.

The District's policy (or a summary thereof) shall be disseminated as appropriate to staff, students and parents. Further, this topic shall be addressed in the District Code of Conduct.

### **Disciplinary Sanctions**

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Title IX of the Education Amendments of 1972,  
20 USC Section 1681 et seq.  
Education Law Article 23-B  
Social Services Law Sections 411-428  
8 NYCRR Part 83

XIX. Principal List

**Principals:**

**Ogdensburg Free Academy – 315-393-0900**

**Ext. 31912- 9-12 office**

**Ext. 31925 - 7/8 office**

**Cynthia L. Tuttle - Principal 9-12**

**Anthony E. Bjork - Assistant Principal**

**Stephen C. Putman- Principal 7-8**

**John F. Kennedy Elementary School - 315-393-4264, Ext. 32902**

**SueEllen L. Bouchard – Principal, Grades 3-6**

**Grant C. Madill Elementary School -315-393-7729, Ext. 33950**

**Melissa L. Fennessy, Principal**

# ATTENDANCE POLICY

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**Reviewed 4/8/2025 rb**

OBJECTIVES

Attendance is a critical factor for student success in schools. Consistent school attendance, improved academic performance and school completion have a positive correlation and will contribute to our efforts to assure that all of our students reach the higher standards established by the Board of Regents.

School attendance is both a right and a responsibility in New York State. Parents are responsible and legally obligated to ensure that their children attend school during the ages of compulsory attendance.

The Ogdensburg City School District has developed and if necessary, will review and revise a Comprehensive Student Attendance Policy to meet the following objectives:

- To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts;
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws related to compulsory attendance;
- To determine the District’s daily attendance for State aid purposes.

STRATEGIES TO MEET OBJECTIVES

The Ogdensburg City School District will:

- Maintain accurate record keeping via electronic methods and a Register of Attendance to record attendance, absence, tardiness or early departure;
- Develop a make-up work policy UPK-12;
- Use disciplinary sanctions for unexcused absences as outlined in the student code of conduct;
- Utilize student counseling and intervention services;
- Provide parents with written notifications regarding individual student attendance;
- Develop an attendance honor roll each marking period for students who achieve perfect attendance;
- Analyze attendance patterns to review and revise the Comprehensive Student Attendance Policy.
- Provide the Attendance Request Form to document student tardiness, early departure and absence. The Attendance Request Form will contain: student name, date, time excused/arrived, reason, who is picking the student up (if applicable), doctor/dentist name and phone number (if applicable), homeroom teacher name and phone number, and parent signature and phone number.

DEFINITION OF EXCUSED AND UNEXCUSED ABSENCES

A full or part day absence is considered excused for the following reasons:

- personal illness
- family illness that necessitates the student’s absence
- death in the family
- religious observance
- required court appearances
- quarantine
- medical appointment
- road test or initial visit to motor vehicle for a permit
- approved college visits
- military obligations
- approved cooperative work programs
- approved school programs
- (impassable roads) inclement weather
- bus tardiness
- educational family trips (A petition describing the trip and activities that will be completed must receive the approval of the administration prior to the trip.)
- other justifiable reasons that meet with the approval of the principal

Attendance Request Form signed by the parent which details the absence must be presented to the homeroom or classroom teacher the day the student returns to school. The Form will document: the date the form was completed, the student’s full name, date of absence, reason for absence, and the signature of a parent or guardian. If an Attendance Request Form is not returned within two days of an absence, the absence will be recorded as unexcused. Absences due to extenuating circumstances will be addressed by the principal.

Most absences not mentioned in the paragraph above will be interpreted as unexcused. Examples of unexcused absences include, but are not limited to:

- truancy (parents expect the students to be in school)
- working
- vacation, visiting, away, going out of town, shopping, etc
- needed at home, caring for baby, personal family business, helping at home, etc
- overslept, ride was late, missed ride, ride did not show, etc
- appointment, other than medical, legal, or administratively approved
- hunting, fishing, skiing, or other recreational interests
- non-educational trips
- only has study halls
- routine probation appointments that can be done after school hours
- it is my fault, not my child’s
- any other absence not related to illness or an emergency situation

The school district is free to act upon valid and legally competent evidence (not hearsay statements) to substantiate acts of misconduct, even if it is controverted by the parent(s). It is up to the school district to determine the credibility of the competing versions of the facts.

Tardiness and Signing In

Students arriving late to school or to class for any reason, excused or unexcused, disrupt the educational process not only for themselves, but for their classmates as well. Students arriving late to school must report to the office with a completed Attendance Request Form. The Form should include the date the note was written, the student’s full name, date of absence, reason for absence, and the signature of a parent or guardian. A principal or designee will review the Attendance Request Form to determine whether the lateness is excused or unexcused. Students without a completed Attendance Request Form will be considered unexcused. When circumstances preclude the student from providing a completed Attendance Request Form, parent/guardian will be contacted for a completed Attendance Request Form to be submitted prior to the start of the next school day. Failure to sign in and unexcused tardiness will be addressed via the guideline in the student code of conduct.

Early Departure

Education is everyone’s priority. Therefore a request to depart early to conduct business that could be done after 2:50 may not be granted. Study halls are considered an integral part of the school day. Having one does not constitute an appropriate reason to depart early.

The school day for each student begins as soon as he/she arrives on school property. Once on school grounds, a student needs the permission of a principal to leave the school grounds. Students who do not comply will be considered truant.

To be released from any portion of the school day, a completed Attendance Request Form must be provided prior to the start of the school day. Appropriate school personnel will review the request to ensure that it meets the criteria of an excused absence. If it does not, the student and the parent will be notified and the missed time will be classified as unexcused. If a situation precludes a student from presenting a completed Attendance Request Form, the principal will contact the parent to verify the appointment. In UPK-6, the parent must provide a completed Attendance Request Form when picking up the student. In grades 7-12, the parent must provide the written note prior to the start of the next school day.

Students who are late for or need to depart early from classes held at Northwest Tech must have the approval of an OFA principal prior to attending classes or exiting the building at Northwest Tech.

Students Late For Class

Teachers in grades 7-12 will take attendance at the beginning of each class, record the students who are absent, and notify the office of those students who arrive late. Any student missing 15 minutes or more of a class is to be considered absent.

CODING SYSTEM FOR ABSENCES

The following codes are the codes used in the SchoolTool system:

Present	P	Tardy, Unexcused	TU
Absent, Excused	AE	Tardy, Unknown Reason	T
Absent, Unexcused	AU	Daily Present (In School Suspension or	DP
Absent, Unknown Reason	AB	Home Tutor)	
Tardy, Excused	TE		

ATTENDANCE AND COURSE CREDIT

The district believes that classroom participation affects a student’s performance and grasp of the subject matter. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student’s grade.

In grades 7-12, any student with more than twenty-four (24) absences in a full-year course, twelve (12) absences in a half-year course, or eight (8) absences in a quarter-year course may not receive credit for the course. Guidance counselors will hold preliminary attendance hearings as an intervention for students who exhibit attendance concerns throughout the school year. An administrative attendance hearing will be conducted with the student, parent, counselor, and teacher(s) at approximately absence #18 for a full-year course and #9 for a ½ year course.

Students who are denied credit due to attendance reasons will be advised at their attendance hearing of the option of attending summer school. To qualify for summer school, the student must earn a recommendation from the teacher based on participation and behavior and must have completed the course. Administrative approval is required.

With the permission of the classroom teacher, a student may complete make up work for an excused absence, tardiness, or early departure. The method and time requirement to make up work for a short-term absence is at teacher 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. For an unexcused class absence, make-up work will be allowed at the discretion of the teacher.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of scheduled class meetings during this enrollment.

If a student reaches the maximum number of absences, the classroom teacher will complete an attendance form and notify the building principal. A copy of the attendance form will be sent to the parent/guardian. Students will not be given credit for work until completion of a hearing.

Students who believe that special consideration should be given may appeal in writing to the principal within five (5) school days from the date of notification. The written appeal should contain the student’s attendance record and any supporting data such as hospitalization records. The student, parent, principal, and teacher will meet to hear the appeal and determine whether an exception and extended make-up time is warranted. Otherwise, course credit will not be given.

A suspension is not counted as an absence. To receive credit for the class, a student must complete the class work.

INCENTIVES AND SANCTIONS

To encourage student attendance, the District will develop and implement grade appropriate/building level strategies and programs that may include, but are not limited to:

- perfect attendance awards
- grade level awards
- classroom rewards

Unexcused absences, tardiness, and early departures will result in disciplinary sanctions as described in the code of conduct for each school. Consequences may include, but are not limited to:

- In school suspension
- Extended detention
- Denial of participation in interscholastic and extracurricular activities

Perfect attendance means no tardiness, early departures, class cuts, or absences.

NOTIFICATION OF PARENTS

Parents will be notified of excessive student absence, tardiness, or early departures through the following means:

- Report card comments to report individual class attendance;
- In grades UPK-6, principals will use attendance forms to notify parents of the 8<sup>th</sup>, 16<sup>th</sup>, and 24<sup>th</sup> occurrence in any combination;
- Beyond the 24<sup>th</sup> incident, principals will notify the proper agency to bring parents in compliance with the district attendance policy, in accordance with NYS Law.

- Parents will receive written communication from the Assistant Principal or Principal at approximately student’s 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> and/or 18<sup>th</sup> absence depending on the length of the course and the time of year accumulated absences occur. Additionally, phone calls from Guidance Counselors and the Principal are made regularly when a student’s absences are of concern.

DEVELOPMENT PROCESS FOR INTERVENTION STRATEGIES

To effectively intervene when an identified pattern of unexcused absences, tardiness, or early departures occur, designated District personnel will pursue the following:

- Identify specific elements of the pattern;
- Contact the District staff closely associated with the elements;
- Discuss strategies to directly intervene with the specific element;
- Recommend intervention
- Implement changes
- Utilize appropriate District and/or community resources to address and help curtail student unexcused absences, tardiness, or early departure.
- Monitor and report short and long term effects of intervention
- Review and revise the Comprehensive Student Attendance Policy
- Notify parents on a continuous basis

PERSON WHO REVIEWS ATTENDANCE RECORDS AND INITIATES ACTION

The record of each student’s presence, absence, tardiness and early departure shall be kept on a register of attendance card in a manner consistent with Commissioner’s Regulations. An absence, tardiness, or early departure will be entered as “excused” or “unexcused” along with the District code for the reason.

For students in non-departmentalized UPK-6, such student’s presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds. For students in grades 7-12, each student’s presence or absence shall be recorded after each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken as in sentence one of this paragraph.

Attendance secretaries will place the symbol for absence, tardiness or early departure in the student data management system as appropriate. Absences will be indicated as excused or unexcused as soon as a completed attendance request form is received.

APPEALS FOR DENIAL OF CREDIT

To appeal a denial of credit due to attendance, the student will need to initiate the process within 10 calendar days after receiving the written notification. This involves gathering documentation to demonstrate extenuating circumstances for absences, such as illness or other unavoidable reasons. The appeal should be presented to the school's attendance committee. The committee will be made up of school administration, counselors, and teachers.

**1. Initiate the Appeal:**

The student should contact their guidance counselor or principal as soon as they receive the denial of credit notification.

**2. Gather Documentation:**

The student should gather all necessary documentation to support their appeal, such as doctor's notes, hospital records, or other evidence explaining the absences.

**3. Submit the Appeal:**

The appeal must be submitted within 10 calendar days after receiving the denial notification.

**4. Appeal Hearing:**

The appeal will be heard by an attendance committee, which may include administrators, counselors, and teachers.

**5. Documentation is Key:**

Significant, extenuating circumstances are typically required to be considered for credit restoration; therefore, thorough documentation is necessary.

**6. Appeal Consequences:**

If the appeal is denied, the student is advised to continue attending the class in order to be eligible for summer school or to pursue other options.

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**ACADEMIC RECOGNITION**

A special evening is to be held annually promoting academic excellence and achievement for the students in the Ogdensburg Free Academy.

The students are chosen for their academic achievement and the following criteria will be utilized:

1. Those students with an overall academic average of 90 or above.
2. The average will be computed after the third marking period of the school year and based on credit-bearing courses leading to a Regents-bound diploma.
3. An eligible student must remain in the same courses as at the start of the school year, or in courses of similar difficulty. The student must carry a full schedule of academic subjects in addition to physical education.
4. Course of study or curriculum is not a factor.
5. Students transferring in from other schools will be eligible if their average is 90 or above using transferred grades and grades earned in the Ogdensburg Free Academy. A transfer student must have attended the Ogdensburg Free Academy for at least one full marking period prior to selection for recognition.
6. All participating students will have had the official certification of their school principal.
7. In order to qualify for stage seating with honors, a student must: (a) complete  $\geq 5$  semesters of high school credits at Ogdensburg Free Academy, and (b) be otherwise eligible for academic recognition.

