2025-2026

Jasper – Troupsburg Student Handbook and Code of Conduct

Jasper–Troupsburg Central School

The vision of the Jasper-Troupsburg Central School District is to equip **all members of the Wildcat Nation** with the skills needed to be **problem-solvers and good citizens**. Through **high expectations**, connections, and pride, we strive to empower **future leaders** whose influence will reach **beyond our community.**

Our Mission

As the cornerstone of our community, the Jasper-Troupsburg Central School District is where **tradition meets innovation**. We cultivate nurturing and rigorous learning environments to inspire growth and development of all.

Our Values

Community-We cultivate a sense of togetherness through our shared experiences, creating a welcoming and supportive environment.

Success-We measure success through the development of kind, knowledgeable, and collaborative leaders.

Growth-We set goals and work towards them together, fostering a shared commitment to being responsive to evolving district needs.

Passion- We provide opportunities for students, families, and community members to take pride in our district, making Jasper-Troupsburg a great place to call home.

Support- We embrace acceptance, empathy, and encouragement, ensuring everyone feels seen, heard, and valued.

The Jasper - Troupsburg Board of Education (Board) 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 staff, parents, and visitors is essential to the achievement of this goal. Accordingly, the Board has established this Code of Conduct. It applies to all students, school personnel, parents, vendors and other visitors when on school property, in school vehicles or in attendance at a school function. Students may be disciplined for conduct that occurs outside of school property that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

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I. Definitions

For purposes of this code, the following definitions apply.

"**Alcohol and other Substance Use/Abuse** " means possession, distribution, consumption, being under the influence, or sale of illegal drugs, look-a-likes, alcoholic beverages, drug paraphernalia, (prescribed medication when authorized or unauthorized non-prescription or over-the-counter medication) on school property, in a school vehicle or at a school function.

"**Bullying**" is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online, such as cyber-bullying, as defined by the Anti-Bullying Alliance.

Some of the effects of bullying or cyber-bullying can include but not limited to:

- 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 a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"**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**" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety, such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender (including gender identity and expression) or any other legally protected status.

"**Hazing**" means 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.

"**Illegal substances**" include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs and look-a- likes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs, or any product which, when misused, will result in an impaired or altered state, when possession is unauthorized, or such are inappropriately used or shared with others.

"**Informal conference**" is an open-ended discussion of a disciplinary incident to include the student/teacher/parent/principal without the requirements of tape recording or transcription and examination of witnesses associated with a Superintendent's hearing.

"**Principal**" within the context of teacher removal of a student from class, means either the principal of the building or any other administrator in the district acting in the principal's absence or at the principal's discretion.

"**Parent**" means the biological, adoptive or foster parent, guardian, or person in parental relation to a student.

"**Retaliation**" means when any employee, student, or visitor mistreats any person because they reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying. It is possible that an alleged harasser may be found to have retaliated if the underlying complaint is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

"**School function**" means any school-sponsored event or activity on or off school property.

"**School property**" means any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the school district, or in or on a school vehicle.

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

"**Violent student**" means a student who:

1. Commits an act of violence upon a school employee

2. Commits an act of violence upon another student or any other person on school property or at a school

function

3. Possesses a weapon while on school property or at a school function

4. Displays what appears to be a weapon while on school property or at a school function

5. Threatens to use a weapon while on school property or at a school function

6. Knowingly and intentionally damages or destroys the personal property of any person on school property or at a school function

7. Knowingly and intentionally damages or destroys school district property

"**Twenty-four hours**" within the context of teacher removal of a student from class, is equal to one school day. Weekends, holidays, and vacation days are not counted as part of a twenty-four-hour period.

"**Under the Influence**" means if a student has used any quantity of an illegal substance or alcohol within a time period reasonably proximate to their presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function and /or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

"**Weapon**" means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, pocket, pen, or other knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, look alike fake weapons or other device, instrument, material or substance (Other Item) that can cause physical injury or death when used to cause physical injury or death, or when such Other Item is brandished as a weapon.

II. Essential Partners

Providing a safe and orderly school environment involves a partnership of parents and school personnel. The following are expectations of each.

A. ***Parents***

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 their children are absent only for legal reasons
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 positive relationships with teachers, counselors, other parents, and their childrens' 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 support teachers' requirements to complete school assignments
13. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve problems
14. Maintain ongoing and frequent communication with school personnel a. Contact the teacher regarding their children's progress b. Contact the counselor regarding their children's personal adjustment, future plans, and their class schedule, as appropriate c. Contact the administrator regarding their children's behavior and unresolved concerns

B. ***Teachers***

1. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
2. Are prepared to teach
3. Demonstrate interest in teaching and concern for student achievement
4. Know school 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, counselors, psychologists, and other teachers concerning student growth and achievement
7. Initiate parent/student/teacher/counselor/psychologist conference, as necessary, as a way to resolve a problem
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 a teacher's attention in a timely manner.

C. ***Counselors/Psychologists***

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems
2. Initiate teacher/student/counselor/psychologist conferences as necessary and parent/teacher/student counselor/psychologist conferences, as necessary, as a way to resolve problems
3. Review educational progress and career plans with each student
4. Report information to a school administrator which might impact a safe, orderly school environment
5. Encourage students to benefit from the curriculum and extracurricular programs
6. Participate in crisis management
7. Refer students and/or parents to appropriate human service agencies outside the school
8. Assess student social and emotional behaviors
9. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
10. 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
11. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a counselor's/psychologist's attention in a timely manner

D. ***Principal***

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning
2. Ensure that students, staff, and parents have the opportunity to communicate regularly with the principal
3. Evaluate all instructional programs on a regular basis
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
6. Ensure regular communication with law enforcement agencies
7. Initiate parent/student/teacher/counselor/psychologist conferences, as necessary, as a way to resolve a problem
8. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
9. 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.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting

11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a principal's attention in a timely manner.

E. ***Superintendent***

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning
2. Review the policies of the Board and state and federal laws relating to school operations and management with district administrators
3. Ensure that staff and parents have the opportunity to communicate with the Superintendent
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs
5. Work with district administrators, when appropriate, in reinforcing the Code of Conduct to ensure that cases are resolved promptly and fairly
6. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
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 Superintendent's attention in a timely manner

F. Board of Education

1. Adopt, review at least once a year, and modify as appropriate, the Code of Conduct.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
3. 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
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a board member's attention in a timely manner.

III. Student Conduct & Academic Support

A. Student Rights and Responsibilities

All students have the right to:

1. An education that offers opportunity for inquiry and for development to their fullest potential
2. Constructive discipline for the development of good character, conduct, and habits
3. Security in the school community against influences detrimental to proper development
4. An educational climate where the well-being of students is of primary concern
5. An educational staff that exhibits a positive role model
6. The opportunity to develop and express opinions, beliefs and values, provided such expression is not disruptive, slanderous or insubordinate
7. Wholesome extracurricular activities
8. Health and psychological services to assist in physical, mental and social development
9. An appropriate education and/or remediation to serve special needs
10. Consideration as an individual within the educational environment
11. The opportunity to approach teachers and administrators with reasonable requests and questions concerning education
12. Be free from discrimination and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. 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 origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression) or any other legally protected status.

All students have the responsibility to:

1. Work toward personal growth
2. Be honest with themselves and others
3. Show respect for fellow students, teachers, and all school district staff
4. Perform all assignments to the best of their ability
5. Consider their education as preparation for the future
6. Obey all school rules and regulations
7. Respect public, private, and school property
8. Attend school regularly and punctually
9. Develop high moral standards and the courage to live by them
10. Strive for mutually respectful relationships and comply with reasonable requests of teachers, administrators, and other district staff
11. Inform an adult in the school about any threat to safety within the school environment
12. Take full advantage of educational opportunities available at school
13. Learn and practice civic responsibility

B. <u>Behavior-Related Offenses and Consequences</u>

Students are expected to conduct themselves in an appropriate and civil manner, with 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.

