ELEMENTARY STUDENT-PARENT HANDBOOK

2026-2027

BIG CROSS STREET ELEMENTARY SCHOOL: 518-792-2619

JACKSON HEIGHTS ELEMENTARY SCHOOL: 518-792-1071

KENSINGTON ROAD ELEMENTARY SCHOOL: 518-793-5151

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A Glens Falls Graduate has a rigorous and relevant academic foundation, strong character, and is:

- Equipped with skills for life including perseverance and grit.
- A lifelong learner with a growth mindset.
- An effective communicator.
- A critical thinker.
- A compassionate, collaborative, and engaged citizen.

Welcome to GF Nation!

Mission

Glens Falls City School District educates, supports, and inspires all students as they learn to become productive and engaged members of their community.

Vision

At GFSD, we are a dynamic and inclusive school community focused on the success of all students in achieving graduation by fostering diverse pathways and providing a multitude of engaging experiences.

Core Values

We believe that we can achieve our vision and accomplish our mission if in all of our work we focus on clearly defined and consistently demonstrated core beliefs.

- CHARACTER: Fostering integrity, compassion, and accountability
- EXCELLENCE: Encouraging growth through continuous learning and development
- COMMUNITY: Cultivating unity through inclusivity and support



Student Placement



The Registration Zones map on gfsd.org indicates what a student's "home" elementary school will be. If you are unable to access the information in this map, please contact the Registration Office at (518) 792-0107.

Our mission is to educate, support, and inspire all students. For elementary students, this happens in their most fundamental environment is usually their individual classroom. Our intent within the district's student placement procedures is to place each student within their "home" elementary school — and most of the time, that's what happens.

But when elementary class sizes at a particular building have reached an upper limit, the superintendent has occasionally assigned families registering after the school year has started to the building and classroom with the fewest students, instead of their "home" elementary school. This flexibility in initial student assignment is designed to provide the best balance in class size for ALL district children.

Usually, this procedure is not considered until after the school year has begun, and when new families are entering the district for the first time. Administrators determine each school's number of class sections in the springtime, based on expected enrollment for the start of school in September. But as new students enroll and classes become full, those new students and/or families may be placed in another building.

Class sizes have long been a focus area as our Board of Education, our school community members, our families, and our staff members have discussed and prioritized district goals and objectives. Having equalized class sizes across each elementary grade level optimizes the use of our facilities and staff, and balances teacher attention to student educational needs.

The district's general procedures allow the superintendent to assign incoming students to specific elementary buildings, if necessary, so that class sizes will be as balanced as possible across the district.

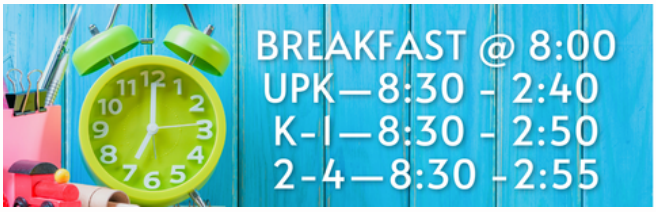
The following points may help you understand the parameters of this procedure:

- Generally speaking, if a family lives within a mile of two elementary schools, the Superintendent may assign that family to either school upon registration.
- Once a student/family is assigned to an elementary school, they will stay in that school through fourth grade (i.e. they would not be re-assigned after their initial entry).
- If older siblings in a family are already attending an elementary school, the incoming student will be assigned to the same school. Assignments will not change for established students & families.
- Students/families will not generally be assigned to an elementary school more than one mile away from their residence.

Whether a family enrolls in Big Cross, Jackson Heights, or Kensington Road elementary school, they will find the same great educational experience that has defined Glens Falls through the years.

Please feel free to call Superintendent Dr. Krislynn Dengler at 518-792-1212 or e-mail her at kdengler@gfsd.org with any questions on this placement policy. We look forward to being partners with you in your child's academic success.

Attendance



If your child is going to be absent from school, PLEASE CALL THE OFFICE BETWEEN 8:00 AND 9:00 A.M. If we don't hear from you by 9:00 a.m., we'll call you at home. When your child returns to school, they should have a written excuse.

Regular attendance is important to the progress of each student. The only legal excuses for a student's absences are:

- Illness on the part of the student
- Illness or death in the family
- Religious observance
- Impassable roads or weather
- Court appearances

All other absences are considered unexcused by the New York State Education Department and must be noted on the student's attendance record.

It is extremely important that your child arrives at school on time. Their day begins promptly at 8:30 a.m., however, if a student is tardy (after 8:35 a.m.) they should report to the office and sign in with the office staff before reporting to their classroom.

The importance of good school attendance has become more significant than ever before. We would like to partner with families to strengthen school attendance, family participation, and build a supportive, positive school community. Many research studies point to the importance of good attendance, including arriving on time for school, as a basis for academic and social success. Students that come to school consistently and on time are more likely to develop positive relationships, have a positive self-image, and perform better in the classroom.

The attendance procedures in place for the 2026-27 school year are as follows:

- Students with a minimum of 5 absences will receive a LEVEL 1 attendance letter. This letter will inform you of the number of days your child has been absent.

- Students with a minimum of 10 absences will receive a LEVEL 2 attendance letter. A mandatory meeting will be scheduled with you and school personnel to create a plan for improved attendance.

- Students with a minimum of 15 absences will receive a LEVEL 3 attendance letter. This will be the last notice before further action is taken.

Section 3205 of the New York State Education Law requires the district to monitor student attendance and intervene when students are not attending regularly. Persistently poor attendance will result in a home visit from a school staff member and/or School Resource Officer. As mandated reporters, school staff are required to report instances of educational neglect to the NYS Hotline when students are displaying chronic absenteeism without sufficient communication and documentation from their parent/guardian. Absences in excess of 10 consecutive days may require medical documentation.

Please understand that this is a cooperative effort to ensure all students attend school regularly; we all aim for the same goal — happy, well-adjusted, and successful children.

Arrival and Dismissal



The student day for the 2026-27 school year is as follows:

Universal Pre-Kindergarten:
8:30 a.m. to 2:40 p.m.
Grades K-1: 8:30 a.m. to 2:50 p.m.
Grades 2-4: 8:30 a.m. to 2:55 p.m.

Students are encouraged to arrive at 8:00 a.m. each day to eat a FREE, hot breakfast in our cafeteria. Students who choose not to eat breakfast should arrive at school no earlier than 8:20 a.m.