**ADVANCE PLACEMENT COURSES**

Students enrolled in AP (Advanced Placement) level courses are expected to take the AP exam. All averages (marking period, mid-term, and final) will be reported as weighted by factor of 1.075. If a student does not take the AP exam, his/her weighted grade will revert back to the "unweighted" grade and the student will lose AP designation from his/her transcript.

**ATHLETIC ELIGIBILITY**

All provisions of the Code of Conduct and Student Handbook are applicable to all student athletes while participating on a team. In addition to those provisions:

1. Each athlete is responsible for the safekeeping and care of athletic equipment issued to him/her. No athlete can compete in another sport until all issued equipment is turned in or until the student reimburses the District for the cost of the equipment.
2. Coaches will set their rules on curfews, cutting practice and team discipline. Students will be informed at the beginning of each season of these rules and the breaking of the rules could lead to suspension from a squad by the building principal.
3. Athletes are responsible for reporting any injury sustained during a practice or game to their coach and/or Health Office.
4. Athletes on a physical education medical excuse are not allowed to practice or play in athletics.
5. Any student failing Physical Education may not participate in athletics until the average is brought to the passing level.

Please note that if a student-athlete is present at a gathering involving the illegal use of tobacco products, alcohol, drugs, or performance-enhancing drugs/supplements (i.e. Party), then he or she is considered to be in possession of those substances and therefore in violation of athletic code of conduct.

The breaking of the above rules during the season will mean suspension from all athletic teams until an informal hearing has been set up with the athletic committee.

An informal hearing with the athletic director, building principal, coach, health teacher (or appropriate representative) parent(s), and athlete will be held as soon as practicable, scheduled by the athletic director via email or personal contact. This hearing will serve the following purposes: 1. a review of the violation will take place; and 2. the substance abuse awareness program will be explained.

**Consequences for Violations:****Modified**

**Level 1:** The first violation of the athletic policy will result in a loss of 20% of the regularly scheduled games for the season. The number of games missed will be based on 20% of the entire season, not the remainder of the season.

If there are not enough games left in the season or playoffs to satisfy the number outlined in the consequence, the games to be missed will be carried over to the next sport season in which the student participates.

**Level 2:** The second violation of the athletic policy will result in suspension of all athletic participation for a term of one full calendar year.

### **JV and Varsity**

**Level 1:** The first violation of the athletic policy will result in a loss of 20% of the regularly scheduled games for the season. The number of games missed will be based on 20% of the entire season, not the remainder of the season. If there are not enough games left in the season or playoffs to satisfy the number outlined in the consequence, the games to be missed will be carried over to the next sport season in which the student participates.

**Level 2:** The second violation of the athletic policy will result in suspension of all athletic participation for a term of one full calendar year. Students who are penalized at Level 2 will be allowed to try out for the same team one year later only if the one year anniversary date of the suspension occurs before the half-way point of the season. The half-way point will be determined using the number of days in the season beginning with the first day of practice and ending with the last game of the regular season.

**Level 3:** The third violation of the athletic policy will result in the loss of athletic participation privileges for the remainder of the students' academic career at O.F.A.

The recordings of these violations will begin when the student begins participating in JV or Varsity athletics, regardless of grade level.

### **Violation level 1 for Modified, JV or Varsity:**

The student/athlete will:

- Miss 20% of the regularly scheduled games for the season. If there are not enough games left in the season or playoffs to satisfy the number outlined in the consequence, the games to be missed will be carried over to the next sport season in which the student participates.
- Attend and participate in practice each day; however, the student will not represent the school by participation in scrimmages or combined practices with other schools until game suspension is served.
- Attend all scrimmages/games and site with the team.
- Complete the Seaway Valley Prevention Council Program.
- Reassure the hearing committee that the violation of the rules will not occur again.

### **Students commencing participation in high school athletics with recorded infractions of the modified athletic policy:**

- A) If the first offense of the JV/Varsity athletic policy occurs within two years of the last violation of the modified policy, the student's consequence will begin at Level 2.
- B) If the first offense of the JV/Varsity athletic policy occurs after two calendar years have passed since the last violation of the modified policy, the student's consequence will begin at Level 1.

Students will be considered JV/Varsity (high school) athletes as soon as they participate in their first JV or Varsity sport regardless of grade level or athletic status in other sports.

### **Substance Abuse Awareness Program**

Students penalized at any level of consequence will enroll in our substance abuse awareness program with Seaway Valley Prevention. This program must be completed within 8-10 weeks of the hearing; however, the athlete may resume participation in his/her sport immediately after the hearing (for Level 1 violation). \*\*Participation is limited re: games.

If a student-athlete doesn't participate in the program, then he/she will no longer be eligible to participate in athletics at OFA. An athlete who is enrolled in the program is expected to participate in all practices and attend all games/contests with the team (on the bench), dressed, while on suspension.

**Voluntary Admission**

If an athlete realizes he/she has a substance abuse problem, either during or outside of a sports season and they (1) admit to the problem, (2) seek assistance in dealing with the problem, (3) agree to enter treatment for the problem, and (4) refrain from further use of the substance in question, they shall not be penalized according to the above procedures. They will be allowed to continue with a team with no penalty. If they are found to violate these conditions, they will immediately be placed at the proper offense level. Treatment costs will be the responsibility of the student athlete and/or their family.

**Students May Self-Refer Under The Following Conditions:**

1. Self-referral must not be a reaction to having been caught
2. A peer, parent or trusted individual that suspects there may be a problem, may convince a student to self-refer.

**Course of Action**

The student will self-refer by talking to a coach, teacher, guidance counselor, administrator, student peer, parent, or other trusted individual. The student will then approach the principal or athletic director to set up a committee as described in the alternative program. An appropriate course of action will be determined. Parent involvement may become necessary at this time.

**Academic Eligibility**

ACADEMIC - The regular educational program and the basic learning programs are the most important functions of the school. Any student who fails to realize this may lose the privilege of participating in an activity.

CITIZENSHIP - Students are representing the school and should therefore act as a responsible, mature boy or girl. Respect for the school or place we are visiting is mandatory.

ILLNESS - If a student is absent from school due to personal illness, he or she will not be permitted to practice or play in the activity scheduled for that day. Any illness that lasts for two (2) days or more must have doctor's permission for a weekend event. (Saturday)

TRUANCY - Truancy will result in suspension from the activity for a time to be determined by the principal.

TARDINESS/ABSENCE - If a student is tardy or absent for a portion of the day after 8:30 a.m., he or she will not be allowed to participate in the activity of the day. The exception to the rule is for a bona fide reason (medical/legal appointment).

The violation of the above rules during the season will mean suspension from all sports for the remainder of the season. The repeated violation of the above rules successively will mean suspension from all athletic teams for one year until the beginning of the sport season from which the athlete was suspended. An informal hearing with the building principal may be requested by the student and his/her parents within five (5) days of the date of the suspension letter. This hearing may serve one or both of the following purposes: (1) a review of the violation will take place; and/or (2) the alternative program will be explained to the athlete and his/her parents.

**ATTENDANCE**

Regular attendance is essential for promotion and success in schoolwork. When an absence is necessary, it is the student's responsibility to see that his/her work is made up. An Attendance Request Form signed by the parent/guardian must be presented to the appropriate office within two days. Parent permission for tardiness or early departure is required at the time of signing in or out.

**TARDINESS**

Students who enter after 7:51 a.m. must sign in at the appropriate office. To enter the building after 8:00 a.m., students must report to the main door receptionist, present their ID card, sign the register and then immediately report to the appropriate office.

The school day for each student begins as soon as he/she walks onto the school grounds. Once on the school grounds, a student needs the permission of a principal to leave the school grounds prior to dismissal at 2:50pm.

Early departure will be granted when an Attendance Request Form is approved by a principal prior to the start of the school day. Once the school day has begun, a student may only sign out through the Health Office or appropriate grade level office. Exceptions can be made if a parent/guardian comes to the appropriate office and obtains permission from a principal to sign out their child. Text messages will not be accepted as written excuses. Additionally, students are not allowed to sign their parents'/guardians' name under any circumstance.

**Note:** Education is our priority. Therefore, a request to sign out early to conduct business that could be done after 2:50 p.m. will not be granted.

### **Student Attendance, Suspension And Participation in Extra-Curricular Activities**

Please be aware of the following:

1. If a student is absent from school due to personal illness, he or she will not be permitted to practice or play or attend (without valid excuse and permission from a principal) in any activity scheduled for that day.
2. If a student is truant, he or she will be suspended from the activity for a time to be determined by the principal.
3. If a student is tardy or absent for a portion of the day after 8:30 a.m., he or she will not be allowed to participate in the activity of the day. The exception to this rule is for a bona fide reason (medical/legal appointments).
4. Students who are participating in extra-curricular activities must also abide by all rules of attendance.
5. Students are expected to attend school the day after an event or performance. Each absence on the day after an event or performance will be investigated by a principal. Repeated instances of this nature may be treated as insubordination.
6. Students should not miss extracurricular activity meetings because of athletic practices. Meetings may begin as early as 2:55 pm, and practices begin at 3:15 pm. It is the student's responsibility to attend meetings for at least 10 minutes prior to reporting to practice in order to remain an active member of the extracurricular activity.

### **ATTENDANCE HONOR ROLL**

For each marking period, students who have no absences, tardiness's, class cuts or early departures will be named to the perfect attendance honor roll.

### **BACKPACKS/BOOK BAGS**

Students are not permitted to carry backpacks and/or book bags unless clear, throughout the school day from class to class. Exceptions include: students on crutches and athletes for early dismissal purposes.

### **BATHROOM USE**

No more than one student should be using a multiple stall bathroom unless supervised by an adult. Gender-neutral bathrooms are intended for single student use. Students found to be "sharing" a stall or gender-neutral bathroom will be assigned two days of in-school suspension, as there is no appropriate reason for the sharing of a stall. Any issue requiring privacy between multiple students should be addressed in the health or guidance offices.

### **BOCES**

Students may attend the Northwest Technology Center during their last two high school years. Four units of credit are awarded each year for certified programs, three credits for non-certified programs. For information about specific vocational areas of study, see your counselor. To attend BOCES, a student must have a minimum of 13 units of credit, be in Grade 11, and have a good attendance record. BOCES students who are absent 7 days or more before December 1 will have their attendance records reviewed to determine if they will be allowed to continue in the program.

Transportation will be provided to and from BOCES. All students are expected to use district provided transportation unless special circumstances warrant other means of transportation. In these cases, authorization will be given by an OFA principal and the BOCES principal, but only with parent consent. Students are not allowed to transport other students.

Students must attend programming at OFA on any day that they attend BOCES. Students are not to sign out at BOCES without permission from a principal at OFA. A BOCES issued "Change of Program" form must be completed by a student wishing to make up BOCES time or to attend a special event. This form must be submitted to the 9-12 office before 8:00 am on the effective date.

**CAFETERIA**

1. Return your tray before leaving.
2. Help clear your table and push in your chair before leaving.
3. Food is to be eaten in the cafeteria only.
4. Observe all school rules regarding behavior.
5. Report to the cafeteria during the assigned period.
6. Do not leave the cafeteria without permission.
7. No more than seven (7) students allowed at a table.
8. Students may not accept commercial food deliveries during the school day except for sanctioned activities.

**CALCULATORS/ELECTRONIC DEVICES**

Teachers are to keep a record of the date of issuance, condition, and inventory control number of the device, along with the name of the student to whom it was issued. The student will be responsible for the replacement cost of any device that is lost, stolen, or destroyed. The names of students who have not paid for damaged or lost devices are to be turned in to the office before final grades are issued. The student will be denied grades in June until the fines are paid.

**CELL PHONES/PERSONAL ELECTRONIC DEVICES**

The District consulted with local stakeholders including employee organizations representing each bargaining unit, parents, and students to develop this policy to prohibit the use of Internet-enabled devices by students during the school day on school grounds. This policy aims to ensure that students remain focused on their academic responsibilities throughout the school day, which includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, and passing time.