Expectations for student conduct while on school property or while engaged in a school function should be specific and clear. The rules of conduct listed hereafter are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate school rules will be required to accept penalties for their conduct.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. The staff at the school has the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of a school. When determining the consequences, the following may be taken into consideration:

- The nature of the offense and the circumstances which led to the offense
- The age-appropriateness of the consequence
- The student's prior disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- The extent to which the offense interfered with the responsibility/rights/privileges/property of others or the extent to which the offense posed a threat to the health and safety of others
- Other extenuating circumstances

This means that a student's first violation usually merits a lesser penalty than subsequent violations. As a general rule, discipline is progressive. However, the district may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue. The Superintendent retains the authority to expel (permanently suspend) a student. ***Although not all-inclusive, the following list of offenses on school property or at a school function and range of consequences apply in most circumstances.***

<u>Range I: OPTIONS</u>

- Warning/verbal reprimand
- Time-out or out of classroom
- Loss of privilege
- Conference with student
- Communication with parent
- Controlled study hall
- Detention
- Counseling
- Restitution

Range II: OPTIONS

- Removal from class
- Suspension
    - In-school
    - Out-of-school
- Police notification
- Loss of extracurricular priviledges
- Removal from school property

Range III: OPTIONS

**Long-term suspension (Superintendent-hearing)

Offense	Definition	Range of Consequences
Absence	Any absence for a day or any portion of a day for any reason other than those cited as lawful (listed in the student handbook) and/or failure to bring in a note by the parent/guardian.	I-III
Alcohol, Tobacco, Vaping, Juul or other delivery devices, and Other Substance Use/Abuse	Possession, distribution, consumption, being under the influence, or sale of illegal drugs, look-alikes, alcoholic beverages, drug paraphernalia, prescribed medication, over-the-counter medication or any product which, when misused, will result in an impaired or altered state. **Any paraphernalia will be confiscated and destroyed by district officials.	II-III (counseling may be included)
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property.	II-III
Bus Misbehavior	Any violation of bus behavior rules.	I-II
Cheating/Academic Dishonesty	Copying, plagiarizing, altering records, or assisting another in such actions.	I-III

Computer/Electronic Communication Misuse	Any unauthorized use of computers, software, or internet/intranet account; unauthorized access to internet/intranet, another's email, or an inappropriate website; misuse of a website; unauthorized taping (video/audio), filming or photographing; or any violation of the District's acceptable use policy.	II-III
Cutting Class	Unauthorized absence from a class or school activity.	I-II
Defamation	False or unprivileged statement or representation about an individual or identifiable group of individuals that harms the reputation of the person or the identifiable group.	I-II
Destruction of Property/Vandalism	Damage, destruction, or defacement (graffiti) of property belonging to another person or the school.	II-III
Discrimination or Harassment	Use of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex.	I-III
Disrespect Towards Others	Inappropriate conduct, comment or physical gesture to a student, teacher, staff member or other adult	I-II
Disorderly Conduct	Behavior that disturbs the atmosphere or order, to include obstruction or restraining the authorized or lawful movement or participation of another.	I-II
Disruption - Classroom	Behavior that is substantially disruptive of the education process or substantially interferes with the teacher's authority over the classroom – inclusive of substitute teachers.	I-III
Disruption – School	Behavior that interferes with the safe and orderly environment of the school or school activity.	I-III

Dress Code	Violation of the dress code.	I-II
Driving/Parking Violation	Failure to obey all state, district and campus traffic and parking signs and rules.	I-III
Failure to Serve Assigned Consequences	Failure to serve detention or suspension, or other assigned consequences.	I-II
False Alarms / Bomb Threats	Initiating a report or warning of a fire, or catastrophe, without valid cause; misuse of 911; discharging a fire extinguisher or tampering with or removing from its compartment an automated external defibrillator (AED).	II-III
Fighting	Hostile confrontation with physical contact between two or more students.	II-III
Fireworks or Explosives	Possession, use and/or threat to use a firework, smoke bomb, flare or combustible or explosive substance.	II-III
Gambling	Wagering money or property.	I-II
Harassment / Bullying / Cyber Bullying	As defined above – page 3.	I-III
Hazing	As defined above – page 4.	I-III
Indecent Exposure	Exposing the private parts of the body in a lewd or indecent manner.	I-II
Insubordination	Refusing to follow reasonable requests of teachers, staff, or administration, including failure to self-identify or knowingly proving false information.	I-III
Leaving School Grounds without Permission	Leaving school grounds during regular school hours without written or verbal permission from an administrator or attendance official.	I-II

Loitering	Idle presence in an area without authorization.	I-II
Physical Attack on Staff / Student / Others	Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity.	II-III
Possession and / or use of Portable Electronic Communication or Recording Device	Unauthorized possession and / or use of a camera, video device or audio device. **Cell phone disciplinary language located on page 15.	I-II
Profanity	Using vulgar or abusive language, cursing, or swearing.	I-II
Retaliation	As defined on page 5.	I-III
Sexual Harassment	Unwanted and inappropriate verbal, written or physical conduct of a sexual nature, inclusive of gestures.	I-III
Tardiness	Lateness to school or class.	I-II
Theft	Taking or obtaining property of another without permission of the owner. Possession of stolen property and attempted theft.	II-III
Threat to Staff, Student or Another Person	Expression, conveyed by word or action, of intent to abuse, intimidate, coerce, or injure a staff member, student or other person	I-III
Trespassing	Unauthorized presence on school property, including while on suspension.	I-II
Truancy	Unlawful absence without parent knowledge and/or permission	I-II
Weapon Possession	Possession of a weapon.	II-III

****NEW Cell Phone Policy & Consequences**

Starting this upcoming school year, New York State is now requiring all school district Boards of Education to adopt a "no cell phone policy". From the guidance that we have received, all internet-enabled devices (phones, watches, etc.) must be OFF and stored in a locker from the beginning of the school day to the end. The adopted policy is located on the district website (BOE policy #7316).

Below are the progressive disciplinary actions for any student who fails to adhere to the policy.

1st Infraction- Warning
2nd Infraction- Confiscation of device, to be placed securely in main office until end of school day
3rd Infraction: - Confiscation of device, to be placed securely in main office, device will be released to parent/guardian
Subsequent Infractions -Confiscation of device with parent retrieval plus loss of privilege to bring device to school

C. Teacher Removal of Disruptive Students

The District has a long-standing set of expectations for school behavior, based upon the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. These expectations apply to all members of the school community and are described in the "Statement of Behavioral Expectations" in the introduction of this Code of Conduct. Accordingly, teachers maintain classroom environments reflective of good management techniques, and students behave in accordance with the Code of Conduct. Occasionally, students exhibit disruptive behavior, which warrants removal from class by the teacher. In these cases, the following procedures apply.

A classroom teacher may remove a disruptive student from their class for up to two school days if the teacher finds the student's continued presence to pose a threat of disruption or a danger. The teacher must provide the student with an explanation of the basis for the removal and must send the student to an administrator's office. The two school days are additional to the day in which the removal occurs. A class at the K-6 level is the interval of time devoted to instruction in a specific subject matter area.

The teacher must complete a district-established referral form and meet with the principal as soon as possible, but no later than the end of the same school day, to explain the circumstances of the removal and to present the referral form. If the principal 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 prior to the beginning of classes on the next school day.

Within twenty-four hours, the teacher must notify the student's parent of the removal and provide the reason(s) for the removal. The notification should be made by telephone, followed by a letter or a copy of the referral form. The principal must verify by telephone the teacher's notification and, in addition, inform the parent of their right to an informal conference which will include the student, parent, teacher and principal. At the conference, the teacher and principal will present the reason(s) for the removal and intervention(s) to remedy the cause for the removal. The informal conference also will allow the student to present their version of the event(s). The informal conference must take place by the end of the second full school day after the student's removal from class. These timelines may be extended by mutual agreement of the parent, teacher, and principal. In the case of multiple

removals of a student on the same day, an informal conference involving all appropriate teachers may be held. The unavailability of the parent for telephone contact or informal conference will not impede the removal process. In this case, the student maintains the right to an informal conference.

The principal may overturn the removal of the student from the class only if in the principal's judgment there is a lack of substantial evidence to support a removal, there is violation of law, there is justification for suspending the student from school, or the removal is inconsistent with the Code of Conduct. Accordingly, after discussion with the teacher, the principal may return the student to class. At the teacher's discretion, they may rescind the removal prior to the two-day removal period.

After meeting with an administrator, a student who is removed from class may be placed in a supervised setting until the period of removal is completed. As soon as possible, but no later than the beginning of the next school day, the removing teacher must provide a guide for instruction (on a district prepared form) and appropriate instructional material(s).

Each teacher must keep a complete log for all cases of removal of students from their class. Teachers must ensure that the cumulative days of removal of a special education student do not violate state or federal law or regulation. The principal must keep a log of all removals of students from class.

Nothing in this code abridges the customary right or responsibility of a principal to suspend a student. Moreover, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as "time out" in the classroom or in an administrator's office, sending students briefly into the hallway, and sending the student to an administrator's office for the remainder of the class period only are not considered removals from class within the context of this code.

D. Students Who Are Repeatedly Substantially Disruptive

Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom by the same teacher on five or more occasions in a school year will be suspended from school for one day. Any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom on ten or more occasions in a school year, by the same teacher or multiple teachers will be suspended from school initially for three days. The principal has the authority to modify the three-day suspension on a case-by-case basis. If the principal wishes to seek a suspension of greater than five days, the principal will activate the Superintendent's Hearing process with its required notice provisions. In addition, there may be an occasion when it will be appropriate to refer a disruptive student to a school counselor or psychologist who in turn may refer a student (and parent) to appropriate human services organizations outside the school.

E. Corporal Punishment

No employee, district officer, or agent of the district shall use corporal punishment against a student. As used in this code, corporal punishment means any act of physical force against a student for the purpose of punishing that student, except as hereafter provided.

In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this code shall be construed to prohibit the use of reasonable physical force for the following purposes:

1. To protect oneself from physical injury;
2. To protect another student or teacher or any person from physical injury;
3. To protect the property of the school or others; or
4. To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of district functions, powers and duties, if that student has refused to comply with a request to refrain from further disruptive acts.

F. Discipline of Students with Disabilities

At times it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are afforded certain procedural protections whenever school authorities intend to impose discipline upon them. Procedures followed for suspending, removing, or otherwise disciplining students with disabilities must be consistent with the procedural safeguards required by applicable laws and Part 200 of the Regulations of the Commissioner of Education.

