



# **GREATER AMSTERDAM SCHOOL DISTRICT**

*Where Students Succeed and Community Cares*

## **ELEMENTARY CODE OF CONDUCT 2022-2023 School Year**

**140 Saratoga Avenue  
Amsterdam, NY 12010  
Ph: 518-843-3180 Fax: 518-842-0012**

**Adopted August 17, 2022**

# GREATER AMSTERDAM SCHOOL DISTRICT

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## ELEMENTARY CODE OF CONDUCT

### A Guide for Parents & Students 2022-2023

#### PURPOSE

The purpose of this document is to provide a plain language summary of the Greater Amsterdam School District's Code of Conduct to parents, students, school personnel and community members. This summary is a guide regarding students' rights and responsibilities. In addition, it provides a Code of Behavior for students along with a range or potential and/or specific consequences for unacceptable behavior. The Greater Amsterdam School District's Code of Conduct was developed by a Board of Education appointed committee representing students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The district does not discriminate against any employee or student on the basis of sex, race, color, sexual orientation, national origin, disability or age. Furthermore, no person shall be subject to any unlawful discrimination.

Provisions in this code are in compliance with state and federal laws relating to students with disabilities.

#### LEGAL NOTICE

AND FURTHER NOTICE IS HEREBY GIVEN the Greater Amsterdam School District is issuing a public notice informing parents/guardians or eligible students of their right to refuse the release of student directory information by the District. "Directory Information" includes but is not limited to, student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. Parents/guardians and eligible students not wishing to have their directory information released are advised to contact the school that your child attends and to request that the school not disclose directory information about them. (GASD Policy #7242 Student Directory Information)

*Si usted desea leer este Código en español vaya a la página del distrito, [www.gasd.org](http://www.gasd.org), seleccione en la parte superior "Select a language" y escoja su preferencia. Todo se leerá en el idioma de su preferencia.*

## **CONTACT INFORMATION**

### **William H. Barkley Microsociety Magnet School**

Principal: Nancy Rad

66 Destefano Street  
Amsterdam, NY 12010

Phone: 518-843-1850

Fax: 518-843-6183

### **Marie Curie Institute for Engineering and Communication**

Principal: Meaghan Butterfield (Gosh)

9 Brice Street  
Amsterdam, NY 12010

Phone: 518-843-2871

Fax: 518-843-6290

### **RJ McNulty Academy for International Studies and Literacy Magnet School**

Principal: Tina O'Brien

60 Brandt Place  
Amsterdam, NY 12010

Phone: 518-843-4773

Fax: 518-843-5475

### **William B. Tecler Arts in Education Magnet School**

Principal: John Miller

210 Northern Boulevard  
Amsterdam, NY 12010

Phone: 518-843-4805

Fax: 518-843-6184

## **SCHOOL ATTENDANCE/TARDY**

According to New York State Regulations, we are required to monitor student attendance and to report these results to the District and to the State. At the beginning of the school year, all families are given a copy of this extensive policy, which we are required to file with the State. Parents are responsible for following this written policy.

Please remember that any absence that is not due to illness or a reasonable need to be out of school is considered an unexcused absence. Homework and issued work shall be provided only for excused absences. Also, please remember to send in a written excuse when your child returns to school after being absent. We are required to follow up on excessive absences for all children. Excessive absences may result in the student needing to stay after school to make up work.

Attendance is important for academic success. When your child is going to be absent, please call school between 8:00 a.m. and 9:00 a.m. Parents who forget to call will be contacted by school personnel to determine the reason for a student's absence. Written excuses must be sent to school when a student returns.

### **Truancy Policy**

Since student success is directly related to school attendance, it is vital that the issue of excessive tardiness and truancy be addressed. In an effort to eliminate this problem in our schools, the GASD in conjunction with the Montgomery County District Attorney's Office has established a Truancy Program. The goal of this program is to identify students that are truant/tardy and to inform parents/guardians of their responsibility for their child's education. The program will follow the GASD Attendance Policy building toward the involvement of the Montgomery County District Attorney.