For purposes of this policy, the following definitions apply:

- a) "Internet-enabled devices" means and includes any smartphone, tablet, smartwatch, or other device capable of connecting to the Internet and enabling the user to access content on the Internet, including social media applications;
  - "Internet-enabled devices" does not include:
    1. Non-Internet-enabled devices such as cellular phones or other communication devices not capable of connecting to the Internet or enabling the user to access content on the Internet; or
    2. Internet-enabled devices supplied by the District, charter school, or Board of Cooperative Educational Services (BOCES) that are used for an educational purpose.
- b) "School day" means the entirety of every instructional day as required by subdivision 7 of the Education Law Section 3604 during all instructional time and non-instructional time, including but not limited to homeroom periods, lunch, recess, study halls, and passing time.
- c) "School grounds" means in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of a district elementary, intermediate, junior high, vocational, or high school, a charter school, or a BOCES facility.

Students are generally prohibited from using Internet-enabled devices during the school day anywhere on school grounds.

However, students may be authorized to use an Internet-enabled device during the school day on school grounds:

- a) If authorized by a principal for a specific educational purpose;

- b) Where necessary for the management of a student's health care;
- c) In the event of an emergency;
- d) For translation services;
- e) On a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor for a student caregiver who is routinely responsible for the care and well-being of a family member; or
- f) Where required by law.

Students must be permitted to use an Internet-enabled device where the use is included in the student's:

- a) Individualized Education Program (IEP); or
- b) Section 504 Plan.

Students who have been given permission from a physician or due to IEP stipulations to carry their devices, will be required to place their device(s) in a Velcro pouch, to be carried throughout the day; the pouch will be provided by the School District.

#### **On-Site Storage of Internet-Enabled Devices Including Cell Phones**

Students must store their Internet-enabled devices in designated on-site storage areas during the school day. On-site storage areas include student lockers or secure storage areas in the school's main office. The designated on-site storage areas must be easily accessible to students and provide adequate security to ensure the safekeeping of the student's devices. The District will communicate the procedures for storing and retrieving devices, ensuring that students understand their responsibilities in using the on-site storage facilities provided. Students should consider leaving cell phones at home.

#### **Methods for Parents to Contact Students During the School Day**

To accommodate necessary communication, parents or persons in parental relation may use the following methods to contact their student during school hours while adhering to this policy:

- a. School Office Phone: Parents or persons in parental relation may call the school's main office, and the office staff can relay messages to the student or call the student to the office to speak with their parent or person in parental relation.  
Kennedy Elementary School: (315) 393-4264 ext. 32902  
Madill Elementary School: (315) 393-7729 ext. 33950  
OFA: (315) 393-0900; MS ext: 31925 HS ext: 31912
- b) Designated Contact Email: Schools may provide a designated email address for parents and persons in parental relation to send messages. These emails may be monitored by school staff who can then pass the messages on to the students. Parents/guardians may email messages to our office using the following email address: [OCSD@ogdensburgk12.org](mailto:OCSD@ogdensburgk12.org). It should be noted that issues requiring an immediate response should be communicated via telephone.
- c) Classroom Intercom System: In case of an emergency, the school's main office can use the classroom intercom system to notify students directly or ask them to come to the office.
- d) School Messaging Application: all district schools may utilize ParentSquare, a secure messaging application or platform, to contact parents/guardians when needed.
- e) Written Notes: Parents or persons in parental relation can drop off written notes at the school's main office, which can then be delivered to the student by school staff.

Parents and persons in parental relation will be notified in writing of the methods that are available for contacting their student during school hours upon enrollment and at the beginning of each school year.

### **Student Discipline for Accessing Internet-Enabled Devices During the School Day**

The District is prohibited from suspending a student solely for accessing internet-enabled devices in violation of this policy. However, students may be assigned consequences for disciplinary infractions resulting from refusal to secure their device for the day. Further, if a student is asked to secure his/her phone and refuses, then the student will be consequence for insubordination and the parent will be contacted.

### **Posting and Translation of Policy**

The District will post this policy in a clearly visible and accessible location on its website. Translations of the policy into the 12 most common non-English languages spoken by limited-English proficient individuals in the state will be provided upon request by a student or other persons in parental relation to a student.

### **Reporting and Mitigation Action Plan**

Beginning September 1, 2026 and annually thereafter, the District will publish an annual report on its website detailing enforcement of this policy within the District in the prior school year. This report will include non-identifiable demographic data of students who have faced disciplinary action for non-compliance and analysis of any demographic disparities in enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a mitigation action plan.

### **CARD PLAYING**

Card playing, other than for instructional purposes under the guidance of an educator, is not allowed during the school day.

### **COMPUTER USE**

Permission to use the Internet will be granted when the Computer Network Permission has been signed by both parents and students and turned in. The Ogdensburg City School District reserves the right to monitor all computer functions conducted on school computers.

### **SOFTWARE USERS**

PUBLIC LAW 96-517 OF THE COPYRIGHT LAW STATES:

Any computer software copies prepared or adapted may not be leased, sold, or otherwise transferred without the authorization of the copyright owner.

Duplication of disks or cassettes is an infringement of copyright laws and is illegal. Do not copy disks or cassettes.

### **Computer Network for Education Regulation**

The use of the district's computer network is a privilege, not a right, and inappropriate use may result in a cancellation of the privilege. The following rules and regulations govern the use of the district's computer network system:

1. The district's computer network shall be used only for educational purposes consistent with the district's mission and goals.
2. Network users identifying a security problem on the district's system must notify the appropriate teacher or administrator. Do not demonstrate the problem to anyone.
3. Copyrighted material may not be placed on any computer connected to the district's network without the author's permission. Only staff specifically authorized may upload copyrighted material to the network.
4. Copyrighted material shall be used in accordance with the fair use doctrine, district policy and the regulations of 8650.
5. Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

**PROHIBITIONS, COMPUTER USE**

Violations of any of the following prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the district system. Prohibited actions concerning the use of the district's computer network include, but are not limited to, the following:

1. Students shall not disclose passwords.
2. Transmission of material, information or software in violation of any district policy or regulation, local, state or federal law or regulation is prohibited.
3. No personal software or disks may be loaded onto the district's computers and/or network without permission from a teacher or an administrator.
4. Use of computer access to secure data or secure areas is prohibited.
5. Attempts to read, copy or modify the electronic mail of other system users is prohibited except by school personnel according to Education Law regarding the exclusive use of school property. Deliberate interference with the ability of other system users to send/receive electronic mail, and forgery or attempted forgery of electronic mail messages is prohibited.
6. System users shall not encourage the use of tobacco, alcohol or other controlled substances or otherwise promote any other activity prohibited by district policy, state or federal law.
7. Attempts by a student to log on to the district's system in the name of another individual, with or without that individual's password, is prohibited.
8. System users shall not evade, change or exceed resource quotas as set by the administration. Users who continue to violate disk space quotas may have their files removed by the school administration. Such quotas may be exceeded only by requesting to the appropriate administrator that disk quotas be increased and stating the need for the increase.
9. Vandalism will result in cancellation of the system user's privileges. Vandalism is defined as a malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system or any of the agencies of other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses.
10. Tampering with or the misuse of the computer system or taking any other action inconsistent with this policy and regulation will be viewed as a security violation.
11. Students using computers for any purpose that is not consistent with district expectations will be consequence accordingly, depending on the specific circumstances and on a case-by-case basis.

**CREDITS**

All students, grades 9 – 12, must be enrolled in six (6) classes plus (+) physical education each semester. As well, whenever possible, students will not have > 2 study halls per day.

**DETENTION RULES**

Students must report to detention by 3:00 p.m. Failure to attend detention is insubordination, resulting in ISS on the following day. Students who fail to attend detention will receive one (1) warning. Upon the second failure to serve detention, the student will be assigned to ISS the following day.

Students must bring work with them and the necessary pens, pencils, books, etc. Students assigned to D1, D2, or D3 may participate in Extra-Curricular activities after detention. Students may be excused for scheduled school activities and extenuating circumstances, but only at the discretion of the principal.

If a teacher wishes to have a student remain in his/her room during the detention period, a pass must be presented at the beginning of the period to the detention teacher. If the student completes his/her work with the teacher prior to dismissal of detention the student is to return to detention with a pass signed by the teacher; time made up with a teacher does not take the place of detention.

Students who regularly fail to complete detentions owed will not be allowed to attend or participate in extracurricular activities/athletic events.

**Grades 7/8 ONLY-** Lunch detention may be used in lieu of after-school detention, upon approval from the principal.

**DANCE RULES**

Admittance	No admittance will be granted to students who were: (1) absent from school on the day of the dance, (2) excused from school due to illness for any portion of the day, (3) suspended in school for any portion of the day or (4) suspended out of school for any portion of the day.
Chaperones	There must be a minimum of 6 chaperones – some male and some female PLUS an administrator. Chaperones must be assigned (1) to the entry/exit door, (2) to the concession area, (3) one at each entry/exit door to the gym and (4) inside the gym near the outside access doors.
Clothing	According to the Dress Code
Coat Racks	Coat racks will be available only if the organizers contact the Buildings & Grounds department.
Dancing	No inappropriate or dangerous dancing (moshing, crashing etc.)
End Time	9:00 p.m. for grades 7 & 8 and 11:00 p.m. for grades 9-12
Entrance/Exit	Students will enter and exit the building ONLY through the hallway and doors between the gyms.
Fire Alarm	In the event of a fire alarm, students must exit the building and wait for clearance from the Fire Department in order to re-enter.
Fog Emitters	Fog emitters cannot be used because they set off the smoke detectors.
Guests	There are no out of district guests permitted, except for Homecoming, Winter Ball, and Prom. Prior approval for guests to attend may be granted by a principal; photo ID is required.
Gym Doors	Both sets of interior access doors in the gym will be open.
Hallways	Hallways other than the one between the gyms and the adjoining one near the bathrooms are off limits – no exceptions.
Length	2 hours maximum for grades 7 & 8 and 3 hours maximum for grades 9-12
Lights	At no time will all of the gym lights be off.
Locker Rooms	The locker rooms are off limits – no exceptions.
Music	No inappropriate music.
Permission to schedule	Permission of the principal is required.
Re-entering	Once inside, students may not leave and re-enter for any reason.
Removal	Fighting or any other inappropriate behavior will result in immediate removal from the dance.
Screening	Students will be screened at the door to determine if they are under the influence of drugs or alcohol.
Student Behavior	Students are to be (1) inside the gym, (2) in the bathroom or (3) in the concession area. Students are not to be running in and out of the gym. Fighting or any other inappropriate behavior will result in immediate removal from the dance and the provisions of the Code of Conduct will be followed.
Telephones	Students may use the telephone in the work study office to phone for rides.
Who may attend a dance?	OFA students in the grade levels determined by the principals

**DRESS CODE**

See page 9 of the Code of Conduct.

**DRUG AND ALCOHOL POLICY**

1. If a drug has been prescribed by a doctor for the student's consumption during school hours, the medication will be placed in the Health Office and the school nurse will administer it to the student. The parent or guardian will be notified of this incident and told that any future violations of this sort will result in disciplinary action.
2. If a student is found to have a prescription drug or over-the-counter medication (prescribed for him/her) in his/her possession on school property or during a school-sponsored event, s/he:
  - (a) will have his/her medication placed in the Health Office,
  - (b) will have his/her parent(s) or guardian called,
  - (c) will be subject to disciplinary action in the event of further violation(s).
3. If a student is found to have alcoholic beverages in his/her possession on school property or during school sponsored events, s/he:
  - (a) will have his/her parent(s) or guardian called,
  - (b) will be suspended for five (5) days out-of school,
  - (c) will be reported to the appropriate law enforcement agency and
  - (d) will, prior to the end of the five-day suspension period, attend a Superintendent's Formal Hearing with his/her parent(s) or guardian.
4. If a student is found to have drug paraphernalia any items commonly used to aid in the consumption of drugs, including (synthetic cannabinoids) in his/her possession on school property or during a school-sponsored event, he/she:
  - a. will have his/her parent(s) or guardian called
  - b. will be suspended
  - c. will be reported to the appropriate law enforcement agency, and
  - d. prior to the end of the suspension period, may be required to attend a hearing with his/her parent(s) or guardian.
5. If a student is on school property or at a school sponsored event in a drinking state (has consumed alcohol) or is under the influence of drugs, s/he:
  - (a) will have his/her parent(s) or guardian called,
  - (b) will be suspended for five (5) days out-of school,
  - (c) will be reported to the appropriate law enforcement agency and
  - (d) will, prior to the end of the five-day suspension period, attend a Superintendent's Formal Hearing with his/her parent(s) or guardian.
6. If a student is found to have sold an illegal drug on school property, or during a school sponsored event, s/he:
  - (a) will have his/her parent(s) or guardian called,
  - (b) will be suspended for five (5) days out-of school,
  - (c) will be reported to the appropriate law enforcement agency and
  - (d) will, prior to the end of the five-day suspension period, attend a Superintendent's Formal Hearing with his/her parent(s) or guardian.
7. If a student is found to have illegal drugs in his/her possession, including synthetic cannabinoids (not prescribed for him/her) on school property or during a school-sponsored event, s/he:
  - (a) will have his/her parent(s) or guardian called,
  - (b) will be suspended for five (5) days out-of school,
  - (c) will be reported to the appropriate law enforcement agency and
  - (d) will, prior to the end of the five-day suspension period, attend a Superintendent's Formal Hearing with his/her parent(s) or guardian.
8. If a student is insubordinate while being questioned concerning a possible violation of this policy, s/he
  - (a) will have his/her parent(s) or guardian called,
  - (b) will be suspended for five (5) days out-of school,

- (c) will be reported to the appropriate law enforcement agency and
  - (d) will, prior to the end of the five-day suspension period, attend a Superintendent's Formal Hearing with his/her parent(s) or guardian.
9. The penalties for a second offense are:
- (a) If the student is 16 years of age or older, a Superintendent's Formal Hearing will be held according to Section 3214 Education Law and the suspension may be permanent.
  - (b) If the student is under 16 years of age, he/she will be immediately removed from formal classroom instruction in the home school for the rest of the school year. The student will be allowed to return to school in September.
  - (c) A student under 16 years of age who returns to school in September after being formally suspended for alcohol or drug possession, will be formally suspended under the conditions stated in "a" or "b" if he/she is apprehended again on school property with alcohol or drugs.
  - (d) The violation will be reported to the appropriate Law Enforcement Agency.