- All students should be lined up and ready to enter the building at 8:30 a.m.
- Students will be directed by their teacher as to which door they use to enter the building.
- The following summarizes the arrival procedure for our students:

1. Arrive at school no earlier than 8:00 a.m. for breakfast or 8:20 a.m. for classes, and go to the designated door.
2. Line up according to grade level and class.
3. Keep backpacks on back.
4. Be courteous to others - no fighting, pushing, running, etc.
5. Stay in line and visit quietly with friends until entering school.

A child who arrives at 8:35 a.m. is tardy and should stop first in the main office. A parental excuse is required for all tardy arrivals.

Daily dismissal will begin at 2:40 p.m. for UPK. Kindergarten and 1st Grade students dismiss at 2:50 p.m. Grades 2, 3, and 4 are dismissed at 2:55 p.m. Arrival and dismissal times are busy times of day, and our children's safety is of utmost importance to us all. In order to avoid traffic problems, please deliver and pick up your children in a timely fashion.

Glens Falls Police Department provides crossing guards at strategic locations around the City for the safety of our children and families walking to and from school. Children must walk to the crosswalk to cross any street. Please stay on sidewalks and walk (no running) when entering or exiting the school.

Early Dismissal

Please come to the office when you wish to take your child out of the building before the regular dismissal time (UPK: 2:40 p.m.; Grades K + 1: 2:50 p.m.; Grades 2, 3, 4: 2:55 p.m). Once the office is notified, the classroom teacher will send your child to the office.

We ask that you send a note to the teacher on the day your child is leaving early. Whenever possible, try to avoid scheduling appointments during the school day.

Appropriate Dress

Shoes or sneakers are required and should be worn at all times. Appropriate clothing is necessary. For safety reasons, flip-flops, thong sandals, or any other type of backless shoe should not be worn by students. Heels are not appropriate for school. Please no spaghetti strap shirts (two finger strap width) and no midriff showing.

During the cold and snow season, children should have coats, snow pants or snowsuits, hats, mittens or gloves, and boots everyday. Outdoor recess continues through the winter months unless it is a severely cold or stormy day. That decision is made daily at recess time, so please send your child prepared for outdoor recess every day. Also, please label all items with your child's name.

Bicycles



By State law, no one under 16 years old can operate an e-bike or e-scooter anywhere. E-bikes and e-scooters are not allowed on school grounds.

Fourth grade students are permitted to ride bicycles to school throughout the year. Third graders may ride bicycles to school in the spring after they have completed the bicycle safety program sponsored by the school. K-2 students may ride bicycles with an adult only. Helmets are a MUST for any student riding a bicycle.

The school does not assume responsibility for theft or damage to bicycles. Therefore, it is important that bicycles be secured to the bike rack with locks. Bicycle racks are located at each school.

Students must obey all New York State bicycle rules, including the provision relating to helmets. Additionally, for safety reasons, students must walk the bicycle once they are on school property. School property includes all walk and drive areas surrounding the school. Bicycle privileges can be revoked if rules are not followed.

Breakfast/Lunch Program

As part of the Community Eligibility Provision, all students enrolled in the Glens Falls City School District will receive a healthy breakfast and lunch each day at no cost for the entire school year. There is no need for families to pay any fees for these meals—your child(ren) are automatically eligible to participate in this program.

These free meals are a result of the United States Department of Agriculture (USDA) expanding access to the federal Community Eligibility Provision (CEP). CEP allows eligible schools participating in the National School Lunch and School Breakfast Programs to offer school meals at no charge to all students.

Students will still provide their lunch code when going through the cafeteria line, even though complete meals are free.

Lunch menus are available for each school on www.gfsd.org, and the time of your child's lunch period depends on their grade level.

Civility

The Glens Falls City School District believes that all schools should be places where mutual respect is practiced and reinforced by all who enter them. The Glens Falls City School District will treat students, parents, and other members of the public with respect, and expect the same in return.

The district is committed to keeping schools free from disruptions and prevents all activities that threaten the educational process. This practice promotes mutual respect, civility, and orderly conduct by and among board members, teachers, administrators, staff, students, parents, and the general public.

Civility should permeate the entire organization. The best way to ensure an environment of civility is to constantly practice it. Modeling the behavior we wish to see sends a sound message that all people need to be treated with respect.

Curriculum and Support Services



Courses of study in the elementary school provide for instruction in mathematics, reading, English language arts, social studies, science, spelling, writing, computer skills, library skills, physical education, art, music, and health and safety education. Specific courses of study have been developed to include content appropriately related to the educational maturity of students at particular grade levels.

Remedial and enrichment programs are also provided to accommodate children who may benefit from supplemental instruction. Teacher recommendation and appropriate evaluation determine this. Particular details can be obtained from teachers and building principals.

Speech: Some students receive Speech and/or Language Therapy. When a student has a speech and language disorder, they have difficulty understanding thoughts, expressing them, or producing correct sounds.

Reading: For students experiencing difficulty with reading, we offer small group instruction for students in grades K-4.

Math: For students experiencing difficulty in math, additional support is provided by the classroom teachers, assisted by a classroom aide, in grades 1-4.

Occupational Therapy: Occupational therapy (OT) helps children participate in daily activities, play, and academics by helping them develop the fine motor skills they need for activities like writing, cutting, and using classroom tools.

Psychologist: The services provided by the school psychologist range from individual evaluation to consultations with parents, students, teachers, and other school staff. Referrals to the school psychologist may come from parents or teachers, and may involve questions about academic, behavioral or other concerns.

Social Worker: An elementary school social worker is available to assist the teaching staff and the student body in a variety of ways. A priority function of this position is linking families to the school, creating and supporting the home-school connection.

Dignity for All Students (DASA)

The Dignity for All Students Act (The Dignity Act) went into effect on July 1, 2012. Its intent is to create more nurturing school environments free of discrimination and harassment. Identified in the legislation are those who are subject to intimidation or abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

The Dignity Act defines harassment as “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…”

Both students and school staff members are covered under the Act, and its protections apply to all school properties.

Dignity Act coordinators include:

- Paul Morcone, Big Cross Street Elementary School: 518-792-2619
- Ryan Estey, Jackson Heights Elementary School: 518-792-1071
- Tricia Ten Eyck, Kensington Road Elementary School: 518-793-5151
- Amanda Simmes, Assistant Superintendent for Curriculum & Instruction: 518-792-0107

Emergency School Closing/Snow Days



Snow days/delays are announced as a closing for the **Glens Falls City School District** and not for a particular elementary school. Please remember that Glens Falls ***Common*** is Abraham Wing, and not our district.

Glens Falls City School District believes the best place for children to be is inside our schools: learning, growing, and flourishing every day. We have a large contingent of economically disadvantaged, "school-dependent" students who rely on our schools for a warm breakfast and lunch, support through our school-based mental health professionals, positive daily connections with teachers, and extra-curricular belonging. This is why GFSD tries very hard NOT to close or delay, if possible.