**Our goal is to work with parents/guardians in order to solve the issues of truancy and excessive tardiness. We are confident that with the support of parents, staff and the Montgomery County District Attorney's Office we can provide a non-criminal solution to this problem.**

### **Steps for Absences:**

1. Teacher will make parent contact if a student is absent for more than 3 days.
2. When a student has been absent from school 5 times, he/she is to be referred to the Social Worker. The teacher will make the Social Worker aware of any irregular attendance patterns of a student.
3. The Social Worker will then contact the parent via phone call and document the conversation.
4. At 8 days of absence the student will be referred to the Attendance team.
5. Excessive absences will lead to possible involvement of the school attendance officer, CPS, PINS, Building principal, Home Visits, School Psychologist and/or Social Worker.

## COMMUNICATION

### Accidents and Illness

The School Nurse will make every effort to inform the parents/guardians of any accident or illness occurring at school that may need your attention. All medication should be brought to the Nurse's Office in its original container with a doctor's note.

### School Visits

After the day begins, please enter the building through the main doors in the front of the building. All other doors will be locked during the school day. (Note: Everyone in the school can exit freely). All parents are considered visitors. Parents visiting school to speak with a teacher should prepare their visit. When you visit the school, please report to the office to sign in and out. This will give us a better understanding of who is in the school. The intent of stating these guidelines for visitors is to offer a safe environment for all people attending our school.

### Report Cards and Parent / Teacher Conferences

Communication is an essential part of the educational program. Report Cards will be issued three times a year. Parent/Teacher Conferences are held in the fall and spring. Your child's teacher will be in contact with you to schedule an appointment, if necessary. Please feel free to contact your child's teacher at any point during the year for a phone or in-person conference.

### Snacks and Birthday Celebrations

Children are very excited about their birthday and often want to celebrate it at school. We certainly want students to enjoy their special day in a happy, healthy manner. Birthday treats for your child's class may be sent in for their classroom only. Please do not bring in food that contains peanuts, nut or any kind of nut oil. The nurse can provide you with a list of acceptable snacks. Alternatives to food items are: pencils, stickers, bookmarks, etc. **Food must be store bought, with nutrition labels on the packaging.** Party invitations are not allowed to be distributed at school.

### Emergency Procedures

To ensure the safety of students and staff, emergency drills are performed throughout the year. During a fire drill, children are evacuated from the building and gather on the school grounds until they are directed to return. Lockout and LockDown procedures are also practiced in the event of imminent danger around or in the school building. In a Lock Out, the school continues to operate under normal daily routines within the building, but curtails outside activity and visitors. In a Lock Down, students remain in one location with doors and windows locked and student movement within the building is ceased immediately.

### Field Trip Policy

Only Parents and / or guardians are permitted to chaperone a field trip. In extenuating circumstances specified adults listed on a student's emergency release form with prior approval from a parent/guardian and a building administrator may be permitted to chaperone a field trip. No siblings will be permitted to attend. Chaperones are expected to ride on the bus and must complete a chaperone guideline form. Photos taken on school grounds and during school activities should not be posted online to respect the privacy and safety of our students. This guideline clearly states that photos taken on school grounds and during school activities should not be posted online to respect the privacy and safety of our students. Students who have been suspended from the school bus may not attend school-sponsored activities, including field trips.

## APPROPRIATE DRESS (PER DISTRICT DRESS CODE POLICY)

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

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

1. Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops; halter-tops, spaghetti straps, plunging necklines (front and/or back), and see-through garments are not appropriate. "Lasagna" straps (width of three fingers) are okay.
3. Ensure that underwear is completely covered with other clothing.
4. Include proper footwear at all times. Footwear that is a safety hazard will not be allowed. Example: flip flops/high heels.
5. No wearing of head covering is permitted in the school building except for religious or medical reasons. Hair or cosmetics used to alter hair; face or body that disrupts the education process is not allowed.
6. Not include any items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, sex, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
8. The length of a skirt/dress/shorts must extend past the fingertips when the student's hand is fully extended down the side of the student's leg.