### **EXTRA-CURRICULAR ACTIVITIES GUIDELINES**

Students attending school in the Ogdensburg City School District may participate in extra-curricular activities only if they demonstrate satisfactory academic achievement as defined in the policy. Students will not be allowed re-admission after leaving an event or activity. Every effort will be made to refrain from scheduling extracurricular and "away" athletic events during exam weeks. Any exceptions must have the approval of the principal.

#### **Extracurricular Activities**

Extracurricular activities include those activities that are not part of a student's academic schedule. Extracurricular activities are not credit bearing for students. For example, Marching Band is not considered an extracurricular activity because students garner credit for the activity. Extracurricular activities include all athletic teams and all non-credit bearing school clubs and activities. For example, Key Club is not considered an extracurricular activity because it is not an activity connected to the school.

Coaches and club advisors are required to submit their rosters to the athletic director one week after the start of the activity. They must also communicate changes to their rosters as they occur.

#### **Review Committee**

An Extra-Curricular Activities Review Committee will be established at the beginning of each school year to review academic eligibility. This committee will be chaired by the athletic director and may include the principal, a guidance counselor, an academic teacher, the advisor or coach of the activity, and the teachers requesting the review. All members of any extracurricular activity/club shall be expected to adhere to the athletic policy found on pages 40, 41 regarding use of substances.

#### **Initiating a Review**

A review by the committee can be initiated by a parent/guardian, the principal, the athletic director, or a teacher, to determine the academic status of the student in each of his/her classes.

Indicators of less-than-satisfactory academic performance include poor test scores, poor quiz scores, assignments owed, class work owed, projects or papers owed, attendance or tardiness problems, and violations of the discipline code. Students will be designated as passing (65+) or failing (<65) by their teachers for each credit bearing course. Grades are based on the current marking period.

**The progress reports (5 weeks) and report cards (10 weeks) of all students in extracurricular activities will be reviewed by the athletic director each time they are completed.**

#### **Review Day**

A "Review Day" for the monitoring of students who have been placed on probation or suspension will take place on Thursday of each week, unless there is no school on Friday. In that case, monitoring will take place on Wednesday. During vacation periods or for weeks less than four days, the committee will develop a plan for that week and advise the student, the coach and the parent of the plan. For the purpose of this eligibility plan, a week of monitoring begins when the student is notified and ends on the next "Review Day", regardless of the fact that it may be less than five (5) school days.

On each “Review Day”, the principal/Athletic Director will complete a pass that indicates the student’s status. The coach will not allow the student to participate without an updated pass from the Principal/Athletic Director. Any student failing Physical Education may not participate in athletics until the average is brought up to the passing level.

Failure to return a report on two consecutive report days deems a student “Suspended-Inactive”. A student deemed “Inactive” will not have a report form printed for him/her. The student will have to request to be activated by contacting the Athletic Director.

**Procedures To Be Followed When a Student is Placed On Probation**

- The principal/Athletic Director will provide the parent/guardian and the advisor/coach with a signed copy of the probation letter.
- The advisor/coach will sign the letter and hand it to the student. Parents will be mailed a copy of the probation letter.
- The student must hand-carry the probation letter to obtain the signature of the parent/guardian. The probation letter must be returned to the principal/Athletic Director by 3:10 the next day.
- The principal/Athletic Director will provide the student with a pass to return to the activity.
- The student will not be allowed to participate until all of the above steps are completed.
- Failure to meet the deadlines or to comply with the steps above will result in at least a one (1) day suspension from the activity.

**Level I Probation**

If the student is failing (<65) in one (1) course, the principal/Athletic Director will inform the coach, the student, and the parent about the student's academic problem by following the procedures described above. The student will be placed on Level I probation and will be allowed to participate.

The student must carry an eligibility report for that course for at least two Review Days. If the student receives a failing (<65) report for that course on either Review Day, then the student will be assigned to Level II probation. If the student receives passing (65+) reports on both Review Days, then the student will be removed from Level I probation. An incomplete, altered, or forged report will result in the student being placed on Suspension for a period of time to be determined by the principal.

**Level II Probation**

Level II Probation will be assigned by the principal/Athletic Director, if a student fails to successfully complete a Level I probation or if a student is failing (<65) in two (2) or more courses. The principal/Athletic Director will inform the coach, the student, and the parent about the student's academic problem through the procedures described above.

The student must carry an eligibility report for all courses for at least two (2) Review Days. If the student receives a failing grade (<65) in one (1) course on a Review Day, then the student will continue on probation and be allowed to participate. The student will continue on probation until two consecutive passing (65+) reports are received.

If the student receives failing grades (<65) in two (2) or more courses, then the principal/Athletic Director will place the student on Academic Suspension until the next Review Day.

Students participating in certified BOCES programs earn four units of credit. With this in mind, any student attending BOCES Northwest Technical Center who is failing (<65) his/her program will automatically be placed on Level II Probation.

An altered, or forged report will result in the student being removed from participation in extracurricular activities for a period of time to be determined by the principal. (Refer to Discipline Code on Page 67 of Student Handbook)

**Academic Suspension From Extra-curricular Activities**

When placed on Academic Suspension by a Principal/Athletic Director, the student, parent/guardian and advisor/coach will be notified of the suspension in a letter signed by the Principal/Athletic Director.

If the student drops one of the courses which resulted in the academic suspension, then he/she remains suspended until at least one of the remaining courses is brought to passing (65+) level.

The student will only be allowed to practice, he/she will not be allowed to play/perform in a contest.

If on the next Review Day the student receives a passing (65+) report in every course or a failing (<65) in just one (1) course, then the Principal/Athletic Director will move the student back to Level II probationary status (student may practice and play).

If on the next Review Day the student receives a failing (<65) report in two (2) or more courses, then the suspension will be continued until the next Review Day (student will only be allowed to practice).

**Overlapping, Consecutive and Non-Consecutive Seasons**

If a student fails one (1) or more courses on a report card prior to tryouts, he/she will be placed on Academic Probation from the start of the activity

If a probationary or suspension period occurs at the end of one activity, then it will continue into the next activity in which the student participates.

**NEW SCHOOL YEAR**

Students on suspension in June who did not pass or successfully complete those courses in summer school will automatically be placed on Probation II at the beginning of the fall season. A report day will take place on the Thursday of the first full week of school.

**Student Absence on Review Day**

If a student is absent from school on Review Day, then he/she must complete all procedures on the day they return.

**Teacher Absence on Review Day**

If the student is unable to gather the signatures of all teachers due to teacher absence on Review Day, the student is to secure the signature of the substitute teacher(s). The substitute teacher will not assess the passing/failing columns for that course. The student’s eligibility will be determined by the principal and athletic director until the teacher(s) return to school. At that point, the student will be required to have the absent teacher(s) complete the eligibility report. A long-term substitute is allowed to complete the report as per a classroom teacher.

**Communication with Parents/Guardians**

Students must obtain the signature of the parent/guardian on the “Probation Letter”.

Immediate notification of a suspension will occur in the form of a copy of the eligibility report, a telephone call, or an E-mail.

The principal will also follow up by notifying parents in writing when a student is suspended from an activity.

Parents/guardians are encouraged to call the principal/Athletic Director at any time.

**SAFETY DRILLS AND ALARMS**

Students must follow the directives of school and emergency personnel.

**FAMILY VACATIONS**

Parents/guardians are expected to communicate with the building principal in writing, including dates and destination, prior to departing for family vacations that are scheduled during school days. This will allow for communication with teachers regarding work missed and the expectations for making up missed work.

**GIFTED AND TALENTED**

**Accelerated Classes**

Accelerated classes are offered to students in grade 7 in Mathematics and in grade 8 in Mathematics and Science (Biology).

**GRADING**

The purpose of grading in the Ogdensburg City School District is to inform parents, students and teachers of student progress toward attainment of New York State Common Core Learning Standards. The Board of Education believes that effective grading has a positive impact on school climate as it supports and encourages learning. The Board of Education recognizes that grading and grade reporting practices within a district should be consistent, accurate, fair, meaningful, research-based and tied to the New York State Common Core Learning Standards.

Guidelines to be observed include the following:

- A. Grades will reflect student academic achievement and only assess criteria clearly established in the New York State Common Core Learning Standards. Teachers will provide clear descriptions of achievement expectations to

students and parents. Additional criteria, such as active participation, a positive attitude and focused effort, while expected, will not be factored into a student’s numerical grade.

B. Formative assessments are designed to provide students with opportunities for practice and to provide teachers direction for improvement and/or instructional adjustment. Information from formative assessment (ex. class work, homework, 5-10 question quizzes) should have minimal impact when determining grades. Summative assessments (ex. final drafts, chapter/topic/unit quizzes, tests, projects or performances) are designed to provide information to be used in evaluating a student’s achievement at the end of a sequence of instruction. Both summative and formative assessments will be used to generate a quarterly report card. Summative assessments will count for a minimum of 60%, maximum of 80% of a quarterly grade, while formative assessments will count for a maximum of 40% of the quarterly grade, of which homework will count for a maximum of 20%.

C. Grading criteria is to be consistent within departments and grade levels and courses (ex. all 5<sup>th</sup> grade math teachers use the same criteria in the same manner to determine student grades and all high school global studies teachers use the same criteria in the same manner to determine student grades).

D. For grades 7 through 12, Grades will be reported quarterly. The district grading system for students is numerical with 65 considered the minimum grade for passing. Grades 3-6 operate on a trimester schedule.

E. The lowest grade that may be reported must adhere to the following:

1. For Grades 9-12:

Full-Year Course		Half-Year Course	
Marking Period 1	50	Marking Period 1	50
Marking Period 2	40	Marking Period 2	0
Marking Period 3	30		
Marking Period 4	0		

2. For grades 3-8, the lowest grade that may be reported during any quarter is 50.

F. For Grades 7-12, the final grade for ½ year and full year courses will be calculated as follows:

1. Half-Year Courses:

Average of two marking periods = 4/5

Final exam = 1/5

2. Full-Year Courses:

Average of four marking periods = 4/5

Final exam = 1/5

G. Developing a written plan that outlines classroom/course expectations for grading to be distributed to the Building Principal and students at the beginning of each school year/course of study.

H. On an annual basis, Superintendent or designee shall initiate evaluation of this policy and provide recommendations for revision as needed.

**High Honor Roll**

Students whose report card average is 90.0 and above will be named to the High Honor Roll.

**Honor Roll**

Students whose report card average is between 85.0 and 89.9 will be named to the Honor Roll.

Students having an incomplete or a failure in any subject will *not* earn honor roll status.

**INCOMPLETES**

Incomplete should be made up within five (5) days from the end of the marking period. Any work not completed in this time frame will be assigned a zero. In case of extenuating circumstances (i.e. long term illness) other provisions may be made by the teacher. **NOTE: Physical Education is included.**

**GRADUATION**

Members of each graduating class of Ogdensburg Free Academy will be ranked as determined by the grades received in each course during the first seven semesters of high school (3 ½ year average).