We do recognize that as a walking district, students and families may experience challenges in getting to and from school in inclement weather. As parents, you are the first and most important authority when it comes to your child's safety, especially during challenging weather conditions. While schools may remain open during inclement weather, you have the discretion to decide whether it is safe for your child to travel. If road conditions or weather seem hazardous, your judgment is trusted and respected in determining whether to keep your child at home for the day.

In the rare event that school needs to be delayed or closed due to heavy snow or extreme cold (air temperatures approaching -30, as an approximation), these alerts will be announced in multiple ways.

The most immediate and direct communication will come in the form of a text message and/or email from ParentSquare to all district families and staff. You will automatically receive these alerts, if we have your current, complete contact information on file.

We all know that sometimes the power goes out, sometimes the internet goes down, and sometimes technology just doesn't work. Whatever the case may be, it is important for families to have *multiple* sources of credible information on closings or delays. Please determine *now* at least two of the following avenues where you will look for school closings and delays to be communicated/confirmed:

- Like the district's official Facebook page ***@ GlensFallsCSD***
- Follow the district's official Instagram account ***@ GlensFallsCSD***
- Bookmark the district website at home: ***www.gfsd.org***

Closings will also be listed on local TV stations (Channels 6, 10, 13, and Spectrum), newspaper websites, and radio station websites. It will be announced as a closing for the Glens Falls City School District and not for a particular elementary school.

Health Services



In Glens Falls City Schools, we value the health, safety, and well-being of every student and staff member. School health services are provided by professional registered nurses, and at times, our school physician.

In addition to giving first aid and assisting students who have accidents or are ill during school hours, the nurse is available to advise students regarding problems, health, and hygiene. The nurse also maintains the students' health records and is responsible to see that all required medical examinations and vaccines are up-to-date.

Your child will receive yearly screening evaluations for sight, hearing, weight, stature, and spinal alignment. If any abnormalities are noted you will be notified. If you have a concern about your child's status in any of these areas, bring it to the nurse's attention. Physicals are required prior to kindergarten entry and again in second and fourth grades. The child's physician can complete the physical or the school doctor will perform a physical.

Whenever children are together in large groups, concerns arise regarding the transmission of communicable diseases. The following guidelines have been developed to optimize the health and school attendance of all children.

As a reminder, your child should stay home if they have:

- A fever 100.0 degrees or higher
- Been vomiting or have diarrhea
- Symptoms such as: extremely sore throat, uncontrollable coughing or sneezing, excessive fatigue with body aches

Also, please note the 24-hour rule:

- FEVER: Keep your child home until his or her FEVER has been gone without medicine for 24 hours
- VOMITING OR DIARRHEA: Keep your child home for 24 hours after the LAST time he/she has vomited or had diarrhea
- ANTIBIOTICS: Keep home for at least 24 hours after the FIRST dose of antibiotic for anything like strep throat, pink eye, or ear infections

The nurse evaluates incidents of illness and injury in school. If she/he deems the child too ill or requiring further medical evaluation, she will notify the parent or other designated responsible party. The parents or other responsible adult is expected to pick the child up in the Health Office promptly. In selecting an individual to act as an emergency contact for your child, please ensure that they live locally, can be available if needed, can arrange transportation, and have the authority to seek medical care for your child in your absence.

NO MEDICATION is given in school (including cough drops, ointments, Tylenol, etc.) unless a physician has determined it is essential during school hours. If your child's doctor feels a medication is needed in school, NYS Education Law requires:

1. A written doctor's order
2. A parent/guardian's written authorization
3. The medication in its pharmacy or drug company labeled container
(Your pharmacy will give you a second labeled container if needed for school.)

Under no circumstances should a child bring any medication to school. Parents should bring any authorized medication directly to the nurse.

All health concerns should be discussed with the school nurse so a plan of care or action can be developed. Physical Education and outdoor recess participation may be excused for one session with a parent's written request. Any additional exclusion requires a written physician's statement.

Homework Policy



Study skills are taught in grades K-12. They encourage students to work independently, use time wisely, follow directions, and develop responsibility and respect of self, others, and property. Different study skills are introduced at each grade level and continue to be reinforced and applied throughout a student's education. Parental involvement in the understanding and practice of these study skills is essential to a student's educational success. Parents are expected to learn about these skills by visiting school, attending informational meetings, reading handouts, and encouraging use. After becoming informed, parents are expected to take an active role in monitoring assignments.

Students in grades UPK-2 will receive a folder to help organize papers going to and from school. Students in grades 3-4 will receive a daily organizer for homework assignments. The folder or daily organizer is available to each student at the beginning of the school year. Replacements are available in the main office, and cost $5 each.

All students need to apply their learning. Whether or not new work has been brought home, students need to read or reread and review material they have learned. Moving information from short term to long term memory takes daily effort.

Homework is reinforcement, or practice, of the work done at school. In addition to making learning permanent, it will have a positive effect on character development. Homework should become a daily habit. **It is a vital link between school and family.** Time should be planned daily for this important task.

Homework has different purposes at different grades. For all students it should foster positive attitudes, habits, and character traits. As the students get older, it also facilitates knowledge and acquisition in specific tools. Homework is required at all grade levels but the type of homework may differ.

The following are outcomes of successfully completing homework:

⇒ Positive attitudes towards learning and responsibility are fostered.
⇒ Assignment completion increases skill and knowledge acquisition.
⇒ Assignment performance and concentration improve with practice.
⇒ Self-esteem is bolstered as assignments improve and grades rise.

From Board policy #8440, practice and preparation homework in grades K-5 should not exceed an average of ten minutes per grade level, per night. For example, grades K-l = 10 minutes; grade 2 = 20 minutes, etc. This does not include extended projects/assignments or studying for tests. Consideration should be given to each student's individual needs and abilities. Consideration for flexible due dates may apply for some students for homework assignments. The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program.

Instrumental Music



All fourth grade students who wish to take lessons are encouraged to sign up for lessons during early September. Tips for parents:

1. Help the students set up regular practice times.
2. Sign practice charts.
3. Encourage good practice habits and commitment to the instrument on a long-term basis.

There is no charge for the use of the instrument for the first year, or for the lessons themselves. However, students are required to provide their own instruments at the beginning of the second year of study with the exception of some of the larger instruments.

STRING INSTRUMENTS: Starting in fourth grade, students have the opportunity to take string lessons. Lessons are held one time per week and concert performances are also part of this program.