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

# STUDENT’S RIGHTS AND RESPONSIBILITIES

## Bullying

The Greater Amsterdam School District will not tolerate any form of bullying. Bullying is defined as repeated and systematic harassment or attack on others. This includes aggressive and repeated hitting, kicking, name-calling, insults, intimidation, and teasing. Behavioral consequences will be applied as outlined in the Code of Conduct.

## Student Rights

Every student in the Greater Amsterdam School District has the right to come to school to learn, to work, and to play in a safe and healthy environment. Guidelines are set up to ensure that each student’s rights and the school environment are protected.

Students may have other rights that include: riding assigned buses; eating in the cafeteria; playing with others on the playground, and attending school assemblies and special events. However, with these rights come responsibilities. It is expected that students will follow the rules and responsibilities listed in this guide.

**With every right comes a responsibility.**

<i>It is the student's right</i>		<i>It is the student's responsibility</i>	
1)	To attend school in the district in which one's parent or legal guardian resides.	→	To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
2)	To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.	→	To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
3)	To be respected as an individual.	→	To respect one another, and to treat others in the manner that one would want to be treated.
4)	To express one's opinions verbally or in writing.	→	To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
5)	To dress in such a way as to express one's personality.	→	To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
6)	To be afforded equal and appropriate educational opportunities.	→	To be aware of available educational programs in order to use and develop one's capabilities to their maximum.

7)	To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.	→	To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
8)	To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	→	To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
9)	To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	→	To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

### Dignity for All

In accordance with the **Dignity for All Students Act**, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.

**School Property** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law Section 11[1]).

**School Bus** means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

**School Function** means a school-sponsored extracurricular event or activity (Education Law Section 11[2]).

**Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in



a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

**Employee** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

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

**Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

**Harassment** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

**Race** means any traits which are historically associated with race, including but not limited to hair texture and protective hairstyles (Education Law Section 11[9]). For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

**Protective Hairstyles** shall include but is not limited to, hairstyles such as braids, locks, and twists (Education Law §11[10]).

**Color** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

**Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

**National Origin** means a person's country of birth or an ancestor's country of birth.

**Ethnic Group** means a group of people who identify with each other through a common heritage, including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

**Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

**Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

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

**Gender** means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

**Sexual orientation** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

**Transgender** means an adjective describing a person whose gender identity does not correspond to their assigned sex at birth.

**Disability** means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

## **ELECTRONIC DEVICES**

The use of camera phones, cameras, recorders, or other electronic devices by students that violate the privacy rights of students and/or school staff or are used to commit academic fraud will result in appropriate consequences. Such conduct may be subject to consequences, whether the action occurs on or off school grounds.

## **GENERAL BEHAVIOR EXPECTATIONS**

**Behavior Expectations** shall apply to all students at all times, including:

- in school buildings
- on school grounds
- on all school vehicles
- at all school, school-related, or Board-sponsored activities, including, but not limited to school field trips and school sporting events

### **Building Expectations**

1. Respect the rights, feelings, and properties of other children and adults.
2. Illegal or dangerous items are prohibited from school; which would include ( not an exhaustive list) Smoking: For the purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, vaping equipment, juuling, spit tobacco, edibles (smokeless, dip, chew and or snuff) and any other tobacco product in any form. Also included is any paraphernalia relating to tobacco use such as lighters, matches, rolling papers etc.

Possession or use of tobacco or related paraphernalia by students at any time on school property or at school-sponsored events at off-site facilities is prohibited. This includes, but is not limited to, inside all school buildings, surrounding outdoor grounds within school property boundaries, in school owned or leased vehicles, in vehicles on school property and at all school-sponsored events that occur off school property.