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.

1. Change of Placement Rule

a. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

1. For more than ten consecutive school days; or

2. For a period of ten 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. b. 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 Committee on Special Education (CSE) has determined that the behavior was not a manifestation of the student's disability.

2. Special Rules Regarding the Suspension or Removal of Students with Disabilities. The District's CSE shall 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 ten 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 interim alternative educational setting 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 their current educational placement for more than ten 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.

G. *Athletic and Field Trip Conduct*

A student subjected to a suspension from athletic participation, an extra-curricular activity, or other privilege will be provided with a reasonable opportunity for an informal conference with their parent with the district official imposing the suspension to discuss the conduct and the penalty involved.

H. *Warning-Supervised Study-Ineligible*

Warning-Supervised Study-Ineligible: WSI is used to notify and motivate students to complete assignments, and to study in a timely and productive manner. Parents/caregivers will be notified by the individual teacher via email on Monday, or first school day of the week, regarding their child being placed on WSI. A paper copy will also be mailed to the address on file.

1. Students may be given a "Warning" if they're not sufficiently completing assignments, even if they're passing the course. *This is a discussion between the student and teacher*, but may also include parent/caregiver contact.
2. Students may be placed on "Supervised-study" if they're class grade is under 65 at teachers' discretion.
3. Students may be "Ineligible" if they have been on "Supervised-study" for one or more weeks at the teacher's discretion.
4. Students may use the copy of the WSI report they received to communicate with teachers when work is completed.

A. School Tool will generate a list of students who have a score of lower than 65 and each teacher must decide if the student is to be put on the WSI list.

B. The duration of WSI will run from Monday 12:00 p.m. to the first day of the next school week at 12:00 p.m. Students who are on WSI will remain on the list for the duration of one week with no exceptions.

C. Student-Athletes who are placed on WSI will be required to complete any required school work for the first 30 minutes of practice. Students who are Ineligible may not compete in games or events.

D. Field Trips are an extension of the classroom. Any student, at the discretion of the administration, who is deemed Ineligible to attend a field trip should be allowed an in-school equivalent learning experience.

E. Students who are Ineligible may not participate in extracurricular activities (academic all-stars, spectate at sporting events, dances, etc.) or compete in any school sponsored athletic events.

F. A student's Senior Pass or Honor's Pass will be suspended for the duration of Ineligibility.

IV. Remedial Response to Violation 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. adoption of research-based prevention programs;
b. modification of schedules;
c. adjustment in hallway traffic and other student routes of travel;
d. targeted use of monitors;
e. staff professional development;
f. parent conferences;
g. involvement of parent-teacher organizations; and/or
h. peer support groups

V. Visitors to the School

Parents and other School District citizens are encouraged to visit the District's schools. Since schools are places of work and learning, however, certain limits must be set for such visits. 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 is considered a "visitor."
2. Except for those who are attending public gatherings or meetings, visitors must report to an administrator's office upon arrival at the school with valid photo identification.
3. All visitors are expected to abide by the rules for public conduct on school property

The administration has authority to determine whether the visitor has an appropriate reason for being in the building. If the visitor is judged by the administrator not to have an appropriate reason, the visitor will be asked to leave. The police may be called if the situation warrants.

VI. Public Conduct at School Events

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 establish rules for public conduct on school property and at school functions. Such rules, as well as consequences for violation of such rules, are contained in this code as well as Board Policy 3410 "Code of Conduct."

SPECTATOR AND AUDIENCE CONDUCT AT SCHOOL EVENTS

Throughout the course of a school year there are many occasions when parents and other interested citizens attend presentations, activities, and athletic contests. Consistent with district philosophy, policy, and Code of Conduct, all members of an audience of a school-sponsored event are expected to demonstrate appropriate conduct. Accordingly, they must conduct themselves in a manner that encourages a positive and enjoyable experience for all. They are to treat all those in attendance (students, staff, players, coaches, officials, performers, and other members of the audience) with respect. They may not verbally or physically abuse any individual, use profanity, or use tobacco, alcohol, or illegal drugs.

Should anyone in attendance at a school-sponsored event violate these behavioral expectations, the individual will be subject to disciplinary action, from a warning, to removal from the activity itself, or to permanent prohibition from attendance at school district activities. An administrator, teacher, or coach in attendance at a school district event has the authority to assess the conduct of spectators and members of the audience and to intervene, and, if the spectator or member of the audience refuses to comply with direction or becomes unruly, to seek assistance from police.

VII. Reporting Violations of the Code of Conduct

Any student or visitor who observes a violation of the Code of Conduct should report it immediately to a staff member. Any staff member who observes or is made aware of a violation of the Code of Conduct should address the violation directly or report it to an administrator.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by staff in consultation with the principal or Superintendent in order to determine whether referral to law enforcement officials is appropriate, or whether the matter will be handled solely through the District's student discipline system. Examples of acts of misconduct which require the exercise of such judgment include but not limited to fighting, threat of bodily harm to another individual or property, harassment, theft, and property damage. The District's staff has the responsibility to administer district policies, rules and regulations governing student conduct in a reasonable manner taking into account the age level, maturity and/or disability of the particular student involved, as well as the seriousness of the offense.

Reporting Discrimination, Harassment and Bullying

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. The District will designate a compliance officer or DASA Coordinator.

It is essential that any student who believes they have 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 the 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/cyber-bullying behavior) shall investigate the complaint, document and take appropriate action to include, as necessary, referral to a supervisory authority and/or other official designated by the District to investigate allegations of harassment and bullying within a reasonable amount of time. Referrals may be made to ANY higher level of supervisory authority. All complaints of alleged harassing, bullying and/or retaliatory conduct will be promptly investigated in accordance with the terms of District policy and shall be treated as confidential and private to the extent possible within legal constraints. In the event that the Complaint Officer is the alleged offender, the report will be directed to the next level of supervisory authority. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

1. Promptly investigated in accordance with the terms of district policy;
2. Forwarded to the program's Dignity Act Coordinator for monitoring; and
3. Treated as confidential and private to the extent possible within legal constraints.

The District's DASA Coordinators are:

Mrs. Kerry Davis/High School	**Email: kdavis@jtcsd.org**	**Phone: 792-3690**
Mr. Brian McCaffrey/Elementary School	**Email: bmccaffrey@jtcsd.org**	**Phone: 525-6301**

Specific Policy Statement on Sexual Harassment

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Consistent with this commitment and in accordance with law and regulation, the District prohibits all forms of sexual harassment of students by any individual on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)), Title IX Coordinator(s), and/or the Dignity Act Coordinator(s) (DASA)).

Sexual harassment is a form of sex discrimination and is unlawful. It includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment can occur between any individuals, regardless of their sex or gender.

Generally stated, sexual harassment consists of subjecting an individual to unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individual's sex.

This conduct may, among other things, have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting a student's educational opportunities. Petty slights or trivial inconveniences generally do not constitute harassing conduct.

Any student who believes that they have been the subject of sexual harassment or sexual violence shall be encouraged to communicate such fact to one of the following individuals, either in writing or verbally:

1. The Building Principal/DASA Coordinator
2. The School Nurse
3. The School Guidance Counselor
4. A Teacher or Staff Member

The complaining student shall be assured that there will be no retaliation against them for making a complaint which they reasonably believe constitutes sexual harassment or sexual violence.

The individual who receives the complaint shall refer the matter to the Principal who shall promptly investigate the matter. The outcome of the investigation shall be relayed to the student and their parents. The report shall be reviewed and considered for disciplinary action, if any, against the offending party, whether a student, staff member or other individual.

If the complaining student and their parents are dissatisfied with the disposition of the matter following the investigation and action, if any, an appeal may be filed, in writing, within ten days of the ruling, with the Board of Education for its consideration.

The School District shall provide appropriate training to staff and students regarding sensitivity to issues involving sexual harassment and sexual violence.

Whenever a staff member or student is found guilty of an act(s) of sexual harassment and/or sexual violence, disciplinary action shall be taken. This may range from a reprimand in a minor case to dismissal of an employee or permanent suspension of a student.

The Superintendent of Schools shall assure that a copy of this policy is issued to all staff members and students, as well as to the parents of all students.

Harassment takes place when an individual engages in a course of conduct or repeatedly commits acts that alarm or seriously offend any other individual(s) and which serve no legitimate purpose.

For more information, see the JT BOE policy #7551.

VIII. Daily Schedules

Elementary Schedule	
Period:	Time:
Arrival/Homeroom	7:55 - 8:15
1st period	8:15 - 8:49
2nd period	8:51 – 9:25
3rd period	9:27 – 10:01
4th period	10:03 – 10:37
5th period	10:39 – 11:13
6th period	11:15 – 11:49
7th period	11:51 – 12:25
8th period	12:27 – 1:01
9th period	1:03 – 1:37
10th period	1:39 – 2:13
11th period	2:15 - 2:49
Dismissal	2:55

High School Schedule	
Period:	Time:
Arrival	7:55-8:00
1st period	8:05 – 8:50
2nd period	8:53 – 9:35
3rd period	9:38 – 10:20
4th period	10:23 – 11:05
5th period	11:08 – 11:50 (11:28)
6th period	11:53 – 12:35 (12:14)
7th period	12:38 – 1:20
8th period	1:23 – 2:05
9th period	2:08 – 2:50
Dismissal	2:50

IX. Attendance

1. Tardy

A. General Rules
   i. School starts at 8:05 a.m. Any student arriving after 8:05 a.m. is tardy.
   ii. When a student is tardy to school, they must report to the main office to sign in and to obtain a readmission slip.