BAND INSTRUMENTS: In fourth grade, students may apply for a band instrument. Lessons are once a week and concert performances are also part of this program.

Home/School Communication

Students in grades UPK-2 use folders to bring home important information, homework, etc. Students in grades 3-4 use planners/ organizers. Please be sure to check your child's folder or planner every day.

Every school in the district uses ParentSquare as the main communications platform between teachers, principals, coaches, and parents/families. You will automatically receive email and text updates from your child's classroom teacher, for snow days or other time-sensitive updates, and for general event reminders and other important information. It is very important that your email address and phone number(s) are accurate in order for you to receive these messages. If either changes during the year, be sure to call the main office secretary with your updated contact information.

Teachers and service providers can most easily be reached through ParentSquare or by email. If you wish to speak by telephone with a teacher or service provider, you may leave a message in the main office that will be delivered to the teacher during an academic break. It is not always possible for a teacher to be reached during instructional time.

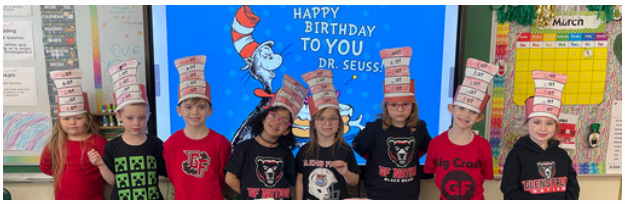
Download the app!

ParentSquare™

APPLE DEVICES

ANDROID DEVICES

Library



The Library is open at a variety of times throughout the school day for students to obtain books and materials. Our Library Media Specialists also direct many of the STEAM (Science, Technology, Engineering, Arts, Math) activities and explorations in 3rd and 4th grades. Reading is promoted with activities throughout the year, such as our springtime PARP (Pick A Reading Partner) program, which includes special activities, incentives, and awards for extra reading students do outside of school hours.

Since borrowing books and other materials from the library is a responsibility for our children, we encourage you to stress the importance of returning items on time. Help them find a "safe place" to keep things at home and emphasize the importance of caring for books.

Lost and Found

All lost items will be kept for one month. If they remain unclaimed beyond that time they will be donated to charity. Please check the lost and found promptly if you find your child has misplaced something. We suggest that you mark coats, lunch boxes, etc. with your child's name so that these items can be returned if found.

Parent-Teacher Association

The Parent-Teacher Association is a very active organization of parents and teachers dedicated to promoting school programs and activities. Participation in the PTA is a wonderful way to become involved in your child's school program. It is also a great way to meet other parents and become active participants in our community.

New York State Testing

New York State assesses student performance at grades three and four. English Language Arts and Math assessments will be administered during the months of April and/or May. (please check the district website for updates: www.gfsd.org)

Occasionally, other standardized tests are administered to groups of students to determine strengths or areas requiring more intensive instruction in a particular subject area. Individual students may also be evaluated periodically to assist us in determining appropriate grade or group placement. Parents may request information relative to standardized testing results through the Building Principal.

Elementary Half Days

The Glens Falls City School District schedules early dismissal days for parent-teacher conferences and for professional learning collaboration during the school year. On these half days, elementary students are dismissed at 11:30 a.m.

All parents are urged to participate in parent-teacher conferences. They provide us with the best possible link for ensuring excellent home-school communications and cooperation. Please contact your child's teacher if you feel additional conferences are needed.

The parent-teacher conference days for 2026-27 are:

- **Monday, November 16th**
- **Tuesday, November 24th**
- **Thursday, December 3rd**
- **Wednesday, March 10th**

Technology



The Glens Falls City School District offers elementary school students access to Chromebooks and other devices to facilitate and enhance learning. The school district provides Internet access for educational uses only and as such, the network may only be used for activities that support and are consistent with the educational objectives of the district.

In the elementary schools, there is no use of the Internet without adult supervision. All computers with network capability have Internet filtering installed to protect students from accessing inappropriate sites or materials. Students are responsible for appropriate behavior on the school's computer network, and on district-owned devices. It is expected that they will comply with District standards and the specific rules set forth. The use of the network is a privilege, and access may be revoked if abused.

Students and parents/guardians are expected to understand that unacceptable use of school computers includes the following:

- Attempting to access websites or files they are not allowed to access
- Attempting to harm the computer system or files
- Destroying the data of another user
- Using the ideas or copyrights of others and presenting it as their own work
- Downloading or installing any programs or files without permission
- Any unlawful activities

Our District website is www.gfsd.org.

The district's guidelines on Artificial Intelligence (AI) use by students and staff can be found at this link:

READ POLICIES

With regards to technology, we follow these rules:

- Students will only access websites that are given to them by a teacher or that they find with a valid search engine.
- Students will never give out personal information such as their name, address, telephone number, or the name of their school without permission.
- Students will tell their teacher right away if they come across any information that makes them feel uncomfortable.

Personal Electronic Communication Devices

To maintain a focused and distraction-free learning environment, the use of personal electronic communication devices by students during school hours is prohibited. This policy applies to, but is not limited to: mobile phones; smartwatches; tablets; wireless earbuds; personal gaming devices; and any other electronic devices capable of communication or internet access. Exceptions to this policy may be granted by school administration for medical necessities or other extenuating circumstances. Such exceptions must be requested in writing and approved in advance.

Any electronic communication device seen or heard during school hours will be confiscated by school staff. If parents send students to school with devices, the devices should be turned off and left in backpacks. If a student needs to contact a parent or guardian during the school day, they must do so through the school office. If parents need to contact their child during school hours, they should call the main office.

Confiscated devices will be turned in to the school office, labeled with the student's name, and securely stored until the end of the school day. Confiscated devices may only be retrieved by the student at the end of the school day. The school is not responsible for lost, stolen, or damaged electronic devices brought to school in violation of this policy. Repeated violations of this policy may result in requirement for a parent/guardian to retrieve the device, loss of privileges, or other disciplinary actions as deemed appropriate by school administration.

Registration and Transfers



All students entering school must have their New York State-required immunizations. If they do not have them, they must receive them within a reasonable length of time or they may be excluded from school. Registration for all Glens Falls City Schools is at the Central Registration Office in the Administration Building, 15 Quade Street. Call for an appointment: 518-792-1212 x2005. ***If you are moving, you must notify the school office.*** This will facilitate a smooth transition of academic/health records to your child's new school.

Universal Pre-Kindergarten

The UPK program at Glens Falls City Schools runs from 8:30 a.m.—2:40 p.m. UPK students participate in school-wide activities such as assemblies, specials, and the breakfast/lunch program. UPK seats are filled through a lottery system each spring. For further information on Universal Pre-K, please contact Mrs. Amanda Simmes, Director of Curriculum and Instruction at 518-792-0107.