3. Act safely in school, on the playground, and on the bus.
4. Listen carefully and follow directions when they are given.
5. Use proper language at all times.
6. Respect and be careful of school property.
7. Be polite, honest, fair, and considerate and helpful to others.
8. Keep your hands and feet to yourself.
9. Fighting or rough behavior will not be tolerated.
10. Toys and electronic items such as iPods, iPads, game boys, phones, DS games, etc. are prohibited in school.
11. Every student is expected to use computer and electronic communications appropriately and according to the GASD Acceptable Use Policy #5326.
12. Bullying, taunting, threatening or any acts of physical, verbal, or emotional aggression will not be tolerated.

### **Bathroom Behavior**

The bathroom areas in the school are for the personal and private use of the students. It is important that while using the bathrooms every student respects the rights of the other students and takes care of the facilities.

1. Respect each other's privacy.
2. Be quiet and orderly.
3. Wash your hands and turn off the water when leaving.
4. Avoid wasting paper, soap, and water.
5. Report any problem to a teacher or custodian.
6. Leave the bathroom when you are finished.
7. Vandalism of bathroom facilities will not be tolerated.

### **Assembly Behavior**

Assembly programs are provided for large group information and/or entertainment and for the advancement of education to all. It is the right of everyone attending these programs to gain as much as possible from them.

1. Act courteously.
2. Listen in a quiet manner.
3. Sit in a quiet, alert way.
4. Applaud performer/performance with respectable hand clapping.
5. Enter and exit in an orderly manner.
6. Participate appropriately.

### **Classroom Behavior**

The classroom is the learning center. It is the student's responsibility to put forth their best effort to learn. It is important that they also assist their classmates in the process of learning. In order to make the classroom a good place to learn, please remember the following:

1. Obey all the rules established in the classroom
2. Listen when a teacher or another student talks.

3. Stay focused on the lesson.
4. Learn when talking is necessary, appropriate and allowed, and when it is unacceptable.
5. Ask questions when you do not understand something.
6. Respect the values and views of other individuals.
7. Allow others to work without disturbance or interruption.
8. Be kind and helpful to other students.
9. Finish all work and tasks to the best of your ability.
10. Accept and learn from your failures as well as your successes.
11. Receive permission from the teacher before leaving the room.
12. Try to complete your homework independently and hand it in on time.

### **Playground Behavior**

The playground is a place for children to play together, socialize with friends, get fresh air, and have fun. During school hours, there are always playground supervisors for the students to report to. A part of playground behavior should include respect for one another's feelings by being good sports and by using appropriate language. It is important to be considerate and share equipment with others. When it is time to return to the classroom, each child should be responsible for his/her belongings and line up quickly and quietly. The following safety practices should be followed on the playground at all times:

1. Obey the supervisors.
2. Only one student on a swing at a time.
3. Sit on the swings only.
4. Avoid running in front or back of the swings when swings are in use.
5. Students will only go down the slide in a forward sitting position.
6. Keep the play area clean and free from litter.
7. Children are not to throw snowballs, gravel, pinecones, etc.
8. Kings of the Hill, karate-kicking, wrestling or any rough play that may cause injury or lead to fighting are not permitted.
9. Children should not leave the playground without permission.
10. The parking lot is off-limits.
11. Avoid playing physical contact games, such as tackle football, etc.

### **Bus Rules**

For the welfare and safety of all children, it is necessary that these rules and regulations be followed. Bus referral forms will be completed by bus drivers for improper behavior, and multiple referral forms will result in a suspension of bus privileges. Please refer to the district-wide school bus handbook for further information. Parents, please be mindful of dismissal times and make sure there is adequate supervision when your child gets off the bus.

1. Cross the street carefully when getting on and off the bus. Wait for an adult to give you permission to cross.
2. Keep a safe distance from the bus and all other vehicles.
3. Listen carefully and respectfully to the driver's instructions.
4. Remain seated until the bus stops to let you off.
5. Ride quietly and respect others

## **CONSEQUENCES FOR DISCIPLINARY ACTION**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute an infraction of policy. Principals, teachers, and staff may use varying levels of disciplinary consequences according to the level of misconduct and interpretation of related district policy.