B. Consequences
   i. When a student reaches 5 unexcused tardy-to school, they could serve detention.
   ii. When a student has 3 unexcused tardy-to class, they could serve detention.
   iii. When a student is more than 10 minutes late to a class, they will be counted absent from that class.

2. Absence

A. Returning after an absence
   i. Upon returning to school, after an absence, the student is to go to the nurse's office before homeroom. An excuse from the parent/guardian or doctor's office, specifying the date and reason for absence, must be presented to the nurse.
   ii. A student has 5 school days to bring in an excuse. If one is not brought in within 5 days, they will be given an unexcused absence. Records are kept for all absences and, when requested, released to college admission offices and future employers.

B. Excused Absences
   i. An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or other reasons as may be approved by the Board.

C. Unexcused absences
   i. An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

3. Course Credit

A. In order to receive credit for a course, a student must attend over 88% of the scheduled class meetings. **More than 20 absences for a full year course or more than 10 absences for a half year course may put students at risk of losing course credit.** If a student has a prolonged illness, the school will make every effort to work with the family to ensure that course credit will be received.
B. Parent/Guardian will be notified in writing when students have missed a significant number of days that may lead to loss of credit. This is done simply to make sure parents and students are aware of the number of absences and to allow school officials to offer assistance if necessary.

4. Students leaving the building

A. Procedure for planned early dismissal:

i. Before homeroom, students must bring a note to the nurse's office requesting permission to leave. The note must state time leaving, the reason for leaving and bear parent/guardian/caregiver signature.
ii. When a student is ready to leave, they must be signed out in the main office.
iii. Leaving school for lunch is an unacceptable reason.
iv. The principal reserves the right to refuse permission at any time.

B. Procedure for unexpected early dismissal:

i. If an unexpected early dismissal need occurs, the parent/guardian must contact the school.
ii. The principal reserves the right to refuse permission at any time.
iii. If permission is granted, students must be signed out in the main office at time of dismissal.

C. Procedure for late admittance or re-admittance:

i. Students must come to the main office to sign in and obtain a pass to be admitted to class.

Please see the Comprehensive Attendance Policy located on the district website, which was amended by the Jasper-Troupsburg Board of Education (Policy #7110).

X. Daily Procedures

A. Cafeteria

Students may purchase a breakfast or lunch from the cafeteria or bring their own from home. Once the students enter the cafeteria, they are not to leave without permission from the monitor. Students are expected to display good table manners and cleanliness by taking care of their trays and waste materials. Loud talking, running, shoving, and rowdiness will not be tolerated.

1. **All AM BOCES** students will be required to arrive by 8:05 and report to the nurse for attendance purposes. They will remain in the building until they are dismissed to board the BOCES bus at 8:25am. Students will be picked up from BOCES at 11:50 and return to the school at 12:25 at which time they will report directly to the cafeteria for lunch.

2. **All PM BOCES** students will report to the cafeteria for lunch at the end of 4th period and then report to the BOCES bus at 11:30. Students are **not** permitted to go to their car before getting onto the BOCES bus. They will be picked up from BOCES at 2:20 and return to the school at 2:50.

B. Class and Club Meetings

Generally, class and club meetings will be held during homeroom or on "Activity Period" days.

C. Classroom Rules

Each student must get to class on time, enter the room quietly, and be ready to work when the teacher calls the class to order. Students should bring all chromebooks, textbooks, pencils, pens, and other material needed for class with them. Students should pay attention to the teacher and participate in discussions. The student should respect the authority of the teacher who is in charge and responsible for the class. Students should respect the rights of others at all times by not interrupting, distracting, or disturbing each other. Students should wait at the end of the period for the teacher to dismiss the class.

D. Bus Rules

The bus is an extension of the classroom so all students must adhere to the bus behavior and safety rules outlined by the driver.

E. Dismissal

At dismissal time, students should:

1. Exit the building using the designated door (Main door).

2. Walk quietly and orderly from the school building to the bus or personal vehicle.

3. Not linger in the hallways or in front of the building. Students are to board the bus and not cause congestion in the loading area.

4. Not pass between any buses.

5. Not run, push, shove or shout (smaller students may be hurt by rowdiness).

6. Remain seated once boarded on the bus (Do not put heads or arms out of the bus window).

Loitering on School Property
A student's presence on school property when school is not in session, or if not participating in or attending an authorized activity is considered to be loitering and is illegal. Any student who is not remaining for an authorized school activity, under the supervision of a teacher, should leave the school building and school grounds promptly after dismissal.

F. Dress Code
A student's dress, grooming and appearance, including hair style, hair color, jewelry, make up, nails, etc. will:

1) Be safe, appropriate and not disrupt or interfere with the educational process.

2) Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front or back), see through garments and items which expose the midriff are not appropriate. Shorts, dresses and skirts should be fingertip length. Necklines should be modest.

3) Ensure that underwear is completely covered with outer clothing. Shorts should be fingertip length.

4) Not include footwear that is a safety hazard.

5) Not include the wearing of hats, bandanas, hoods, etc. in the school. Exceptions will be made for medical or religious purposes. Hats should be removed upon entering the building and stored in the student's locker.

6) Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.

7) Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

8) Not include the wearing of outerwear (coats and jackets) in the classroom and/or in other areas of common assembly.

9) **Interpretation of the dress code is at the discretion of the school administration.**

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an appropriate item. ***Any student who refuses to do so shall be subject to discipline for insubordination, up to and including in-school suspension for the day. Students who become argumentative and disruptive may be suspended from school (OSS).*** 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.

G. Dropping Classes

Any student may drop a class during the first five weeks of school. When a student drops a class, parent(s), teachers, guidance counselor and the building principal will be notified and input from them is required. After the five-week period, students may not drop a class unless extenuating circumstances can be proven. It is the responsibility of the Jr. /Sr. High School Principal to determine if there are extenuating circumstances, which necessitate the student dropping the class, or if the student will remain in the class.

Regardless of when the student drops the class, the grade will be dropped and will not be included in the student's grade point average. If possible, the student will be placed in another academic class in order to maintain an educationally sound class load.

In the case of twenty-week courses, the students will have 10 class days to drop a class. Input from the parent(s), teachers, building principal and guidance counselor is required. After the ten-day period, students may not drop a class unless extenuating circumstances can be proven. It is the responsibility of the Jr. /Sr. High School Principal to determine if there are extenuating circumstances, which necessitate the student dropping the class, or if the student will remain in the class.

H. Electronic Devices

Electronic devices such as computers, tablets, phones, etc. may not be used in a manner that will jeopardize the privacy or safety of either staff or students. The use of audio or video recording devices of any kind in restrooms and locker rooms is **strictly forbidden** under any circumstances. Additionally, the use of audio or video recording devices of any kind in a teacher's classroom or any common area (i.e. cafeteria, buses, hallways, etc.) without the express permission of the teacher, school employee in charge, or student being recorded, ***in advance*** is strictly forbidden. Students who use electronic devices in an inappropriate manner will have committed a **range two or range three offense** and will be subject to the corresponding disciplinary action for such an offense as outlined in the Code of Conduct. This may include suspension from school and notification of law enforcement. Electronic devices may also be confiscated and require parent pickup. The student may also lose the privilege to use electronic devices in school in the future.

I. Homework

Success is a must and all academic subjects require homework which is meaningful and designed to supplement and reinforce the teaching and learning that takes place in class sessions. The following are suggestions for students to help them have a successful year:

1. Decide at the beginning of the year and live by your resolutions that you are going to get good grades.

2. Recognize that you must do your homework carefully and completely, as well as learning what you can in each class period.

3. Do your homework to learn; not just to get it done.

4. Do your homework on time; do not get behind.

5. You may need to do an assignment twice before understanding it.

6. Try to like your subjects. Be positive. Don't complain. Your interest in a subject will grow as you learn more about it.

7. Ask your teachers for help when you need it.

8. Keep an assignment book.

9. Build regular study habits at school as well as at home.

10. Take notes in class; outline them.

11. Avoid distractions when doing homework and review your notes before going to class.

12. If absent from school due to illness, call the school nurse. She will get your assignments for the day. They can be picked up at the Main Office after 2:30 p.m.

J. Academic Integrity

What does "academic integrity" mean?
Academic integrity means honesty and responsibility in scholarship. Here are the basic assumptions about academic work at Jasper-Troupsburg:

1. Students attend J-T in order to learn and grow.
2. Academic assignments exist for the sake of this goal.
3. Grades exist to show how fully the goal is attained.
4. Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between students and teachers. Finally, it is unfair to students who earn their grades honestly.
How do I know what counts as "academic misconduct"?