Use of School Facilities

The school facilities are available for public use during times that do not interfere with educational programs. Inquiries should be made at the main office.

Visitation/Locked Door Policy

In order to have a consistent district-wide elementary program concerning visitors entering the school building, the elementary schools' exterior doors are locked at all times.

All visitors to the school must report to the main office upon arrival at the school. There they will be required to provide a driver's license or other government-issued identification for scanning into the Raptor Visitor Management system. The Raptor system enhances school security by reading the government-issued photo IDs of visitors, comparing visitor identity information to a sex offender database, reviewing the same identity for any alerts that the school or District may have applied to a person, notifying school safety personnel if a match is found, and then (assuming no match was made) printing a badge for the visitor to wear at all times while on school grounds. The visitor must return to the main office and sign out before leaving the building.

All visitors are expected to abide by the rules for public conduct on school property contained in the code of conduct on the following pages.

Glens Falls City School District Elementary School Code of Conduct

This Code is in compliance with the requirements of the Dignity for All Students Act, enacted July 1, 2012, and Project SAVE Legislation, Education Law 2801, and section 100.2 of the Commissioner's regulations, enacted July 1, 2001. Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

I. Introduction

Our Mission: GFSD educates, supports, and inspires all students as they learn to become productive and engaged members of their community.

Our Vision: At GFSD, we are a dynamic and inclusive school community focused on the success of all students in achieving graduation by fostering diverse pathways and providing a multitude of engaging experiences.

The Glens Falls Board of Education, the administration and staff recognize that the enrichment and, in fact, the very survival of any group come about only as its individual members practice self-discipline and demonstrate behavior which does not infringe or intrude on basic rights and freedoms of others. Responsible exercise of individual freedoms means respect for the democratic process and for the rights of all. Only in an atmosphere of mutual respect, self-restraint, civility, and trust among all, can these freedoms flourish.

The administration and staff are committed to the task of school management in a manner consistent with the legal and moral rights of all, but will neither tolerate nor condone actions or conduct in violation of this "Code of Conduct." In setting forth the following Code, nothing contained herein is intended, nor shall be construed, to limit or restrict freedom of speech, nor peaceful assembly, nor any constitutional or legal individual right.

The Code shall not prevent or limit communication between and among students or relieve Glens Falls City Schools of its special responsibility for self-regulation in the preservation of public order. The Code does not prevent or restrain controversy and dissent. However, the Code does prevent abuse of individuals and, therefore, maintains the stable environment appropriate to a public school.

II. Definitions

For the purpose of this Code, the following definitions apply:

"***Disruptive Student"*** means an elementary (UPK-Grade 4) student who substantially interferes with the educational process or who endangers the well-being of him/herself or others.

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

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

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

"Weapon" includes all types of objects that can cause serious injury or death and thereby endanger student safety.

"Time-Out" is considered that period of time when a teacher employs informal strategies to refocus a student towards positive behavior (less than one class period).

"Removal" is a formal procedure whereby a student is removed from a classroom due to disruptive behavior for a class period or longer, not to exceed three consecutive calendar days.

"Suspension" is defined as a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board of Education retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

III. Student Bill of Rights and Responsibilities

A. Student Rights

1. Students have the right to education, the right to be treated with dignity and respect, and the right to be free of endangerment, harassment, intimidation, fear, and discrimination.

2. Students have the right to express their opinions and beliefs as long as they do not interfere with school activities or the rights of others.

3. Students have the right to participate in any organization, according to the established criteria, and take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender identity or expression, sex, weight, ethnic group, religious practices, sexual orientation, disability, or any legally protected class.

4. Students have the right of due process.

5. Students have the right to reasonable cause before a search is conducted or personal property seized.

6. Students have the right to confidentiality of records and student's information according to school policy and the Federal Family Education Rights and Privacy Act.

7. Students have the right to be free of physical force imposed for the purpose of punishment.

8. Students have the right to an appropriate educational program and access to all of the schools support services based on individual needs.

9. Students have the right to an intimidation- and harassment-free environment while at school or a school sponsored function.

B. Student Responsibilities

All elementary students have the responsibility to:

1. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.

2. Dress and groom themselves so as to meet fair standards of safety and health, and common standards of decency.

3. Attend school every day unless they are legally excused and be in class, on time, and prepared.

4. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.

5. Work to develop mechanisms to control their behavior.

6. Support the maintenance of a safe environment by demonstrating a sensitivity to the rights of others and by protecting and respecting school property.

7. Use accurate information and appropriate language in written and verbal communications.

8. Conduct themselves as representatives of the district when participating or attending school sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

9. Accept responsibility for their actions.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.

2. Send their children to school ready to participate and learn.

3. Ensure their children attend school regularly and on time.

4. Ensure absences are excused.

5. Insist their children be dressed and groomed in a manner consistent with the student dress code.

6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.

7. Know school rules and help their children understand them.

8. Convey to their children a supportive attitude toward education and the district.

9. Build good relationships with teachers, other parents, and their children's friends.

10. Help their children deal effectively with peer pressure.

11. Inform school officials of changes in the home situation that may affect student conduct or performance.

12. Provide a place for study and ensure homework assignments are completed.

B. Teachers/Professional Staff

All Teachers and Professional Staff are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.

2. Be prepared for duties.

3. Demonstrate interest in teaching and concern for student achievement.

4. Know school policies and rules, and enforce them in a fair and consistent manner.

5. Communicate to students and parents:
   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan

6. Communicate regularly with students, parents, and other teachers and professional staff concerning growth and achievement.

C. Support Staff

All Support Staff members are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.

2. Be prepared for duties.

3. Demonstrate interest in teaching and concern for student achievement.

4. Know school policies and rules, and enforce them in a fair and consistent manner.

5. Communicate regularly with students, parents, and other teachers and professional staff concerning growth and achievement.

D. Principals

All Principals are expected to:

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.

2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.

3. Evaluate on a regular basis all instructional programs.

4. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

5. Respond to all complaints of discrimination and harassment against students by employees or other students on school property (during school hours) or at school-sponsored functions.

V. Student Dress Code

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

1. For safety reasons, shoes or sneakers are required and should be worn at all times. Flip-flops, exceptionally high heels, and loose fitting shoes should not be worn.

2. During the cold and snow season, children should have coats, snow pants or snowsuits, hats, mittens/gloves, and boots every day to be prepared for outside recess.

3. The wearing of hats and bandanas in the classroom should not be permitted except for medical, religious, or specific/extenuating circumstances that have been approved by the principal.