**GRADUATION CEREMONY**

Graduating students who have maintained an average of 90.0 and above upon completion of seven semesters (3 ½ years) will be recognized alphabetically, in the front row, as "**HIGH HONOR STUDENTS**" in the graduation ceremony. The students with the highest and second highest 3 ½ year average will earn the titles of Valedictorian and Salutatorian. In the event of a tie, co-titles will be recognized. Students named Valedictorian and Salutatorian must have completed  $\geq 5$  semesters at OFA, and will not qualify if they are choosing to graduate early. The Valedictorian and Salutatorian, as well as the Class President, will address their classmates, family, and at Graduation Ceremony. Students must attend at least one complete academic year at Ogdensburg Free Academy to be recognized. Students earning this distinction will be seated alphabetically in the front row.

As per Policy #7221 – Subject: Early Graduation – “A student shall be eligible for early graduation in fewer than eight semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner’s Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements. The District, upon request from the student’s parent/guardian, may choose to grant the student a high school diploma prior to his/her completion of the eighth semester.”

In the event that the student successfully satisfies all required credits in a timely fashion allowing for early graduation, then the student will be included in the class rank, graduation ceremony, and will be considered for senior scholarships/awards. Additionally, the student may be allowed stage seating at the Academic Recognition Ceremony, dependent on acceptable GPA.

A student interested in early graduation is expected to request permission by August of his/her junior year in order to begin the early graduation request process. For more information regarding this process, please see your graduation counselor.

To participate in the graduation ceremony, students must adhere to the following guidelines:

1. All fees must be paid to the school.
2. All seniors must have a cap and gown of appropriate color.
5. **No messages** will be allowed on caps, gowns or otherwise.
6. Appropriate attire must be worn under the gown. Dress shirts and slacks are recommended for males. For females it would mean a dress or suitable alternative.
7. For security purposes, all students will be checked for illegal items being concealed under their gowns upon entering the cafeteria and dome prior to graduation.
8. Items such as cameras and video cameras are not to be carried to the dome.
9. Sunglasses are not permitted.
10. Toys, balloons, bubble blowers, etc. are not permitted.
11. During the ceremony, people on stage will not accept marbles, clothes pins, or any other trinkets.
12. Anyone under the influence of alcohol or any controlled substance during graduation practice or on graduation day will not be allowed to participate in the graduation ceremony.

**GRADUATION REQUIREMENTS**

Required Courses – Regents/Local Diploma		Required Courses – Advanced Regents Diploma	
English	4	English	4
Social Studies	4	Social Studies	4
Math**	3	Math	3
Science**	3	Science	3
Foreign Language	1	Foreign Language	3
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Sequence/Electives	5.5	Electives	3.5
<b>Total</b>	<b>24</b>	<b>Total</b>	<b>24</b>
Required Exams (passing score of 65 and above)		Required Exams (passing score of 65 or above)	
English Language Arts		English Language Arts Exam	
Algebra		Algebra/Geometry Algebra II/Trig	
Regents Global Studies		Regents Global Studies Exam	
Regents U.S. History		Regents U.S. History Exam	
Regents Science		Two Regents Science Exams	

\*\* An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.

Δ Students acquiring 5 units of credit in Art, Music, Business, Technology or Vocational Education may be exempt.

**\*Alternative pathways to graduation may be utilized.\*** Beginning in 2026, students will be required to complete Personal Financial Literacy Education, and beginning in 2027, students will be required to complete Climate Education.

**GUIDANCE SERVICES**

As a student you and your school records will be assigned to one of the school counselors.

GRADES 7 – 8		
Last name begins with:	A – Z	
Counselor:	Mrs. Kerri TenEyck	
GRADES 9 – 12		
Last name begins with:	A – K	L – Z
Counselor:	Mrs. Lynnette VanTassel	Mrs. Katrina Putman

You are urged to make use of the Guidance Services, some of which are:

1. An adult to talk to about any type of problem, personal or school related.
2. Counseling concerning interests, abilities, and plans.
3. Planning your high school program and graduation.
4. Interpretation of Standardized Test results.
5. Information about education beyond high school.
6. Information about careers and occupations.
7. Opportunity to participate in group guidance experiences.

The Guidance Offices are not to be considered a study hall or lounge. Students are to use it for career and guidance related research, and are to be there only with a pass from the counselor.

**HEALTH SERVICES**

The Health Office is located on the first floor. Routine screening (height, weight, vision and hearing) are done on all students. Physical exams will be provided for all grade 7 students and all students participating in interscholastic athletics.

**Medication Policy** - No medications (prescribed or over the counter) are permitted in school without the following:

- a) Written Doctor's order for both prescribed or over the counter medicine
- b) Written permission of the parent/guardian
- c) The medicine must be brought to the Health Office in its original container

**EMERGENCY CARD**

Completed cards (front and back) are returned to the homeroom teacher during the first week of school. Students will not be allowed to sign out without an emergency card on file. ***\* An emergency contact is REQUIRED in the event we are unable to reach the parent/guardian.***

**HOMEROOM**

All students will begin their daily schedule with Period 1, which will also serve as their Homeroom. All students are expected to be in their Period 1 Homeroom at or before 7:51 a.m.

Grades 9-12 will be allowed the privilege of purchasing and taking breakfast to their Homeroom Period 1 class. This privilege will continue to be conducted on a trial basis for quarter 1 and will then be revisited by the faculty and staff to determine if classroom expectations regarding this privilege are met. It is expected and agreed that Homeroom Period 1 teachers will convey to their students the expectations and responsibilities that accompany this privilege. All sales from the cafeteria will conclude at 7:50a.m. Please note that this privilege is subject to revision at any point deemed necessary by administration.

**HOMEWORK POLICY**

The Board of Education recognizes purposeful homework as an essential component of the instructional process at the Ogdensburg City School District. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment for students for disciplinary reasons.

Responsibility for homework should gradually increase for students as they move through different grade levels. In general, teachers should follow “the 10-minute” rule that states the maximum amount of nightly homework should not exceed 10 minutes of genuine effort per grade level per night, all subjects combined. (For example: A first grader should have no more than 10 minutes per night, a 6<sup>th</sup> grader no more than 60 minutes per night and a 12<sup>th</sup> grader no more than 120 minutes per night.) Homework assignments for exceptional students should reflect the special needs of such students. Kindergarten teachers shall exercise judgment in making homework assignments, considering the child’s readiness level and the type of work to be accomplished. Homework limits shall apply to all courses except secondary school courses designated as Advanced Placement (AP). Homework expectations for these courses shall be communicated in the course syllabi.

In general, homework assignments will be completed for the following day. Long-range assignments and special projects should provide students with an opportunity to develop and refine research and independent study skills. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

Teachers shall consider the following factors when making homework assignments:

- a) The grade level of the students.
- b) Level and degree of difficulty of the subject being studied.
- c) The instructional needs of the students.
- d) The purpose of the assignment and its relation to the objectives of the course.
- e) The length of the assignment and the amount of time that will be required to complete it.
- f) Homework demands being made in other subject areas.
- g) Materials that are readily available to students.
- h) Teachers will not assign homework over Thanksgiving, Holiday, Mid-Winter and Spring Vacations.

**Principals will be responsible for:**

- a) Communicating the District policy on homework to faculty, staff, students, and parents/guardians.
- b) Encouraging communication between parents/guardians and teachers.
- c) Approving all summer assignments.
- d) Emphasizing reading as an integral part of the school's homework policy.

**Teachers will be responsible for:**

- a) Teaching independent study skills.
- b) Developing homework assignments.
- c) Checking, reviewing, evaluating and grading student homework in accordance with the district grading policy.
- d) Giving feedback on homework assignments in a timely manner.
- e) Making instructions related to homework clear.
- f) Developing a written plan that outlines classroom/course expectations for homework to be distributed to the Building Principal and students at the beginning of each school year/course of study.
- g) Providing a rationale and requirements for any assigned summer work to the building principal for approval.

**Students will be responsible for:**

- a) Completing and returning assigned homework as directed.
- b) Submitting homework assignments which reflect careful attention to detail and quality of work.
- c) Seeking help or clarification from the teacher.

**Parents/Guardians will be responsible for:**

- a) Providing interest and concern for the child's successful performance in school.
- b) Encouraging and supporting the child with his/her assigned homework.
- c) Encouraging independent work and assisting when necessary.
- d) Notifying a teacher if the assignment was too challenging or frustrating for their child.
- e) Requesting assignments for their child when absences are involved.
- f) Encouraging their child to read independently and make every effort to read to children who cannot read on their own.

On an annual basis, Superintendent or designee shall initiate evaluation of this policy and provide recommendations for revision as needed.

**HONOR SOCIETY**

**National Honor Society – Grades 10-12**

The National Honor Society is a national organization with local chapters in most high schools. Requirements for local admission/selection must be judged with reference to evidence of Scholarship, Service, Leadership and Character available to the local selection committee. The process is as follows:

1. On or about February 1st, the Guidance Department will supply the NHS advisor with a list of those academically eligible students in grades 10-12.
2. Letters will be sent to prospective candidates (90 and above GPA) and a separate letter will be sent to respective parents/guardians.
3. The eligible student will assigned an advisor who:
  - a. facilitates the application procedure, and
  - b. acts as a general resource
4. General Faculty and Staff will be provided with a list of applicants and asked to rate those about whom they have certain knowledge regarding Service, Leadership and Character.
5. Student will complete all necessary forms and submit the same by predetermined deadline. Applications received after the deadline will not be considered.
6. The Faculty Advisory Committee will ratify academic eligibility, assess Service, Leadership and Character and rectify discrepancies between student applications and faculty responses.
7. Candidates will be notified in writing of their status prior to the Induction Ceremony.

**Junior National Honor Society**

Ogdensburg Free Academy offers its students the prestige of membership in the National Junior Honor Society. Students in grades seven, eight or nine who have been in attendance at Ogdensburg Free Academy for at least one full semester are eligible. To be considered for selection, a student must attain a cumulative scholastic average of at least 90.0 rounded to the nearest tenth. This outstanding achievement alone does NOT, however, guarantee a student's selection.

Students who meet the scholastic requirement are invited to complete an application that will be used to evaluate the four qualities of Service, Leadership, Character and Citizenship. The faculty will provide input to the selection committee regarding these four qualities. The selection committee will review all information about the candidates and will make the final selections. Candidates will be notified in writing of their status prior to the Induction Ceremony.

1. On or about February 1, the NJHS advisor will compile a list of those academically eligible students in grades 7-8.
2. Letters will be sent to prospective candidates (90.0 rounded to the nearest tenth cumulative average) and a separate letter will be sent to respective parents/guardians.
3. Students will complete all necessary forms and submit the same by a predetermined deadline. Applications received after the deadline will NOT be considered.

**THE "IN-SCHOOL SUSPENSION" PROGRAM**

The In-School Suspension program is a temporary alternative for students who have violated school rules. A principal will assign students with the expectation that:

1. students will be equipped with all books and materials needed to complete the daily assignments;
2. the monitor will assist the students in securing class work;
3. the monitor will devise a daily program to assist the students in completing and submitting the class work;
4. students will eat lunch at approximately 12:00 in the ISS room;
5. students will meet with a Guidance Counselor to develop a schedule of regular classes that meets the approval of the principal, when possible;
6. students will follow the rules of the In-School Suspension program.

**"IN-SCHOOL SUSPENSION" PROGRAM RULES**

1. I will be assigned a work station that faces the monitor.
2. I will be in attendance from 7:51 a.m. to 2:50 p.m. and will be escorted to the appropriate detention room to serve until 4:00 p.m.
3. I will not communicate with anyone other than the monitor.
4. I will not have candy, gum, food or beverages.
5. I will not be allowed to go to my locker.
6. I will only use the bathroom during the three (3) scheduled breaks: one in the morning, one at lunch time and one in the afternoon. Emergency breaks will be discussed with the monitor.
7. I will not sleep nor put my head down on my desk.
8. I understand that violating the student behavior guidelines will lead to further disciplinary action.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Student

NUMBER OF DAYS: \_\_\_\_\_

DATE: \_\_\_\_\_

**LATE FOR CLASS**

Students have three (3) minutes to pass between classes. If a student arrives late for class without a pass for an excused reason, he/she may be assigned a detention.

If a student arrives late for class without a pass, a detention will be assigned.