Cheating and Unauthorized Materials on Examinations: Tests evaluate how well the student has learned. Therefore, unless the teacher specifies otherwise, all examinations are to be completed by the student alone, without outside assistance of any kind. That means no help is to be given to or received from other persons during the test; no books, notes, calculators, or other materials of any

kind are to be consulted; and if a calculator or other hand-held electronic device is permitted to be used for mathematical calculations, no other information may be programmed into or retrieved from the device. Whenever the teacher permits an exception to any part of these rules, the exception applies only as far as specified by the teacher. Such exceptions must be expressly permitted and cannot be presumed from prior exceptions on other tests.

Improper Collaboration: Collaboration means working together. Many classes emphasize working with a partner or in groups. Permission from the teacher to "work together" on a homework, project or paper is not permission to violate the rules of integrity by presenting another student's work as your own. **Unless the teacher specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, etc.** When a student's work is identical or very similar to someone else's at points where individual variations in expression would be expected, it is reasonable for the teacher to conclude that academic misconduct has occurred.

Submitting the same assignment for different classes: Submitting the same assignment for a second class violates the assumption that every assignment advances a student's learning and growth. Unless another teacher expressly allows it, submitting an assignment already submitted for another class is a form of academic misconduct.

What is plagiarism?
This is J-T's basic assumption about writing: all written assignments show the student's own understanding in the student's own words.
That means all writing assignments, in class or out, are assumed to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such. Including other people's words in your paper is helpful when you do it honestly and correctly. When you don't, it's a form of academic misconduct called plagiarism.
Within the academic community and specifically at Jasper-Troupsburg, the following rules apply:

1. ***It is plagiarism to copy words and present them as your own in writing.*** It is the worst form of plagiarism to copy part or all of a paper from the Internet, from a book, or from another source without indicating in any way that the words are someone else's. To avoid this form of plagiarism, the paper must BOTH place the quoted material in quotation marks AND use an acceptable form of documentation to indicate where the words come from.

2. ***It is plagiarism to copy words even if you cite the source, unless you also indicate that the copied words are a direct quotation.*** Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.

3. ***It is plagiarism to copy words and then change them a little, even if you give the source.*** Repeating someone else's writing in different words so it's not a direct quotation is called "paraphrasing." Paraphrasing is fine when you indicate the source and the new expression is actually your own. When it's not -- when the expression remains substantially similar to the source as a whole or in one of its parts -- its plagiarism.

Even if not specifically prohibited by the teacher, "writing" a paper by copying words and then altering them violates J-T's basic assumption about writing and may easily result in a charge of academic misconduct. To count as "your own words," your paper must be so significantly different from your sources that a reasonable reader would consider it a new piece of writing. If it's not -- if "your writing" is substantially similar to somebody else's where individual variations would be expected, it's plagiarism.

4. ***Even if you express them in your own words, it is plagiarism to present someone else's ideas as your own.*** It is plagiarism to present someone else's original arguments, lines of reasoning, or factual discoveries as your own, even if you put the material in your own words. To avoid this form of plagiarism, cite the source.

Penalties for Academic Misconduct:

If it can be proved that a student is guilty of academic misconduct, the student will be subject to a reduced grade or a zero grade for the assignment at the discretion of the teacher. A student guilty of academic misconduct will also have a discipline referral sent to the principal. At the principal's discretion, the student may be subject to receive loss of credit for assignment and possible detention.

Use of Artificial Intelligence (AI)

Using artificial intelligence (AI) to complete assignments without permission is considered plagiarism and is a type of academic misconduct. This includes, but is not limited to, entering prompts into tools like ChatGPT or any other program that uses generative AI to get answers.

AI tools may only be used when a teacher allows it or if it has been approved by the school district.

K. Library media center rules

1. Books/materials may be taken out of the library for a two-week loan period.

2. Materials may be renewed for consecutive two-week periods provided they are not in demand.

3. Items on reserve are to be acquired through the librarian or library aide.

4. Borrowing from school libraries throughout the United States is available. The bibliographic information for the material wanted must be filled out on the proper form and given to the library staff. Interlibrary loans do take a certain amount of time, so make requests as soon as possible.

5. Students with overdue, damaged, or lost materials may not borrow additional materials until the problem has been satisfactorily taken care of.

6. Replacement price will be charged for each lost or damaged item.

7. Students will be charged $5.00 for any materials returned with damaged or missing barcodes. In case of recurrence, that student will be charged with vandalism of school property.

L. Lockers

Students will be assigned hall lockers. Lockers are to be kept neat and clean, and students will be held responsible for any damage to their lockers. Only school-issued locks may be used on a locker. Locks will be distributed on the first day of school and collected on the last. Students must keep the locker assigned to them for the entire school year.

Students are to go to their lockers only between periods or by special permission of a teacher. Please note that students are not to go to their lockers at the midpoint of any lunch period.

Students are not to write on their lockers or affix stickers to the outside of their lockers.

Lockers are school owned property and may be searched by school administration and/or their designee.

M. Medications

Due to the New York State Law, school nurses are no longer allowed to give over the counter medications, even with parent consent. The school is only able to give over the counter medication with a written order from the Doctor and written permission from the parent/legal guardian. The law also states that the parent/legal guardian must provide the medications to be administered. The medication must be turned into the Nurse's office in the original container and unopened.

The school will provide a "permission to administer medication release form." This document, with the doctor's signature and the parent/legal guardian signature, will allow for your child to receive the proper medications that they will need throughout the school day.

If the family doctor is not able to complete and sign the permission to administer medication release form, the school physician will be able to sign it.

N. Passes/Corridors

Students are expected to be quiet and orderly in corridors at all times. Students are not to linger in corridors. All students should arrive to class or study hall on time.

1. *Corridor (White) passes*: Corridor passes, issued by the teacher, enable students to go to the lavatories, lockers, classrooms, or the office.

2. *Pink Passes*: Pink passes are written by the student's classroom teacher to allow students to go to the library or to see a teacher during a student's study hall. Students are to obtain these in the morning or during class, not in between periods, for which a student needs to do work.

3. *Orange Passes*: Orange passes are issued by the nurse's office or main office. These passes are for students who enter school after the start of the regular school day.

O. Physical Exams

New York State mandates that every student in grades K, 1, 3, 5, 7, 9, & 11 have a physical exam. The school provides a physical free of charge, but if the parent or guardian prefers, the parent or guardian may have it done by the student's personal doctor at the parent/guardian's expense. If a personal doctor conducts the physical, a form must be obtained from the school nurse. The doctor will fill it out and certify that the student is in good health.

The State also mandates that every student age 8 - 16 years has a hearing and vision test, and a scoliosis check every year.

Sports Physicals and Injuries

1. Once a year all students participating in sports will have a physical.

2. Failure to have a physical when it is due means that a student is ineligible to continue in athletic participation. No student will be allowed to participate without a physical.

3. It is the athlete's responsibility to tell the coach if they are injured in a practice, scrimmage, or contest.

4. Athletes who see a doctor must have a medical release and see the school nurse before they can return to participation.

5. Athletes who are excused from physical education class by the school nurse, doctor, or parents cannot play or practice that day.

6. Athletes must return all athletic forms to the coach before they can practice.

P. Searches

Under special circumstances, school officials may search students, students' cars, and/or their lockers, particularly if there is reasonable suspicion that a student possesses illegal matter such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities. Periodic locker searches may be conducted by School Administration and/or their designee.

Q. Study Halls

Every student needs to supplement and reinforce their classroom learning with personal study outside of class. Study halls should provide all students with a good study situation. Every student is expected to use their time productively, cooperate with the study hall teacher, and avoid any actions that can interfere with other students' study.

Study Hall Rules and Guidelines:

1) Students are expected to be on time and ready to work.

2) Students are expected to bring adequate study materials with them. Unnecessary trips to lockers should be avoided.

3) Students will sit in seats assigned by the study hall teacher.

4) Attendance will be taken at the beginning of the study hall period.

5) Teachers will not excuse a student to go to see another teacher unless the student has a signed pass from that teacher. ***Students who are on WSI, will be expected to stay in their study hall and complete assignments regardless of any privileges.***

6) Only **one student** should be permitted to leave the room to go to the bathroom and/or locker at a time. Students leaving the room must have a corridor pass and their name shall be recorded at the study hall desk.

7) No talking or whispering is to be done without permission of the study hall teacher.

8) Desks and chairs are not to be moved by the students.

9) No student or group of students will be permitted to interfere with the work of the rest of the group. Students who continually disrupt a study hall would be sent to the main office.

10) Students who are on supervised study/ineligible will utilize study hall time to work on missed/owed work and will not be allowed to go to other classrooms on a pass unless they're working directly with that teacher on owed work. Students who begin the week on supervised/ineligible will use the study hall time for academics for the entire week. Students can get a verification sheet on any completed assignments before moving on.

R. Telephone Calls

Telephone calls initiated by the student are to be made from the Nurse's Office. Phone calls concerning class events, dances, etc., may be made in that class advisor's classroom, under the class advisor's supervision.