4. Clothing cannot promote alcohol, tobacco, or illegal drugs.

5. Attire should not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, or disability.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension for the day.

VI. School Behavior

The school is a learning center. In order to promote a safe, quiet, nurturing environment, the following behaviors should be practiced:

A. General Behavior

1. Walk in the halls quietly. Keep your hands to yourself.

2. Remain in your classroom unless your teacher excuses you.

3. Use appropriate language in school, on the playground, and on the bus.

4. Take care of school property.

5. Respect the rights and feelings of others.

6. Address adults respectfully using Mr., Mrs., Miss, or Ms.

7. Follow the directions of any supervising adult.

B. Lunch Time Behavior

1. Use responsible table manners.

2. Do not throw food.

3. Talk quietly during lunch. When the lights are off, be ready to listen.

4. Remain seated when requested by the supervising adults.

5. Clean up after eating and throw your trash away. (You will be expected to leave your eating area as you found it.)

6. Be courteous and respectful to those in charge.

C. Playground/Recess Behavior

1. Play games that are safe, and use the playground equipment in a safe manner. **(NO CONTACT SPORTS!)**

2. Use appropriate language and use good sportsmanship.

3. Avoid rough play. (Fighting, at any time, is not allowed.)

4. Follow directions and stay in the designated playground area.

5. Be prepared - everyone will be expected to participate in outdoor recess.

D. Assembly Behavior

1. Enter the gym in an orderly manner and sit quietly.

2. Listen politely to the performance and speakers.

3. Clap politely to show appreciation - DO NOT stamp your feet, “Boo,” whistle and the like.

4. Leave in an orderly manner, as directed by the supervising adult.

E. Field Trip Behavior

1. Be courteous and respectful to others enroute to the vehicles.

2. Remain in your seat while the vehicle is in motion, and talk quietly.

3. Keep the vehicle clean.

4. Listen carefully to the supervising adult(s) and follow their instructions.

5. Be a good citizen when representing the Glens Falls City School District.

VII. Reporting Violations

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

All district staff who are authorized to impose disciplinary sanction are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanction are expected to refer the matter to a staff member who is authorized to impose an appropriate sanction.

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

The building principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation.

VIII. Disciplinary Consequences and Procedures

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

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

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

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

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

A. Consequences and Procedures

A disruptive student can affect the teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many instances, the classroom teacher can control disruptive student behavior by using good management techniques. Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn.

Students who are found to have violated the district's Code of Conduct may be subject to:

1. Oral or written warning, either alone or in combination.
2. Parent notification.
3. Time-Out (with principal involvement warrants parent notification by teacher on designated form).
4. Removal.

A classroom teacher may remove a student from class for up to two days if the teacher determines that the student is disruptive. The removal from class applies to the class of the removing teacher only.

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address of the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent.

If the parent requests an informal conference, the principal and the teacher who ordered the removal will attend. If, at the informal meeting, the student denies the charges, the principal or the principal's designees must explain why the student was removed and give the student and the student's parent a chance to present the student's version of the relevant events. The informal meeting must be held on or before the second school day following the removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

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

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

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

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

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

B. Suspension

Any staff may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared, as soon as possible, by the staff member recommending the suspension.

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

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law 3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parent. Where possible, notice should also be provided with a telephone number(s) for the purpose of contacting the parent.

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

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

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

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

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

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

IX. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law S3214, the district will take immediate steps to provide alternative means of instruction for the student.

X. Discipline of Students With Disabilities

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply:

A "suspension" means a suspension pursuant to Education Law S3214.

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

An "IEAS" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. This enables the student to continue to progress in the general curriculum, although in another setting. The student will continue to receive services and modifications as described in the student's current individualized education program (IEP). The student will also receive services and modifications to address the behavior precipitating the IAES placement. These services and modifications are designed to prevent the behavior from recurring. phone number(s) for the purpose of contacting the parent.

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

a. The Board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The superintendent may order the placement of a student with a disability into an IAES, or suspension for up to 10 consecutive school days (inclusive of any period in which the student has been suspended or removed for the same behavior), if the superintendent determines that the student has engaged in behavior that warrants a suspension. This suspension or removal will not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The superintendent may order the placement of a student with a disability in an IAES for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possess or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

"Weapon" means the same as "dangerous weapon" under 18 U.S.C. S930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except . . . (for) a pocket knife with a blade of less than 2 1/2 inches in length."

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

"Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

Subject to specified conditions required by both federal and state law regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

A. for more than 10 consecutive school days; or

B. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability for discipline purposes.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
2. Determined that an evaluation was not necessary and provided notice to the parent of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

3. The district shall provide the parent with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parent of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

6. The removal of a student with disabilities, other than a suspension or placement in an IAES, shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

C. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to, any decision to place the student in an IAES.

1. During the dependency of any expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

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

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

D. Referral to Law Enforcement and Judicial Authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. Corporal Punishment

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

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

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

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

XII. Student Searches and Interrogations

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

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

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

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

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

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

A. Student Lockers, Desk, and Other School Storage Spaces

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

B. School Resource Officer

The employment of a School Resource Officer (SRO) by the Glens Falls City School District is a measure to provide a means for both school safety and emergency response. The SRO's primary duty is to protect the school's environment and to maintain an atmosphere where students, teachers, and staff feel safe. The SRO can also be available for conferences with students, parents, and staff regarding law-related concerns. The District SRO may be involved in speaking with students regarding incidents at school, which may lead to discipline of a student. In these instances, the SRO is working as a member of our school staff (in coordination with school administrators) and not as a police officer investigating a criminal incident, and parents need not be notified prior to the SRO speaking with a student. In the event that a police officer needs to investigate a criminal incident, the school's policy listed below will be followed.

C. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

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

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

This means:

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

D. Child Protective Services Interrogations

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

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

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

XIII. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school. There they will be required to provide a driver's license or other government-issued identification for scanning into the Raptor Visitor Management system. The Raptor system enhances school security by reading the government-issued photo IDs of visitors, comparing visitor identity information to a sex offender database, reviewing the same identity for any alerts that the school or District may have applied to a person, notifying school safety personnel if a match is found, and then (assuming no match was made) printing a badge for the visitor to wear at all times while on school grounds. The visitor must return to the main office and sign out before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Teachers will not take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

It is expected that all communication with all faculty and staff through phone calls, electronic means, messages, and in-person interactions will be respectful and civil. Failure to adhere to these expectations may result in a verbal or written warning, or restriction of communication requiring an administrator's presence for future interactions. Severe violations may result in a ban from campus.