**LOCKERS**

1. Each Student will be assigned to and responsible for a hall locker.
2. Lockers are to be kept locked.
3. Lockers and/or combinations are **not** to be shared.
4. Unauthorized padlocks are subject to removal.
5. Money and valuables should be stored in a locked locker. Large sums of money or valuables, if needed, can be brought to the office.
6. Lockers are to be in the same condition at the end of the school year as they were when assigned.
7. Jammed lockers are to be reported to the office for repair.
8. Lockers are the exclusive property of the school. The school is not responsible for items left in or taken from lockers (hall and/or P.E.) While students may have exclusive use of a locker as far as other students are concerned, students do **not** have such exclusivity over the locker as against school officials.

**MARKING PERIODS**

\*Report cards are distributed four times a year for the **High School**. The last day of each marking period is listed below:

**OFA Grades 7-12**

**Progress Reports**

- Quarter 1- Wednesday, October 7, 2026
- Quarter 2- Friday, December 11, 2026
- Quarter 3- Wednesday, March 10, 2027
- Quarter 4- Wednesday, May 9, 2027

**Report Cards**

- Quarter 1- Thursday, November 5, 2026- 44 instructional days
- Quarter 2- Friday, January 29, 2027- 45 instructional days
- Quarter 3- Friday, April 9, 2027- 43 instructional days
- Quarter 4- Thursday, June 24, 2027- 48 instructional days

Report cards are distributed in Trimesters for the **Elementary School**.

<b>Elementary Progress Reports 2025-2026</b>		
Trimester 1	Trimester 2	Trimester 3
December 4, 2026	March 22, 2027	June 25, 2027

<b>Elementary Report Cards 2025-2026</b>		
Trimester 1	Trimester 2	Trimester 3
December 16, 2026	March 31, 2027	June 25, 2027

**\*\*\*PENDING INSTRUCTIONAL LEADERSHIP TEAM APPROVAL\*\*\***

**PASSES**

Students are not permitted in the halls during class periods unless accompanied by a teacher nor have a hall pass from an authorized staff member.

If you wish to see a teacher during his/her conference period, you must arrange for this in advance. The teacher must give you a pass permitting you to be excused from Study Hall. You must deliver this pass to your study hall teacher at the beginning of the study hall period. The requesting teacher may make a call to the study hall teacher via the intercom phone.

**PHONES**

Cell phones are not to be used by students during the school day. Phones for emergency use before and after school are available in the Superintendent’s Office, the 9-12 Office, and the 7&8 Office. All health-related emergencies must be handled through the Health Office.

**PHYSICAL EDUCATION**

1. Every student is assigned a gym locker and a lock (general locker rules apply here).
2. Replacement fee for the lock is \$10.00. Only school-issued locks are allowed.

3. Students should be prepared with shorts, tee shirts, socks, appropriate footwear, bathing suit, towel, and other appropriate clothing and/or equipment on assigned physical education days. Example: A student taking tennis must have a tennis racquet.
4. All students are required to take Physical Education. The grade will count in the cumulative average. Students are able to make up missed classes, in a timely fashion before the end of the marking period, in the following manner:
  - a) During a study hall.
  - b) By special arrangement with the Physical Education teacher.
5. Medical excuses for Physical Education must be obtained through the School Nurse. The nurse will provide the student with duplicate excuses, both of which will be taken to the Physical Education teacher. The teacher will keep one copy for his/her records/files and initial the second copy, which will be turned in to the office. Medical excuses for physical education are subject to the following guidelines:
  - a) The school nurse may issue "daily" PE excuses. Only a physician may excuse a student for more than one class at a time. Such excuses must indicate the duration of time and are not valid for more than one school year.
  - b) When a student is on a medical restriction i.e. "can walk only", "can swim only", "upper or lower body weight", etc., then no medical notation should be made if the means to allow the alternative activity exists and can be implemented. In this case the student will receive full credit for participation.

Medical excuses where no activity is allowed will be divided into two categories: 1) Short term (1 week or less) – in this case the student can be allowed to remain in class and make up missed participation. 2) Long term (more than 1 week) – in this case the student can be assigned a paper for each PE unit or portion of a unit he/she misses.

### **PRIVATE ENTERPRISE**

Students are not to engage in private enterprise or selling products of any kind in schools. Selling is permitted only when a concession is granted by a principal to a club or class.

### **PROM RULES**

Students must abide by the following rules to attend the prom:

1. Juniors and Seniors of OFA may attend the OFA prom. Freshmen and sophomores of OFA may attend the OFA prom if they are the guest of a junior or senior and have obtained administrative approval. Students of other high schools may attend as a guest of an OFA junior or senior, with pre-approval from their home school and an OFA principal. Other non-OFA invited guests, under the age of 21, may attend with an OFA junior or senior with OFA administrative approval. School rules are in effect. Students who violate the drug/alcohol policy will not be allowed to participate in the prom. All guests of OFA students must present photo ID.
2. Students must be in attendance for a full day on the last school day before the prom. Students are not allowed to sign in late or out of school on Friday for any reason. Students should plan to do prom preparations after school hours. If a student violates these rules, s/he will not be allowed to attend.
3. Students with outstanding disciplinary obligations are ineligible to attend the prom.
4. Students must arrive at the prom by 9:00 p.m. Parents of students not arriving by the deadline will be notified.
5. A principal will greet students as they arrive. If a student is suspected to be under the influence of illegal drugs and/or alcohol, a principal will question the student. If determined to be under the influence of illegal drugs and/or alcohol, s/he will be turned over to the police and punished per the drug/alcohol policy in the OFA Student Handbook.
6. Once a student enters the building, s/he will not be allowed to leave and return.
7. Bathrooms across from the gym will be available. No other areas of the school building will be used.
8. Students are responsible for their guests. If a guest violates the rules, the student will be asked to leave along with the guest. Parents will be notified.
9. The OFA Code of Conduct is in effect regarding all other matters.

### **SCHEDULE CHANGES**

Students requesting a schedule change must seek the approval of their counselor who will see that the proper procedure is followed. A schedule may not be changed without counselor and/or administrative approval.

**Schedule Change- Class Period/Teacher change**

It is school policy that once classes begin, schedules may not be changed for insignificant reasons. Every effort will be made to accommodate requests based on the following:

1. Teacher request because of class imbalance.
2. Student or teacher request because of serious unresolvable personality conflict.
3. Desire to change to a different academic level.

Every effort will be made to accommodate requests, but the decision will be based on what is best for the total educational program as well as the individual student and/or teacher

**Dropping a course- grades 9-12**

- A. If a student wishes to withdraw from a course, he/she must make the request of his /her Guidance counselor. The counselor will contact the teacher and parents to discuss it with them, explaining all ramifications. If the student still wishes to drop the course the student will secure the required form(s) from the guidance office and obtain the necessary comments and signatures in the order in which they appear on the form and return the form to the Guidance office in a reasonable time.
- B. Students who drop any semester course after the first 6 days of a cycle will receive a 50 for the rest of the semester in which the drop occurs. Students who drop a full year course after the first 12 days of a cycle will receive a 50 for the rest of the semester in which the drop occurs.
- C. The student is not to be absent from the course until final approval is obtained and he/she is notified by the counselor that the request has been approved.

**SCHOOL PROPERTY**

Books, equipment, uniforms, etc. that are loaned to the student must be properly cared for. Students are financially responsible for any and all property issued to them by the school. Property lost or damaged will be charged to the student at a cost determined by the principal.

**SENIOR PRANK**

Any student who participates in a senior prank that results in embarrassment, is harmful in any way, or causes injury to any person or animal, or destruction to any property may not be permitted to participate in the graduation ceremony.

**SIGNING IN** – See ATTENDANCE**SIGNING OUT** – See ATTENDANCE**Summer School**

Students who fail a course or students who lose credit for a course due to excessive absences may retake the course, **with administrative approval**, in summer school. Students who have missed  $\geq 25\%$  ( $\geq 45$  classes) of the school year (full-year course) will not qualify for summer school retakes and will be required to repeat the course in its entirety the following year. The maximum number allowed for a semester course is  $\geq 25\%$  ( $\geq 23$  classes).

## **GRADUATION STANDARDS AND PERFORMANCE INDICATORS**

### EFFECTIVE COMMUNICATOR

- ▶ Gathers information through the receptive processes of listening, reading and viewing.
  - Uses a combination of strategies, resources, library and current developing technologies.
  - Reads independently.
  - Comprehends oral, written and visual materials at appropriate literal, inferential and/or analytical levels.
  - Exhibits active listening behaviors.
  - Uses questions as a way of understanding.
- ▶ Expresses oneself through speaking, writing and developing technologies.
  - Uses language conventions effectively and accurately.
  - Generates documents using a variety of print and electronic forms.
  - Uses a plan or organization to convey thoughts.
  - Uses clear and expressive language and voice with regard to the intended audience and purpose.
  - Maintains good non-verbal communication skills.

### COMPLEX THINKER

- ▶ Uses logic, reasoning and creativity to generate information and solve problems.
  - Organizes, analyzes and synthesizes information for an intended purpose.
  - Evaluates information through critical analysis.
  - Thinks critically and creatively to extend knowledge.
- ▶ Understands and applies specific processes to the meaningful use of knowledge.
  - Makes decisions based on acquired knowledge.
  - Uses problem-solving techniques.
  - Employs investigative techniques to develop solutions.
  - Tests hypotheses through experimental inquiry.
  - Proposes solutions using the creative process of invention.

### PRODUCTIVE WORKER

- ▶ Works effectively as a team member in a variety of interpersonal settings, while exhibiting skills of self-regulation.
- ▶ Produces a quality product or service.

### STUDENT RECOGNITION

The accomplishments of each and every student in the Ogdensburg Free Academy are very important and are celebrated in the following ways: Honor Roll, Attendance Honor Roll, President's Awards for Academic Achievement and Academic Excellence, Student of the Month, Academic Banquet, Chorus and Band Concerts.

### STUDENT VISITORS

Student visitors are not permitted. PLEASE DO NOT REQUEST.

### STUDY HALLS/ LIBRARY

1. Students are expected to arrive at SH on time each day with work & materials with them.
2. Students may sign out for bathroom use one at a time for a reasonable amount of time.
3. Students who wish to make up work in another teacher's classroom need to present a pre-signed pass at the beginning of the period.

**LIBRARY**

1. Students may attend library one period per day, and are required to sign up in the library for the desired period between 7:30am-7:50am.
2. Students are expected to report directly to the library (on time) for the period which they signed up for with work & materials.
3. Students may sign out for bathroom use one at a time for a reasonable amount of time.
4. Cell phones will be collected in Library.
5. The mission of the library is to provide the least restrictive learning environment for the students using the library resources. The staff assigned to the library will enforce behavior in the library so that the student who wishes to make use of the facilities for the following purposes can do so:
  1. Research
  2. Book browsing - book selection
  3. Reading: periodicals, newspapers, books
  4. Utilizing media
  5. **Appropriate** use of the computers
 Inappropriate use of the library may result in loss of library privileges or return to SH.

**SURVEILLANCE**

The school complex is monitored using electronic surveillance devices in our efforts to ensure the safety of our students and the staff.

**SUSPENSION and EXTRA-CURRICULAR ACTIVITIES** – See ATTENDANCE

**TARDINESS** – See ATTENDANCE

**TEXTBOOKS**

Teachers are to keep a record of the date of issuance, condition of the book and the book number with the student's name to whom the book was issued. This student will be responsible for this book. If a book is damaged beyond what could be considered normal wear and tear, the student must reimburse the school an amount commensurate with the age of the book and the extent of damage at the end of the school year.

**PLEASE NOTE: ANY BOOKS NOT RETURNED AT THE END OF THE SCHOOL YEAR, WHETHER LOST, STOLEN, DAMAGED, ETC. ARE THE RESPONSIBILITY OF THE STUDENT TO WHOM THE BOOK WAS ISSUED. BOOKS WILL BE PAID FOR ON THE FOLLOWING BASIS -**

Age of Textbook	Percentage of replacement cost to be reimbursed
new	100%
one year old	75%
two years old	50%
three or more years old	25%

A fee of \$10.00 will be imposed to rebind a textbook of any age.

The names of students who have not paid for damaged, lost, or stolen books will be turned into the office before final grades are issued. These students will not receive their final report card in June until the fines are paid.

**TRANSPORTATION**

**Athletic and Extracurricular Activities**

Students must use the transportation provided by the district to and from an event. Students may be transported by a parent/guardian/grandparent with the written prior approval of a principal. Violations of the code of conduct occurring on the bus will be subject to disciplinary action.