S. Transportation

Students are encouraged to ride the bus to school. No student may drive to school unless they fill out a parking permit request form and return it to the high school office for validation. **No student may drive to and from BOCES**. No student driver is to transport other students unless all the parents involved have made special requests, and the requests are approved by the principal. Students who wish to carpool for special events outside the regular school day should present a written parental permission slip to the high school principal prior to the event. Blanket permission for the season is acceptable. Any student who misuses their right to drive a car on school property will have the parking permit revoked.

**Bicycles, skateboards and scooters should be very carefully ridden on school drives. Bicycles are not to be ridden on sidewalks.

T. Working Papers

Working papers are issued in the nurse's office to students who wish to work part or full-time. Labor and education laws govern the issuance of working papers. Before working papers are issued, application forms must be secured in the nurse's office. A student may not work during any time when their attendance in school is required.

XI. Graduation Policies

Early Graduation

The Board of Education and the district administration considers a four-year program of high school education appropriate for most students but will consider application for early graduation in accordance with the terms of this policy.

Requests for early graduation may be made on or before June 30th of the sophomore year and no later than September 30th of the junior year. Such a request will be done on a form made available to the student from the student's guidance counselor.

In considering requests for early graduation, attention shall be given to the student's grades, performance in school, their plans for the future, and the benefits that would accrue to the student if the request for early graduation was approved. The final decision on whether to grant permission shall be made by the Board of Education upon the recommendations of the building principal, guidance counselor, and Superintendent of Schools. No student shall be considered a candidate for early graduation until their application is approved by the building principal, guidance counselor, and Superintendent of Schools.

A student making application for early graduation must:

1. Have a seriousness of purpose regarding future plans
2. Have the ability to simultaneously handle multiple course offerings in the same sequence
3. Have a conference with their principal, guidance counselor and parent;
4. Complete the application for early graduation as stipulated in this policy including approval by parents and its return to the guidance counselor; and
5. Successfully complete all course work for the local or regents' diploma.

Each student approved for early graduation shall be notified of acceptance by the Superintendent of Schools.

Class Rank

Class ranking determinations will be earned for all courses taken between the beginning of 9th grade (unless also previously accelerated in 8th grade, for which such courses will be applicable for these new guidelines) through the first semester of 12th grade. The following courses will be weighted accordingly:

Non-Regents Courses – final grade will be multiplied by a factor of 1.00 to determine the final weighting.

Regents Courses – final grade will be multiplied by a factor of 1.01 to determine the weighting.

ACE, AP, and College Courses taught solely by JTCSD faculty – final grade will be multiplied by a factor of 1.05 to determine final weighting.

The enhanced averages for each semester will be added together and divided by seven (7) to account for the seven (7) semesters involved between 9th grade and the first semester of 12th grade. Regents classes taken, and passed, in the 8th grade will be added to the 9th grade calculation and average. Students who elect to accelerate their program of studies shall not be discriminated against in their assignment of class rank, and in the corresponding selection of the valedictorian and salutatorian.

Top Honors

The Valedictorian and the Salutatorian of the graduating class shall be the highest-ranking class members. A tie in either of these honor positions will be based upon having the exact weighted average to three decimal places. Transfer students who enter the Jasper-Troupsburg CSD must be enrolled in our school district for at least two (2) years immediately preceding graduation to be considered for top honors.

XII. Computer Policy

We at Jasper-Troupsburg Central School are proud of our new computer network. (Use of computers and educational software will enhance the learning process and help watch children become more productive and creative.) Computer technology will help develop communication skills and provide excellent learning experiences to prepare our students for the 21st Century when virtually everyone will require the use of technology.

Student Use of Computerized Information Resources

The Board of Education of the Jasper-Troupsburg Central School District will provide access to various computerized information resources through the district's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy.

One purpose of this policy is to provide notice to students, parents and guardians that, unlike most traditional instructional or library materials, the DCS will allow students access to external computer networks not controlled by the school district where it is impossible for the district to screen or review all of the available materials. Some available materials may be deemed unsuitable by parents or guardians for student use or access. This policy is intended to establish guidelines and regulations for acceptable student use where there will be access to external computer networks. Despite the existence of such guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may be able to access such information from their home

or other locations off school premises. Parents and guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications. The district respects the right of each family to decide whether to apply for independent computer access.

Student use of the DCS is conditioned upon written agreement by all students and their parents or guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS.

Generally, the same standards of acceptable student conduct that apply to any school activity shall apply to the use of the DCS. Students who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the district's school conduct and discipline policy. The district reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the district. Further, the district may bring suit in civil court against the parents or guardians of any student who willfully, maliciously, or unlawfully damages or destroys district property pursuant to Education Law 1709 (36).

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered school district property subject to control and inspection. The system administrator may access all such files and communications to ensure system integrity and to ensure that users are complying with the requirements of this policy. Students should NOT expect that information stored on the DCS will be private.

In addition to the general requirements of acceptable student behavior expected under the district's school conduct and discipline policy, students shall be prohibited from engaging in any of the following activities:

- Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic, abusive;
- Use of obscene or vulgar language;
- Harassing, insulting or attacking others;
- Damaging, disabling, or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means;
- Using unauthorized software on the DCS;
- Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the system administrator;
- Violating copyright law or employing the DCS for commercial purposes;
- Disclosing an individual password to others or using others' passwords.
- Installation of tools such as but not limited to VPNs, programs that bypass the school filters and tools that may hide the usage/installation of third-party resources.
- Usage of AI tools to bypass school related content filters, or looking up inappropriate information.
- Power washing / attempting to manipulate computers internals to gain unauthorized acess or damage.

The Superintendent is authorized to establish regulations and procedures as necessary to implement the terms of this policy.

Student Code of Ethics Violations

First Violation

- There is a loss of network privileges for up to twenty school days.
- Student will meet with Technology Committee members sometime during the school day to read and review the school policy and rules.
- Members of the committee will volunteer for these meetings as necessary and two members should meet with the student.

Second Violation

- There is a loss of network privileges for up to forty school days.
- Student and parents will meet with J-T Technology Committee after school to read and review the school policy and rules.
- As many committee members as possible should attend this review.

Third Violation

- There is a loss of network privileges.
- Students will meet with the Superintendent - penalty to be determined.
- The Technology Coordinator will arrange logistics of meetings for the First and Second violations.

The above recommendations would be for major violations of the district policy and rules. Minor violations will be handled by the teacher or referred to the committee for action. These violations include:

1. Playing unauthorized or inappropriate games.
2. Using the computer resources for non-academic activities.
3. Disturbing others.

Penalties incurred at the end of the school year will carry into the next year.

The district computer committee will be responsible for re-establishing computer privileges. ***Students and parents will be asked to sign an agreement before the student will be allowed to use the computer network.***

XIII. Extra-Curricular Activities

A. Attendance at Dances

Students must comply with the following rules:

1. All participants must adhere to the student Code of Conduct.
2. Dances will be limited to current J-T students and one guest. Any guest must be signed in by Wednesday of the week of the dance. The school reserves the right to prohibit any guest. The host is responsible for the behavior of their guest while on school property.
3. No one will be allowed into the dance after the designated time set by the advisor. Once a

student leaves a dance, they will not be permitted to re-enter.

4. Students are expected to follow the JT BOE adopted Code of Conduct and may be disciplined for violations according to the code of conduct.

B. Attendance at Sporting Events

1. Students are expected to follow the JT BOE adopted Code of Conduct while present at sporting events and may be disciplined for violations according to the code of conduct.

C. Disciplinary Actions at Night Activities

1. Students are expected to follow the JT BOE adopted Code of Conduct at all school sponsored extracurricular activities and may be disciplined for violations according to the code of conduct.

D. Use of and/or Possession of Alcohol, Drugs or Tobacco including the use of a Vape, Juul and/or nicotine delivery devices

Significant findings in health research have confirmed the undesirability of using tobacco, alcohol, marijuana and other controlled substances. Unfortunately, education and reasoning alone are not always sufficient to deter youngsters from the use of those substances. Therefore, the school must deal with its students who fail to abstain.

First Offense

The first offense involving possession of, or documented use of tobacco, smokeless tobacco, marijuana, alcohol, or other controlled substances, or being in the presence of illegal aforementioned substances will result in a **sixty-day** suspension from all extra-curricular activities.

Second Offense

The second offense involving the possession of, or documented use of tobacco, smokeless tobacco, marijuana, alcohol, or other controlled substances, or being in the presence of illegal aforementioned substances will result in a **one-year** suspension from all extra-curricular activities.

Third Offense

The third offense involving the possession of, or documented use of tobacco, smokeless tobacco, marijuana, alcohol, or other controlled substances, or being in the presence of illegal aforementioned substances will result in a suspension of all extra-curricular activities for the remainder of the student's high school career.

ATHLETIC HANDBOOK

PHILOSOPHY OF THE INTERSCHOLASTIC ATHLETIC PROGRAM

The Jasper-Troupsburg Central School District Interscholastic Athletic Program is a natural extension of the high school curriculum that provides activities for the growth and development of our students. The program includes experiences in human relations as well as opportunities for developing each student physically and emotionally.

We view the Interscholastic Athletic Program as a very important part of education.

At Jasper-Troupsburg Junior-Senior High School, we believe that the interscholastic athletic program contributes significantly to preparing our students for becoming productive, contributing citizens of our community and society. A comprehensive program of athletic activities expresses our commitment to ensure the development of physical fitness and personal health, the acquisition of competent performances, and the achievement of excellence in the student's chosen sport.