In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others shall:

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

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

B. Enforcement

The building principal or his/her designee shall be responsible for enforcing the conduct required by this code. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XV. Dignity for All Students Act

A. Our Commitment

Our school is committed to providing a safe, supportive, and respectful learning environment for all students, free from discrimination, harassment, bullying, and intimidation. This commitment is reinforced by New York State's Dignity for All Students Act.

B. What DASA Protects

All students are protected from discrimination, harassment, bullying, and intimidation based on actual or perceived:

- Race or color
- Weight
- National origin or ethnic group
- Religion or religious practices
- Disability
- Sexual orientation
- Gender or sex
- Any other characteristic protected by law

C. Prohibited Behaviors

DASA prohibits any conduct that:

- Creates a hostile environment for students
- Has the purpose or effect of substantially interfering with a student's educational performance, opportunities, or benefits
- Reasonably causes or would reasonably be expected to cause physical or emotional harm

D. Reporting Incidents

Students, parents, and staff should report incidents immediately to teachers, administrators, or the school's Dignity Act Coordinator.

Big Cross Street School Coordinator: Paul Morcone
Jackson Heights School Coordinator: Ryan Estey
Kensington Road School Coordinator: Trishia Ten Eyck

- All reports will be taken seriously and investigated promptly.
- Schools must report incidents to the principal within 24 hours.
- Retaliation against anyone who reports an incident is strictly prohibited.

E. School Response

When incidents occur, the school will:

- Conduct a thorough and prompt investigation
- Take appropriate corrective action
- Provide support services as needed
- Follow up to ensure the behavior has stopped

Creating a respectful school community is everyone's responsibility. Students, staff, and families all play important roles in maintaining a positive school climate where every child can learn and thrive.

XVI. Staff-Student Relations (Fraternization)

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

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists.

Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations. ("Frequent personal communication with a student unrelated to course work or official school matters" means any form in which that personal communication may occur including, but not limited to, voice or text-based communication via phone, email, instant messaging, text messaging or through social networking websites.)

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

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

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an educational setting) must also follow the District's reporting procedures for such allegations; and such information will be 19 reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

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

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

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

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

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

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

XVII. Use of Internet-Enabled Devices During the School Day

All Glens Falls City School students will be required to turn off and store their electronic devices — including cell phones, smartwatches, tablets, earbuds/headphones, and other internet-enabled devices not issued by the school — in their backpacks during school hours. For further clarification, reference Board of Education Policy 7316.

Additional Student + Family Support Resources

the HOPE committee of GFSD

HOPE Boutique open to families

We invite all Glens Falls school community members into our HOPE Boutique once a month, where we can "shop" for free clothing items, personal care products, shoes, and even special occasion items during the holidays. These items are donated by — and accessible to — all members of the school community as we work together to break down barriers holding students back from their fullest educational experience.

Watch for monthly sign-ups sent to all parents/guardians through ParentSquare.

If you have clothing to donate to the HOPE Boutique, the following items are truly appreciated: kids' clothing, sizes 5-18; men's and women's clothing, sizes XS-XXL; shoes/boots; coats/jackets; winter gear; purses/wallets; backpacks; swimsuits; infant/toddler clothing; bedding; sports gear.

Items should be washed and free of stains, holes, pilling, or other wear and tear. Think of what you would donate to a consignment shop.

Donations can be made during the months of September through May. Bagged donations can be brought to the high school main office on school days between 8 a.m.- 4 p.m.



Weekend food bags available to students

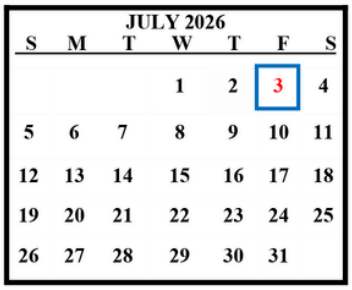
The GFCSD Backpack Program Inc. provides students in need with kid-friendly, easy-to-prepare food to bring home on the weekends.

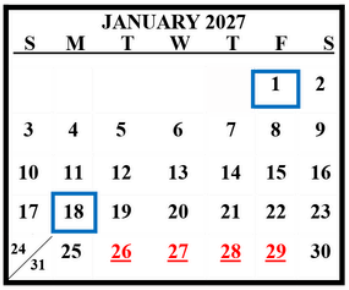
This volunteer-based, independent organization works to make sure no student faces a weekend of hunger. A weekly bag containing 10-15 snacks/meals goes home with students on Thursdays. Larger bags of snacks/meals are given to students before long school breaks.

The program relies completely on donations and receives no funding from the school district. Both food donations as well as monetary donations are always welcome at GFbackpack.org. If your child would benefit from a weekend backpack, please reach out to your school social worker.