Consequences should have the following characteristics:

- Relevant = Meaningful to the student
- Reliably Enforced = Provided in a consistent way
- Related = Have a direct connection to the misconduct
- Respectful = Helpful, but not a "put down" to the student

Consequences will be determined by the building principal using the guideline of "developmentally appropriate."

### **Restorative Practices for Behavior**

The building principal may implement restorative justice measures. These measures help the responsible student(s) to:

- Restore their relationship to the affected person(s)
- Restore their relationship to the school community
- Make progress in personally assuming responsibility for their actions
- Reduce the likelihood of repeating the behavior
- Increase empathy for and understanding of the affected student(s)

These actions may include receiving counseling, participating in 1:1 or group conflict management, making a verbal or written apology, entering a behavioral agreement, providing community service to the school, cleaning up, or making up for damages. These consequences increase the student's awareness of his or her personal responsibility and the effects of his or her actions on the other person(s). Restorative practices are used alongside other disciplinary measures such as referrals discussed below.

**Respect** = Courteous to others

**Educational Achievement** = Learning lifelong skills

**Safety & Health** = Keeping yourself healthy and protected

**Total Participation** = Full participation in class; being ready for class

**Orderly Process** = Following school expectations in a courteous and safe manner

**Responsibility & Integrity** = Practicing honest ways of completing school assignments (no copying, borrowing others' work or cheating)

**Every Person** = Being respected for who you are – gender, race, culture, religious beliefs, disability

**Management Referral System**

## **REFERRAL GUIDELINES**

In order to maintain a safe and healthy environment, guidelines have been established for everyone's benefit. It is hoped that each student at Marie Curie will remember the rules and keep them. Breaking of the rules will result in consequences. A school-wide behavior referral system has been established in order to enforce the school rules outlined in the student guide.

- Proper behavior is discussed with the students at the beginning of school in September.
- A Code of Conduct is sent home for parents and students to read together. Parents are asked to sign the form on the last page of the Code of Conduct. Signatures indicate that the parents and

students are aware of the appropriate behavior. The signed form should be returned to the classroom teacher as soon as possible.

- All referrals will be sent home for a parent signature so that parents are aware of the referral. After each referral, there will be a SFe call discussion between the principal and the parent.
- Depending on the seriousness of the situation and number of referrals, there will be a meeting with the child, parent, principal, and all appropriate staff members.
- There may be occasions when children will lose privileges immediately. If the situation is severe, a school suspension will be involved as outlined in the school board policy.

### **Referral Consequences**

- The school administration specifically reserves the right to impose discipline in greater and lesser severity on any occasion after consideration of all the circumstances of the incident and student(s) involved. The discretion is reserved due to the unforeseeable nature of the specific circumstance that may exist at the time the discipline is considered.
- Police will be notified and charges filed for all instances of illegal behavior. The administration reserves the right to initiate proceedings by which a complaint in criminal court, a juvenile delinquency petition, or person in need of supervision as defined in Articles three and seven of the Family Court Act will be made.
- In all instances of misconduct requiring administrative action, parents will be notified by mail, phone, or both, the administration also reserves the right to refer students to other appropriate agents and/or human service agencies (i.e., counseling staff, social workers, etc).
- A student who has been placed on out-of-school suspension is not eligible to participate in any school-related activity until reinstated (i.e., field trips, evening, after school activities, etc).
- Consequences used at the Greater Amsterdam School District can include but are not limited to, any of the following: Restorative practices (counseling, mediation, etc.), Verbal warning, a Phone call home and student or school official tells what has happened, Time out – In or out of the classroom, Lunch detention, Behavior Intervention Time, Loss of recess, Suspension from school, Superintendent's hearing.
- Referrals are placed in a student's permanent file.

The amount of due process the student is entitled to receive before a consequence is imposed depends on the consequence. Students who are to be given consequences other than an oral warning, written warning, or written notification to their parents are entitled to additional rights before the consequence is imposed. Students and parents will be advised of these rights and procedures as set forth in the Greater Amsterdam School District's Code of Conduct. Copies of the Code of Conduct are available in the school's main office and the Central Administration Building.