In addition, our aim is to develop a student with an improved self-image, the ability to learn a new skill, and an intrinsic motivation for growth and development. We want to see a student who will demonstrate a willingness to accept responsibility for their actions, measure themselves against standards of quality, express ideas and solutions to problems, and value fair play, honesty, and cooperation.

Participation in the athletic program is a privilege one in which a student-athlete enters voluntarily. It is understood that with privilege comes responsibility to one's self, one's team, and one's school. Continued involvement in the athletic program is contingent upon dedication, hard work, respect, and a commitment to the academic and athletic programs.

COMPLIANCE

The Jasper-Troupsburg Interscholastic Athletic Program will comply with all regulations as stated in the Handbook established by the New York State Public High School Athletic Association. These include Regulations set forth by the Commissioner of Education. Jasper-Troupsburg will also comply with any regulations that may be set forth by Section V or the Steuben County League.

** PRE-SEASON MEETING**

In order for students to participate in the athletic program at Jasper – Troupsburg Jr. /Sr. High School, all students and their parent/guardian must attend a **Pre – Season** meeting with the Athletic Director to review the Athletic Handbook and policies pertaining to athletics.

** Concussion Management Program**

In order for students to participate in the athletic program at Jasper – Troupsburg Jr. / Sr. High School, all students-athletes will undergo a baseline examination for cognitive ability using the ImPACT system.

LEVELS OF PLAY FOR ATHLETES

Athletes participating in sports are expected to play at the level appropriate for their grade, age, and ability. Varsity coaches will serve as the heads of their respected programs. The head coach, along with other coaches within their sport, will determine the appropriate level of play for student-athletes. When appropriate, the Director of Athletics may be consulted to determine an appropriate level of play for an athlete.

Modified

This level of play is primarily for seventh and eighth grade students. Ninth grade students may play on a modified team if it is appropriate for the student to play at the modified level and league rules allow for such participation. The coach and Director of Athletics shall determine the size of a team.

The purpose of a modified program is to have:

1. Sportsmanship promoted as a function of the athletic experience;
2. Coaches focusing on the fundamentals of the sport, and the experience for the athlete learning the game;
3. Participation being promoted, with all athletes expecting playing time. The goal for the coach when considering playing time for each athlete is 50% of a contest, although this may not always be possible for every contest;
4. The experience of competing, and exploration of the sport being more important at this level than winning.

Junior Varsity

This level of play is primarily for students in grades 9 and 10. Juniors who are not capable of varsity play may be recommended by the Varsity coach to play JV. Teams may be limited in size as determined by the coach.

The purpose of a JV program is to have:

1. Sportsmanship promoted as the primary goal of the program;
2. An emphasis on individual and team development;
3. Participation based on competition for playing time. While adequate playing time for all athletes is an important goal, team members may not receive equal playing time;
4. An increased emphasis on winning;
5. Preparation of the athletes and the team to compete at the Varsity level.

Varsity

This level of play is primarily for students in grades 11 and 12. Students in grades 9 & 10 are eligible and may be selected for a varsity team if their level of play is consistent with the expectations of the Varsity coach. Teams may be limited in size as determined by the coach.

The purpose of a Varsity program is to have:

1. Sportsmanship displayed at all times;
2. Playing time that is earned, not granted;
3. Winning as one of the goals;
4. Athletes showing a commitment to the team, and teamwork expected from varsity athletes. These athletes serve as role models for younger athletes.

Athletic Placement Process (APP)

The Athletic Placement Process junior high students to try out for an athletic team above the current grade placement. The APP is a comprehensive evaluation of a student athlete's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and sport-specific athletic skill in relationship to other student athletes at that level.
Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:
a) Participation during five consecutive seasons in the approved sport after entry into the eighth grade; for team sports; or
b) Participation during six consecutive seasons in the approved sport after entry into the seventh grade, for individual sports.

Therefore, academic records will have a role in progressing through the steps of the APP process, so that a junior high student who might qualify for a JV or Varsity sport does not exhaust his or her eligibility to participate prior to the senior year.

Seventh graders will only be allowed to test up for the JV level for team sports such as soccer, basketball, cheerleading, or baseball. A 7th grader will only be able to test up for Varsity sports if they are considered individual sports, such as track, wrestling, and cross country.

Physical maturity is determined by the district medical director during a physical exam, one part of which uses the Tanner Scale. Upon passing this medical clearance, the student may proceed to the physical fitness and skill assessments as administered by the high school PE teacher. Upon successful completion of these physical fitness components, the athlete becomes eligible to try out for a JV or Varsity team as a junior high student. At the end of the third practice, the higher-level coach and Director of Athletics will determine the appropriate placement of the athlete. Once a student is accepted as a member of the team, they cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important that all parties involved consider the student athlete's ability to handle the additional demands socially and academically, as well as physically.

The APP was designed for mature and exceptionally skilled students to advance to an upper level and less developed students to participate at an appropriate lower level that is suited to their development and ability. The program is not to be used to fill positions on teams, provide additional experience, provide a place for junior high students when no modified program is offered, or to reward a student. It is aimed at the few select students who can benefit from such placement because of their level of readiness. It will also be fairer to the other students on the modified teams.

PROVISIONS REGARDING STUDENT-ATHLETES

1. Membership
Members will attend all activities unless excused by the coach. Members are expected to follow all rules as outlined in this document and/or the student handbook. Coaches may establish additional rules specific to their activity provided that: 1) the rules are in written form and distributed to all participants prior to the initiation of the activity, 2) such rules have the approval of the Director of Athletics.

2. Appearance
Student-Athletes are to act respectfully and dress neatly and cleanly when representing Jasper-Troupsburg Central School.

3. Sportsmanship
All participants should adhere to the characteristics of good sportsmanship in reference to teammates,
opponents, officials and spectators.
a. Students who are ejected from activities/games will be suspended from the next regularly scheduled event for that activity.
b. A student that continues to display poor sportsmanship, (i.e. physically or verbally showing disagreement with officials, trash talk, attempting to do or doing bodily harm to anyone), will be referred to the Athletic Advisory Committee which will decide all further penalties to be imposed. Such penalties could include dismissal from the sport for the remainder of the season, or dismissal from all sports teams for one year from the starting date of the specific activity involved.
c. The Athletic Advisory Committee will consist of the Director of Athletics (chair), principal, coach, and the Guidance Counselor. All decisions by this committee are final and not subject to appeal.

4. Attendance Eligibility
Students must be in school by the end of their first period class on the day of an activity.
a. Illegal absences and/or tardiness will prohibit a student from participation in an activity/ contest on the day of the infraction.
b. Excused absences (doctor's appointments, college visits, etc.) will be left to the discretion of the coach and/or Director of Athletics. For an absence to be considered excused, it must comply with the Board of Education Attendance Policy for excused absences and the note must accompany the student upon arrival to school.
c. Students are expected to be in school the day before and the day after an activity. One such incident will be left to the discretion of the coach. Any subsequent incidents will result in a meeting with the Director of Athletics, followed by a suspension of participation in the next scheduled contest. Frequent abusers will meet with the Director of Athletics and may be suspended from scholastic athletics indefinitely.

5. Health and Wellness
1. A student must be of good health to participate in a sport practice or contest. Therefore, if a student is ill and goes home during the school day or spends two periods or more in the health

office during a school day, they will not be eligible to participate in any sports activities on that particular day.
2. A student must be prepared for and participate in physical education class in order to participate in interscholastic athletics. Any unexcused offense of this rule will prohibit a student from participation in an activity/contest on the day of the infraction.

6. Sports Physicals and Injuries

1. Once a year all students participating in sports will have a physical.

2. Failure to have a physical when it is due means that a student is ineligible to continue in athletic participation. No student will be allowed to participate without a physical.

3. It is the athlete's responsibility to tell the coach if they are injured in a practice, scrimmage, or contest.

4. Athletes who see a doctor must have a medical release and see the school nurse before they can return to participation.

5. Athletes who are excused from physical education class by the school nurse, doctor, or parents cannot play or practice that day.

6. Athletes must return all athletic forms to the coach before they can practice.

7. Transportation

All student-athletes will ride to and from all activities in transportation provided by the school. Students can only ride home with their parents after written permission from the parent has been secured by the coach of the sport. Special arrangements must be made prior to the contest with the athletic director and administration.

8. Leaving an Activity

If a student-athlete quits a sports team, they will have 48 hours to request in writing to the coach for reinstatement. Upon receipt of the request, the coach will forward the request to the Director of Athletics within one school day. The Director of Athletics will decide within one school day of receipt of the request.

9. Curfew Hours

A reasonable curfew may be set by coaches with regard to evenings that precede a regular school day or activity. However, it shall be the responsibility of the participants to get proper rest so as not to hamper their performance both in the classroom and in the activity.

10. Behavior

A. General Expectations

All student-athletes are expected to exercise appropriate behavior in school and in the community. Participants must refrain from profane and abusive language and/or gestures at

all times. Students are to respect and be considerate of others, personal belongings in our and other schools. All inappropriate behavior is to be dealt with in a manner consistent with the consequences listed in the student handbook. If the behavior is outside the realm of the handbook, the coach is to consult with the high school principal or their designee.