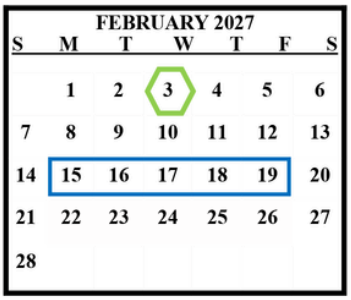


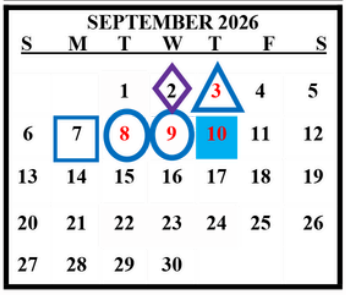
School calendar at-a-glance

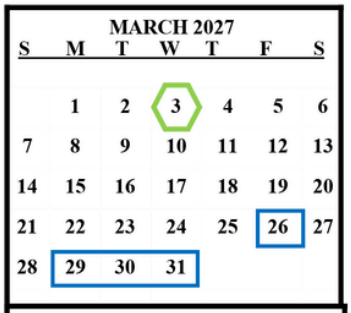






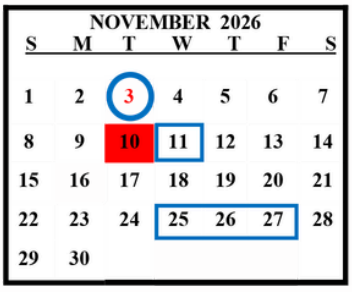


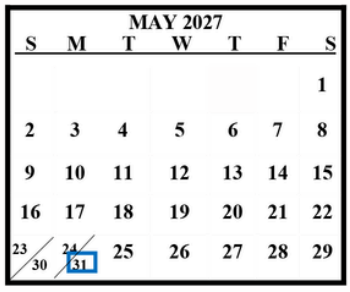


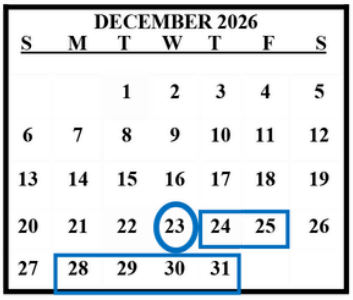


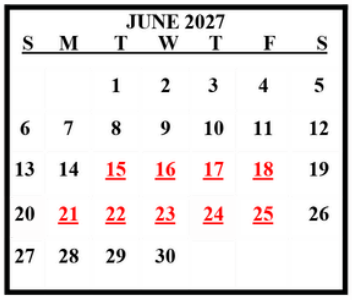












July 3	Independence Day Observed
August 18 & 19	Regents Testing Days
September 2	Support Staff Reports Only
September 3	Professional Development Day
September 7	Labor Day
September 8	Superintendent Conf. Day
September 9	Superintendent Conf. Day
September 9	BOCES Classes Begin
September 10	Classes Begin
October 12	Columbus / Indigenous Peoples' Day
November 3	Superintendent Conf. Day
November 10	Emergency Release Day
November 11	Veterans' Day
November 25-27	Thanksgiving Recess
December 23	Superintendent Conf. Day
December 24	Holiday Recess Begins
January 4	Classes Resume
January 18	Martin Luther King, Jr. Day
January 26-29	Regents Testing Days
February 15 - 19	Mid-Winter Recess
March 26-April 2	Spring Recess
May 31	Memorial Day
June 15-24	Regents Testing Days
June 18	Regents Rating Day
June 25	Regents Rating Day
June 25	Last Day for 10-month Staff



Support Staff Reports Only



Professional Development Day
*Support Staff Reports



Opening Day of School



Classes Not in Session



Emergency Release Day

Regents Testing Days



Supt. Conference Day



Two Hour Delay for Grades 9-12
*BOCES students regular time

September	17
October	21
November	17
December	17
January	19
February	15
March	19
April	20
May	20
June	19
TOTAL DAYS	184

Board Approval - 4/21/2026

Parents' and Guardians' Role in a School Emergency

Providing a safe place for students to learn and grow is one of the most important responsibilities of any school system. Along with school officials, teachers, and staff, school families play a critical role in preventing and responding to school emergencies.

A school crisis can take a number of forms including an environmental event, such as a chemical spill or gas leak, a weather emergency, such as a severe storm, or an intruder in or near the school. The nature of a school crisis dictates whether school officials will call a ***Shelter-In-Place, Evacuation, Secure Lockout, or Lockdown*** ... or any combination of these protocols, as a means to ensure the safety and well being of students and staff.



In a school emergency, the first instinct as a parent is to pick up the telephone and start calling the school or rush to the school and get your child/children. The truth is, this only complicates matters from a safety and security standpoint. **DO NOT call or rush to your child's school.** Your presence could interfere with emergency responders, and your call could clog the phone lines for 911 dispatch.



The best action parents can take in an emergency is to **stay close to your phone and e-mail**, to receive regular updates and instructions directly from the school district. The district uses the ParentSquare notification system to text, e-mail, and/or voice call parents during bad weather and emergencies.



If the situation requires students to evacuate to an off-site location, **the district will give parents details on the location and reunification procedures at that time.** We do not share location information in advance, both to protect students and staff (ie. a secondary attack could be planned at the site), and the location may change based upon the nature of the specific emergency.



The most important thing parents can do is **make sure your child's emergency contact information - especially phone numbers - are accurate and current.**

Communicating with Parents/Families during an event

When an emergency occurs at our schools, often the messages that are first circulated come from non-official sources. For example, a student texts a parent about an emergency and then the parent posts the text on Facebook, and the post is then shared by other parents, etc. So, why does it take longer for the school district to send out an official message?

Gathering facts: When an emergency happens, the district works hard to communicate factual information to the public as quickly as possible. But, as no two situations are alike, often there are details we need to verify. This can involve talking to multiple people (such as the police or fire department, or families directly involved with the emergency) and this information-gathering phase takes time. Please know we're working as fast as possible to get an accurate account of the situation.

Limited on what we can share: Depending on the situation, there are times we are limited on the details we can share. This could be because of privacy laws or an active law enforcement investigation. It is not our intention to seem vague when we say, "We are unable to share specifics regarding XYZ." Please know that we strive for proactive communication while balancing the privacy of others.

Getting the message out: Once we have the message ready to send, we activate various communication channels. The most used channels are email, text, and the district website. Occasionally we will use broadcast media (TV, radio) or social media. Please note, we are moving away from posting information about emergencies to our district social media accounts. The algorithms of the various social media platforms make it impossible for us to know when or even if members of our community might see these posts. Therefore, during an emergency, we rely on the more immediate and direct methods of communication outlined above.

If you regularly receive non-emergency text messages and emails from GFSD, that means we have an up-to-date email address and phone number for you. If you have not received an email or text message from the district through ParentSquare in the past two weeks, please update your notification settings in ParentSquare or contact your school secretary to provide us with a current phone number or email address. If we do not have a current email address or mobile phone number for you, you will not receive information via email/text in an emergency.

What should you do during an emergency situation?

Follow the instructions given in our message. This might include an alternate pick-up location for your child or a change to the schools' dismissal times.

Help **keep the schools' phone lines open by not calling in** and asking for additional information. Feel free to reply to the email you receive and we will try to respond to you as quickly as possible. We will also send updates through the above channels.

To help cut down on misinformation in the community, share the ***district's message*** with local friends and neighbors who might not have received it — especially those without children attending Glens Falls schools.

Lastly, please make sure your **contact information is always up to date in eSchool and ParentSquare**. Your email address and phone number(s) listed in your ParentSquare account are the ones that will receive our messages.

Thank you for doing your part to keep the communication lines open and for sharing accurate and factual messages with those around you.

Please scan this QR code to review the district's "SHELL Sheet," which describes the quick actions taken in each alert protocol:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Secure Lockout
- Lockdown

GLENS FALLS NATION

Character Strong

SEPTEMBER	RESPECT
OCTOBER	responsibility
NOVEMBER	gratitude
DECEMBER	empathy
JANUARY	PERSEVERANCE
FEBRUARY	honesty
MARCH	cooperation
APRIL	COURAGE
MAY	Creativity
JUNE	KINDNESS

BE KIND | BE Well | BE STRONG


ROOTED IN STRENGTH
RISING AS ONE
BIG CROSS
JACKSON HEIGHTS
GLENS FALLS HIGH SCHOOL
GF NATION
GLENS FALLS MIDDLE SCHOOL
KENSINGTON
ABE WING