## TIME SCHEDULES

### Ogdensburg Free Academy Bell Schedule

<u>Grades 9-12</u>	<b>Start</b>	<b>End</b>
HR/Period 1	7:51 am	8:36 am
Period 2	8:39 am	9:19 am
Period 3	9:22 am	10:02 am
Period 4	10:05 am	10:45 am
Period 5	10:48 am	11:28 am
Period 6A Lunch	11:28 am	11:58 am
Period 6A Class	12:01 pm	12:41 pm
Period 6B Class	11:31 am	12:11 pm
Period 6B Lunch	12:11 pm	12:41 pm
Period 7	12:44 pm	1:24 pm
Period 8	1:27 pm	2:07 pm
Period 9	2:10 pm	2:50 pm

**AM BOCES**

Departure for BOCES @8:45 am

Return from BOCES @ 11:30

## TIME SCHEDULES

### Ogdensburg Free Academy Bell Schedule

<u>Grades 7/8</u>	Start	End
HR/Period 1	7:51 am	8:36 am
Period 2	8:39 am	9:19 am
Period 3	9:22 am	10:02 am
Period 4	10:05 am	10:45 am
Period 5A Lunch	10:45 am	11:15 am
Period 5B	11:18 am	11:58 am
Period 6	12:01 pm	12:41 pm
Period 7	12:44 pm	1:24 pm
Period 8	1:27 pm	2:07 pm
Period 9	2:10 pm	2:50 pm

## DELAY SCHEDULE

<u>Grades 7-12</u>	Start	End
<u>2 Hour Delay</u>		
HR/Period 1	9:51 am	10:17 am
Period 2	10:20 am	10:46 am
Period 3	10:49 am	11:15 am
Period 4	11:18 am	11:44 am
7-8 Lunch	11:44 am	12:14 pm
9-12 Lunch	12:17 pm	12:47 pm
9-12 Lunch	12:50 pm	1:20 pm
Period 7	1:23 pm	1:49 pm
Period 8	1:52 pm	2:18 pm
Period 9	2:21 pm	2:50 pm
BOCES Lunch	11:30 am	11:50 pm

**VACATIONS (FAMILY)**

Parents/guardians are expected to communicate with the building principal in writing, including dates and destination, prior to departing for family vacations that are scheduled during school days. This will allow for communication with teachers regarding work missed and the expectations for making up missed work.

**"WHAT IF"...**

1. **I was absent...**Each time you are absent, you are to bring an excuse to your respective office within **2 days** upon returning to school.
2. **I want to leave school at 2:50 p.m....**School is dismissed at 2:50 p.m. Students who are not requested to be with a teacher after 2:50pm, or assigned to detention may leave the building at 2:50 p.m.
3. **I need to sign out during the day...**If you need to go to the Doctor, Dentist, Court, etc.; you must bring a completed Attendance Request Form to the office before homeroom begins. If you return to school after your appointment, you must report to the office to sign in. Unanticipated sign outs during the day must be done by a parent/guardian in-person in the office.
4. **I want to put money into my meal account...**Money may be deposited into your meal account at any cash register during breakfast or lunch. Remember that your ID card is REQUIRED in order to use money in your account to pay for your meal.
5. **I do not have my ID card for lunch...**You may go to the Office to get an Identification Verification slip that will verify your ID number or students in grades 7 & 8 may borrow lunch money from the office. This money is to be re-paid the following day.
6. **I need to take medicine...**All medicines, prescriptions and over-the counter medications must be stored with the school nurse.
7. **I want to sign up for an intramural or Modified sports team...**Listen for the announcements of all upcoming intramural or Modified sports and sign up in the Health Office.
8. **I don't want to ride home from an athletic event (i.e. Modified game) on the bus...**You may ride home with your parent/guardian/grandparent only. In order to do this, bring a note to the principal from your parent stating that you will be riding home with them. The principal will sign the note and you are to give it to your coach.
9. **I lose my textbook, book bag, coat, hat, etc....**You will be charged for any school property not returned. We will help you as much as we can.
10. **I have to see a teacher at 2:50 and I have sports practice...**See your teacher first. Since practice does not begin until after 3:00 and you are dismissed at 2:50, you should not have any problem. If you need it, your teacher can give you a pass to practice.
11. **My locker is jammed...**Report your locker number to the office. Since most locker problems are a result of "sloppy housekeeping", please make every effort to keep your locker neat and tidy.
12. **I want to bring a visitor to school or to a school dance...**Visitors Grades 9-12 are allowed to sign up visitors/guest for homecoming, winter ball, and prom. Grades 7/8 are not allowed to sign up guests.
13. **I am involved in a fight I did not start...**Since we have a zero tolerance for violence, striking back makes each person involved in the fight equally guilty. Therefore, each person will be punished according to the code of conduct.

For each graduating senior, there will be a section of the yearbook devoted to senior portraits, quotes, wills, and school sanctioned activities. These sections are separate and cannot be combined in any way.

- (1) Each student will submit a formal senior portrait for inclusion in the senior section. Students may submit a photo taken by an independent photographer, or may choose to use school portraits taken on campus. As the yearbook is a publication of the Ogdensburg City School District, students must abide by the dress code as set forth in the Code of Conduct (please give particular attention to items 2, 3, 6, 7, 9, and 10 on page 9). The portrait may be taken indoors or outdoors, but may not include head gear, caps, hats, or props (such as pets, cars, musical instruments, etc. without permission from the yearbook advisor and the principal).
- (2) The senior will section is limited to 500 characters, including spaces and punctuation. References to partying, using alcohol and/or other drugs, sex, or any other topic addressed by the Code of Conduct and/or the Student Handbook will be prohibited. Remarks that demean or slander another person, or may indicate or imply any inappropriate meaning, will not be allowed. Remarks deemed inappropriate will be removed by yearbook staff during the editing process. Initials for names will be accepted. A list of additional abbreviations, approved by the principal, will be provided to students along with directions. All abbreviations not included on the approved list will be removed by yearbook staff members during the editing process.
- (3) The activities section will be limited to 300 characters including required spaces and punctuation, and may contain only school sanctioned activities.
- (4) The senior quote section will be limited to 200 characters including required spaces and punctuation. Quotes not appropriately attributed to an author will not be accepted.
- (5) Students must submit their completed senior section text via Google Forms to the yearbook advisor. Students will not have the opportunity to make changes, and the deadline for submission will be adhered to strictly. Students must use the following format when submitting senior information, with specific directions to be provided by the yearbook advisor:

David John Smith (NAME)

“Dave” (NICKNAME)

“I guess if a person never quit when the going got tough, they wouldn’t have anything to regret for the rest of their life.” - Lance Armstrong (QUOTE & AUTHOR)

Basketball 1-4, Captain 4; Baseball 1-4; Key Club 1-4, President 3. (ACTIVITIES)

Mom & Dad Thank you for everything. I love you. JT ILU. MB I will miss you. Class of 2018, good luck!  
(SENIOR WILL)

**CONSEQUENCES**

**DETENTION LEVELS:** D1 = 3:00 – 3:15 D2 = 3:00– 3:30 D3 = 3:00 – 3:45 D4 = 3:00 – 4:00, No participation in any activity that day 3 nights D4 may equal 1 day ISS, 1<sup>st</sup> night D4 misses extra-curricular participation  
*\*At a Formal Hearing, the Superintendent may extend an Out-of-School suspension or expel the student. ^^^ In-School or Out-Of-School Suspension at Administrator’s discretion^^^ (dependent on severity and/or frequency of the offense)*  
*\*\*\*Hearing indicates that a Superintendent’s Hearing may be required prior to the return to school. Student and Parent/Guardian will be notified by the building principal whenever a hearing is required.*

	NATURE OF OFFENSE	No.	DISPOSITION	OTHER ACTION
1	Accumulation of 10+ days of suspension	1+		Hearing
2	Arson [AR]	1+	5 Days Out-of-School Suspension*	Notify Law Enforcement Officials, Hearing***, & repeated offenses may lead to Expulsion from school
3	Assault [AE, AS] (recklessly or intentionally causing physical injury, hitting, kicking, punching, shoving, scratching, etc.)	1+	5 Days Out-of-School Suspension*	Notify Law Enforcement Officials, Hearing***, & repeated offenses may lead to Expulsion from school
4	Academic Misconduct [AM] (plagiarism, cheating, copying, altering records, assisting another student in any of these, disrupting/talking during an exam or quiz, etc.)	1 2+	D4, grade of “zero” ISS, grade of “zero”	Notify Honor Society Committee Letter home, Same as above
5	Computer violation [CU]	1+	Suspension^^^	Letter home
6	Criminal mischief [CM, VN, WS] (damaging property, vandalism, etc.)	1+	Suspension^^^	Letter home, Notification of Law Enforcement Officials as necessary, and arrangements must be made to repair or replace before student returns to school, Hearing***
7	Cut class [C1]	1	D4	Letter home & guidance referral
8	Cut 2+ classes on same day [C2]	1+	D4 each	Letter home
9	Cut teacher detention/extra help [TD, CX]	1+	D4	
9b	Cut principal detention	1+	ISS	Letter home
10	Disruptive behavior [DB]	1 2 3+	Verbal reprimand D3 D4	Letter home
11	Disorderly conduct [DC] (conduct that is inappropriate for school ie., fighting (including off campus as appropriate), hitting, kicking, punching, shoving, scratching, food fights, physical/verbal outbursts, obstructing vehicular or pedestrian traffic, etc.)	1+	5 Days Out-of-School Suspension*	Letter home, Notify Law Enforcement Officials, Hearing***. Repeated offenses may lead to Expulsion from school
12	Dress code violation [DV]	1 2 3+	Verbal reprimand D3 D4	Student must change clothing Student must change clothing Letter home, Student must change clothing
13	Ethnic/racial intimidation [EI, RI]	1+	Suspension^^^	Letter home
14	Extortion [EX]	1+	5 days Out-of-School Suspension*	Letter home, Hearing***, Notify Law Enforcement Officials
15	Extracurricular Violation [EV]		See academic eligibility policy	
16	Failure to sign in [FS]	1 2 3+	Verbal reprimand D3 D4	Letter home

**CONSEQUENCES**

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	NATURE OF OFFENSE	No.	DISPOSITION	OTHER ACTION
17	Falsely reporting an incident [FR] (false alarm, bomb threat, misuse of 911, discharge of a fire extinguisher etc.)	1+	5 Days Out-of-School Suspension*	Letter home, Hearing***, Notify Law Enforcement Officials
18	Fighting	1+	5 days Out-of-School Suspension	Letter home, Notify Law Enforcement Officials
19	Forged note [FN]	1+	D4	Letter home
20	Harassment, Bullying and Cyberbullying (including off campus as appropriate) [HA] (Demeaning, intimidating or threatening another person, discrimination, engaging in a hate-crime, hazing, spitting at another person, hitting, kicking, punching, shoving, scratching, threatening to use a weapon, etc.)	1 2 3+	1 day Suspension^^^ 3 days Suspension^^^ 5 days Out-of-School Suspension*	Letter home Letter home Letter home, Hearing***, Notify Law Enforcement Officials
21	Horseplay [HP]	1 2 3 4+	Verbal reprimand D2 D3 D4	Letter home
22	Inappropriate language [IL] (Profane, vulgar, obscene or lewd language-no matter how communicated, selling, using or possessing obscene or offensive material)	1+	Warning, Detention, ISS, or OSS- dependent on severity **consequences not necessarily progressive	Letter home
23	Inappropriate language toward staff [LS] (Profane, vulgar, obscene or lewd language directed at staff - no matter how communicated)	1+	* Suspension^^^	Letter home
24	Insubordination [AB, AG, CA, CS, DE, EE, IN, RW, UC] (open defiance of or willing disregard for a reasonable directive issued by any staff member. Examples include: refusal to do work, deliberate disobedience, flagrant acts of rudeness, refusal to report as directed, disrespectful language, argumentative, display of inappropriate affectionate or sexual behavior, pantsing (outer_garments) running in the hallways, making unreasonable noise, trespassing, loitering, misuse of computer hardware or software, websites, or electronic communication devices, use of laser lights/pointers, fidget spinners, cell phones (use and/or possession), pagers, cameras, radios, CD players, mp3 players, IPODs, headphones, ear buds, hand-held games, PDA's, throwing snowballs, gambling, skateboarding, rollerblading, scootering, heelies or other such similar toys, etc.) Driving/walking to BOCES without permission	1 2 3 4+	Verbal Reprimand D2 D3 Suspension^^^	Letter home