1. In-Class: Students are expected to complete all assignments and to be courteous and considerate to teachers and other students.
2. Students will not be permitted back into the building after 3:20 unless they are being supervised by a coach or are participating in a practice or game. Therefore, all books and personal belongings that are needed that evening should be taken by the athletes when they exit the building at the end of the regular school day.
3. A student that leaves the building during an after school/evening activity will not be allowed to re-enter.
4. Hallways: Students must display appropriate behavior in regard to the following: horseplay, open affection, language, fighting and verbal assaults on others.
5. Cafeteria: Students must use the cafeteria in a neat and orderly manner and should display the same behavior as outlined above.

B. After School Detention (ASD)

1. The purpose of ASD is to provide a means of consequence for students whose classroom, hallway, or other in-school behavior needs correcting. A student may be assigned to ASD for infractions of student handbook rules, or infractions of individual classroom teacher's rules
2. Students assigned ASD on a specific day will be expected to serve their time in ASD before they are to participate in a practice or contest.

11.Academic Eligibility

Warning-Supervised study-Ineligible: WSI is used to notify and motivate students to complete assignments, and to study in a timely and productive manner. Parents/caregivers will be notified by the individual teacher via email on Monday, or first school day of the week, regarding their child being placed on WSI. A paper copy will also be mailed to the address on file.

5. Students may be given a "Warning" if they're not sufficiently completing assignments, even if they're passing the course. This is a discussion between the student and teacher, but may also include parent/caregiver contact.
6. Students may be placed on "Supervised-study" if they're under 65 at teachers' discretion.
7. Students may be Ineligible if they have been on "Supervised-study" for one or more weeks at the teacher's discretion.
8. Students may use the copy of the WSI report they received to communicate with teachers when work is completed.

A. School Tool will generate a list of students who have a score of lower than 65 and each teacher must decide if the student is to be put on the WSI list.

B. The duration of WSI will run from Monday 12:00 p.m. to the first day of the next school week at 12:00 p.m. Students who are on WSI will remain on the list for the duration of one week with no exceptions.

C. Student-Athletes who are placed on WSI will be required to complete any required school work for the first 30 minutes of practice. Students who are Ineligible may not compete in games or events.

12. Chemical Health

Significant findings in health research have confirmed the undesirability of using tobacco, alcohol, marijuana, and other controlled substances. Unfortunately, education and reasoning alone are not always sufficient to deter youngsters from the use of those substances. Therefore, the school must deal with its students who fail to abstain.

A. First Offense

Serious accusation of a **first offense** involving possession of, or documented use of tobacco, smokeless tobacco, marijuana, alcohol, or other controlled substances, or being in the presence of illegal aforementioned substances during any season of participation will result in the accused meeting with the Athletic Advisory Committee, consisting of the Director of Athletics, principal, guidance counselor, and/or school nurse. The coach of the sport may also be asked to be a member of the committee. If the student is found to be guilty, strict penalties will be imposed.

Penalties for a **First Offense** are as follows:

1. Student will serve a **60-day** suspension from the sport. If the sport has less than 60 days left in the season, the athlete will finish the suspension during the season immediately following the season in which the violation occurred. The 60 days will count days that fall within the dates of any particular sport season. Therefore, down-time between sport seasons will not count toward the 60 days. If the infraction occurs with less than 60 days remaining during a spring sport, the suspension will carry over to the first sport season that the athlete participates in during the next school year. Within one day of the hearing, the Director of Athletics will provide in writing to the athlete the date that the athlete will be able to resume participation in a sport.

2. Students found to be in violation of the chemical health policy regarding illegal substances will be required to pass a drug screening before returning to any sports team. The screening shall be administered by a licensed physician at the expense of the parent or guardian.

B. Second Offense

Serious documented accusations of a **second offense** of the chemical health policy by the same student during the same or any subsequent period of eligibility will result in the offending student meeting again with the Athletic Advisory Committee. If the student is found to be guilty, more stringent penalties will be imposed.

Penalties for a **Second Offense** are as follows:

1. Student will be suspended from all interscholastic athletics for the period of **ONE YEAR**. The suspension will begin the day of the hearing and end one year from that particular date.
2. Students found to be in violation of the chemical health policy regarding illegal substances will be required to pass a drug screening before returning to any sports team. The screening shall be administered by a licensed physician at the expense of the parent or guardian.

C. Third Offense

Serious documented accusations of a **third offense** of the chemical health policy by the same student during any subsequent period of eligibility will result in the offending student meeting again with the Athletic Advisory Committee. If the student is found guilty, a no tolerance penalty will be imposed.

Penalties for a **Third Offense** are as follows:

Student will be **BANNED** from all interscholastic athletics for the duration of their high school career. The banishment will begin the day of the hearing and continue through graduation or until the student is no longer enrolled at Jasper-Troupsburg.

NOTE: At the conclusion of any hearing held by the Athletic Advisory Committee, such Committee shall prepare its finding of fact and determination of penalties within one (1) school day of the conclusion of such Hearing, it will provide this information to the student, and shall file the same with the Superintendent.

D. Appeal Process

Students have the right to appeal the decision of the Athletic Advisory Committee to the Superintendent (in writing, within five (5) school days) for review of the procedures, findings, and penalties imposed by any Hearing Committee. If the appeal is granted, an Appeal Committee, chaired by the Superintendent or his designee and consisting of four or more of the following (excluding members who served on the Hearing Committee), will consider the matter and issue a written report:

1. Administrative Assistant
2. Elementary Principal
3. Members of the Board of Education (non-related)
4. Substance Abuse Committee Members
5. Other Coaches/Activity Advisors

Such Appeal Committee convened by the Superintendent shall have the authority to confirm the findings of fact and penalty of the Hearing Committee or make its own findings of fact and decision concerning the penalty. Any student that believes they were adversely affected by such a final decision of the Superintendent's Committee may appeal the findings of fact and penalty to the Board of Education (in writing and within five (5) school days). The Board of Education will meet as soon as reasonably possible after filing such appeal to review the case and either confirm the Superintendent's Committee's decision or modify the same, as the Board of Education shall deem appropriate.

12. Participation

Students will be permitted to participate in only one interscholastic sport per season. Those who quit one team to join another team or join a team that has competed in the first scheduled contest, must have the approval of the Director of Athletics.

13. Eligibility

No student may participate in an interscholastic sports activity (including try-outs and practices):

1. Until a Pre-season Health Update form has been filed with the school nurse.
2. Until the student receives a physical examination from a physician.
3. Without abiding by all the regulations set forth in the NYSPHSSA handbook.
4. Following an injury that requires a physician's care, until a doctor's release form (countersigned by a parent) is presented to the school nurse.
5. Until uniforms and/or equipment from previous participation are returned or arrangements are made to pay for such equipment with five (5) days following the completion of a sport.

Awards

Aside from the personal satisfaction achieved by student-athletes through competition, the district also feels it is important to recognize student-athletes for their participation in its many sports programs. The awards and criteria are as follows:

1. An athlete earns a Varsity letter after they have completed at least one season at the varsity
level in which they have played at least 50% of the time. If a question arises concerning an individual athlete, coach’s discretion will come into play.
2. When a student is first eligible for more than one letter, they will receive a sports pin for the second sport.
3. If a student already has a letter and a sports pin, they will receive a service bar.
4. For a senior to be eligible for a Senior Award, they will have had to have played varsity sports for three seasons in each of three years.

Detach this form and return to the coach

Jasper-Troupsburg Athletics
Consent Form
(STUDENT)

Name of Student-Athlete _____ Year _____
As a student- athlete participating voluntarily in interscholastic athletics at Jasper-Troupsburg, I understand that:

1. I will abide by the Jasper-Troupsburg's code of Conduct, the school's Athletics Handbook, and the coach's team rules, and the laws of the N.Y.S.P.H.S.A.A. and Section V.
2. I will conduct myself in an exemplary social manner at all times.
3. I will be responsible for all athletic equipment issued to me throughout the season, will return such equipment at the conclusion of the season, and pay the current replacement cost for any of the equipment not accounted for by me at the end of the season.
4. I will not use or be in possession of tobacco, alcohol, or narcotics. If I do use any of these substances, or am in possession of such substance, or suspended from school for use of possession of these substances, I will be subject to disciplinary action as outlined in the handbook.
5. I may be dropped from the team and receive no award should I be suspended from school for gross misbehavior (i.e., student code of conduct violations).

I know what is expected from an athlete who represents the Jasper-Troupsburg Central School District, and I am prepared to so distinguish myself.
Student Signature: _____ Date _____

(PARENT)

As the parent/guardian of _____, I have reviewed the Rules and Regulations of the Jasper-Troupsburg Athletic Handbook and understand that academics in school and safety of student-athletes are an integral part of interscholastic athletics. Therefore, I understand the importance of rules enforcement by the Administrative and coaching members of the J.T. Athletic Program. I also realize that participation in athletic activities could result in serious injury, paralysis, or even death and that as a parent, I am a part of a team with the school to ensure that safety will be the main goal of all persons involved.
Parent Signature: _____ Date _____