**CONSEQUENCES**

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	NATURE OF OFFENSE	No.	DISPOSITION	OTHER ACTION
25	Larceny [LA] (stealing or in possession of stolen property)	1+	Suspension^^^	Letter home, Notify Law Enforcement Officials, Return or replacement of stolen item(s).
26	Leaving the building without permission [LB]	1+	Suspension	Letter home
27	Lying or distorting facts [LY] (includes defamation)	1+	D4	Letter home
28	Physical harassment (including off campus as appropriate) [PH] (hazing, hair pulling, hitting, punching, shoving, scratching pushing, striking, or kicking another person to cause injury)	1+	1 day Suspension^^^ 3 days Suspension^^^ 5 days Out-of-School Suspension**	Letter home, Hearing***, Notify Law Enforcement Officials
29	Possession alcohol [PA]	Refer to Drug and Alcohol Policy		
30	Possession of a prescription or over-the-counter medication [PC]	Refer to Drug and Alcohol Policy		
31	Possession of illegal drugs [PD]	Refer to Drug and Alcohol Policy		
32	Possession of drug paraphernalia [PP]	Refer to Drug and Alcohol Policy		
33	Possession of a handgun [PG]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, Expulsion as per Gun Free Act 1994
34	Possession of a rifle [PR]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, Expulsion as per Gun Free Act 1994
35	Possession of firearms [PF]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, Expulsion as per Gun Free Act 1994
36	Possession of a knife [PK]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, 1-year out-of-school suspension
37	Possession of other weapons [PW]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, 1 year out-of-school suspension
38	Possession of a chemical/biological agent [PB]	1+	5 Days Out-of-School Suspension*	Letter home, Formal Hearing***, Notify Law Enforcement Officials, 1-year out-of-school suspension
39	Possession of lighter/matches [PM]	1 2+	Confiscate, D4 Confiscate, Suspension^^^	Letter home
40	Possession or use of cigarettes or other tobacco products, this includes e-cigarettes and any vaping materials [PT]	1+	Confiscate, Suspension^^^	Letter home
41	Public lewdness [PL] (exposing private parts)	1+	5 Days Suspension	Letter home, Hearing***, Notify Law Enforcement Officials
42	Reckless behavior [RB] (actions that jeopardize the safety and welfare of others, displaying what appears to be a weapon, etc.)	1+	Suspension^^^	Letter home

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	NATURE OF OFFENSE	No.	DISPOSITION	OTHER ACTION
43	Recordings- recording via video, audio, or photographs without permission from a faculty member	1+	ISS, OSS^^^	Letter home, parent contact
44	Robbery [RO] (using a weapon or force to commit theft)	1+	5 Days Out-of-School Suspension*	Letter home, Hearing***, Notify Law Enforcement Officials
45	Safety Drill and Alarm Violation [SF]	1+	Suspension^^^	Letter home
46	Sale illegal drugs [SD]	Refer to the Alcohol and Drug Discipline Guidelines		
47	Security System Violation [SV] (possession of school keys, operation of a motorized vehicle in any area not designated for vehicular traffic, false alarm, bomb threat, misuse of 911, discharge of a fire extinguisher etc.) Tampering of security equipment, computer surveillance, or bathroom sensors.	1+	Suspension^^^	Letter home
48	Sexual Contact [SC] (forcible touching, sexual abuse)	1+	5 Days Out-of-School Suspension*	Letter home, Hearing***, Notify Law Enforcement Officials
49	Sexual harassment [SH]	1 2+	D4 Suspension^^^	Sexual Harassment Counseling Sexual Harassment Counseling Sexual Harassment Counseling, Letter Home Letter Home, Notify Law Enforcement Officials
50	Tardy – unexcused [TA]  7:51-8:30 8:31-9:00 9:01-9:30 9:31-10:30 10:31 or after	1-5 1-5 1-5 1-5 1+	D1 D2 D3 D4 ISS	Letter home Letter home
51	Terrorist threats [TT]	1+	5 Days Out-of-School Suspension*	Letter home, Hearing***, Notify Law Enforcement Officials
52	Threatening a school official [TS]	1 2+	3 Days Out-of-School Suspension* 5 Days Out-of-School Suspension*	Letter home, Notify Law Enforcement Officials Letter home, Hearing***, Notify Law Enforcement Officials
53	Truant [TR]	1+	Suspension^^^	Letter home
54	Unauthorized use of the intercom phone/PA system [IP]	1+	Suspension^^^	Letter home
55	Under the influence of alcohol [UA]	Refer to the Alcohol and Drug Discipline Guideline		
55	Under the influence of drugs [UD]	Refer to the Alcohol and Drug Discipline Guideline		
57	Use of tobacco products [UT, SM] (smoking, chewing, snuffing, use of smokeless tobacco, etc.)	1+	Suspension^^^	Letter home
58	Verbal abuse of staff member [VA]	1+	Suspension^^^	Letter home

The Ogdensburg City School District is committed to creating a safe, nurturing, and supportive environment that fosters learning for all students. Part of this commitment is to not only address behavioral infractions, but also provide consequences that serve as a learning tool to help students understand the impact of their actions and develop better decision-making skills. In pursuit of this goal, we recognize the unique developmental stages of our **elementary** learners, and emphasize the importance of developmental appropriateness in administering consequences. By doing so, we aim to guide our students towards making better choices, fostering an understanding of personal responsibility, and promoting growth in their social and emotional development. Included in the table below are behavior expectations and consequences tailored specifically for elementary students in the Ogdensburg City School District. Please note that offenses not listed explicitly in the table below may be addressed through the district Code of Conduct table of consequences.

For the elementary specific chart below, levels will be defined as:

**Level 1:** minor misbehavior

**Level 2:** moderate behavior or repeated misbehavior (2-3 times)

**Level 3:** serious behavior or repeated misbehavior (4-5 times)

**Level 4:** severe or dangerous behavior, or a repeated misbehavior (6 or more times)

Level	Behavior Type with Examples*	Possible Consequences for Actions (listed alphabetically, not in progressive order)
Level 1	<ul style="list-style-type: none"> <li>● Failure to follow general school rules</li> <li>● Failure to follow adult directions</li> <li>● Using unkind or inappropriate language</li> <li>● Disruptive behavior (off task)</li> <li>● Academic misconduct</li> <li>● Property misuse (writing on school property, computer violation, cell phone or electronic device violation)</li> </ul> <p>*Level 1 behavior is not limited to listed examples.</p>	<p><b>Classroom Referral</b> on Schooltool</p> <p>Completion of a behavior self-reflection</p> <p>Loss of minor privileges</p> <p>Parent contact</p> <p>Restorative circle, if appropriate</p> <p>Reteaching of the expectation session</p> <p>Time out</p> <p>Verbal warning</p> <p>Written apology</p>
Level 2	<ul style="list-style-type: none"> <li>● Repeated level 1 behaviors</li> <li>● Inappropriate computer use</li> <li>● Unsafe behavior</li> <li>● Roughhousing / rough play</li> <li>● Insubordination (defiant, non-compliant, disrespectful)</li> </ul> <p>*Level 2 behavior is not limited to listed examples.</p>	<p><b>Discipline Referral</b> (Office) on Schooltool</p> <p>Classroom behavior contract</p> <p>Completion of a behavior self-reflection</p> <p>Detention (lunch or after school)</p> <p>Loss of privileges</p> <p>Parent contact</p> <p>Restorative circle, if appropriate</p> <p>Reteaching of the expectation session</p> <p>Time out</p> <p>Written apology</p>
	<ul style="list-style-type: none"> <li>● Repeated level 1 or level 2 behaviors</li> <li>● Safety drill and alarm violation</li> <li>● Harassment, bullying, or cyberbullying</li> </ul>	<p><b>Discipline Referral</b> (Office) on Schooltool</p> <p>Classroom behavior contract</p> <p>Completion of a behavior self-reflection</p>

<p><b>Level 3</b></p>	<p>(verbal, gestures, or written)</p> <ul style="list-style-type: none"> <li>● Computer violation (severe in nature)</li> <li>● Using unkind or inappropriate language (severe in nature)</li> <li>● Stealing (theft of school or personal property)</li> <li>● Destruction of property (school or personal)</li> <li>● Physical aggression (biting, kicking, scratching, hitting, pushing, slapping, fighting)</li> </ul> <p>*Level 3 behavior is not limited to listed examples.</p>	<p>Counseling referral                  Detention (lunch or after school)                  Functional Behavior Assessment (FBA) or behavior plan                  Informal hearing with the Superintendent prior to reentry                  In-School Suspension (alternate learning space for 1-3 days)                  Loss of privileges                  Out of school suspension (1-2 days)                  Parent contact or parent conference                  Restorative circle, if appropriate                  Reteaching of the expectation session                  Time out                  Written apology</p>
<p><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>● Repeated level 1, level 2 or level 3 behaviors</li> <li>● Discriminatory language (racial, cultural, personal characteristics)</li> <li>● Harassment, bullying, or cyberbullying (verbal, gestures, or written; severe in nature)</li> <li>● Possession or use of alcohol, tobacco, drugs, or drug paraphernalia</li> <li>● Possession or use of a weapon, facsimile, or dangerous object</li> </ul> <p>*Level 4 behavior is not limited to listed examples.</p>	<p><b>Discipline Referral</b> (Office) on Schooltool                  Completion of a behavior self-reflection                  Counseling referral                  Detention (lunch or after school)                  Formal hearing with the Superintendent prior to reentry                  Functional Behavior Assessment (FBA) or behavior plan                  Informal hearing with the Superintendent prior to reentry                  In-School Suspension (alternate learning space for 1-5 days)                  Loss of privileges                  Out of school suspension (1-5 days)                  Parent contact or parent conference                  Restorative circle, if appropriate                  Reteaching of the expectation session                  Safety assessment prior to reentry                  Time out                  Written apology</p>

# Ogdensburg City School District



**ATTENDANCE REQUEST FORM:** Tardiness Early Departure Absence  
Madill Kennedy OFA

Please excuse my son/daughter from school as indicated below:

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Time Excused/Arrived \_\_\_\_\_

Reason \_\_\_\_\_

Who is picking this student up? (if applicable) \_\_\_\_\_

Doctor/Dentist Name (if applicable) \_\_\_\_\_

Phone # \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Homeroom # \_\_\_\_\_

Parent Signature \_\_\_\_\_

Phone # \_\_\_\_\_

(Please put additional comments on the back)

AttendanceReqForm03 072403

**IF AN ATTENDANCE NOTE IS NOT SUBMITTED WITHIN 2-DAYS,  
THE ABSENCE WILL BE RECORDED AS UNEXCUSED.**

# Ogdensburg City School District



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# Ogdensburg City School District

## 2026-2027 Calendar

School Website: [www.ogdensburgk12.org](http://www.ogdensburgk12.org)



July	August	September	October																																																																																																																																																																																																				
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Superintendent of Schools: Kevin K. Kendall  
 Assistant Superintendent: Christina B. Frank

Ogdensburg Free Academy, 1100 State Street- (315) 393-0900/ Kennedy Elementary School, 801-809 Park Street - (315) 393-4264/ Madill Elementary School, 800 Jefferson Ave - (315) 393-7729

All New York State testing dates are tentative and subject to change

Adopted by the Ogdensburg City School District Board of Education on January 20, 2026 - Subject to Change

July 6- July 24	Secondary Summer School- Session 1
July 27- August 17	Regents Summer School- Session 2
August 18-19	Regents Exams
September 1 & 2	Staff Development Day
September 3	School Opens-First Day of School
<b>School will be closed on the following days</b>	
September 7	Labor Day
October 12	Columbus Day
November 6	Staff Development Day
November 11	Veterans Day
November 25-27	Thanksgiving Recess
December 21- Jan 1	Holiday Recess
January 18	Martin Luther King Jr. Day
February 6	Lunar New Year
February 15	Presidents' Day
February 15-19	Mid-Winter Break
March 26	Staff Development Day
April 12-16	Spring Break
May 31	Memorial Day
June 19	Juneteenth
<b>Important Testing Dates</b>	
January 26-29	Exam Week at OFA-Regents Exams
April 5- May 14	NYS ELA and Math Exam Grades 3-8 CBT
June 15-25	NYS Science Exam Grades 5 & 8 Regents Exams
<b>Important Testing Dates</b>	
February 1, 2027 First Day of the Second Semester	
June 25, 2027- Last Day of School/Regents Rating Day	
June 26, 2027- Graduation Day	
First Semester	89
Second Semester	91
Total	180