

# Beaver River Central School District



**EXPERIENCING TODAY,  
PREPARING FOR TOMORROW!**

## Standards for Community-Wide Conduct **2023-2024**

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# Beaver River Central School District



**EXPERIENCING TODAY,  
PREPARING FOR TOMORROW!**

**Mr. Todd Green**

Superintendent of Schools

**Dr. Kimberly Lyman-Wright**

Elementary School Principal

**Mr. Daniel Rains**

Middle/High School Principal

**Mr. Troy Hebert**

Middle/High School Assistant Principal

## **Notice of Non-Discrimination**

The Beaver River Central School District does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York State and/or federal non-discrimination laws in its programs and activities.

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## Directory of Support Services

*If a student or parent/guardian needs assistance or services,  
Dial (315) 346-1211, then choose the extension needed below:*

Attendance Office .....	x545
Business Office.....	x504
Dignity for All Students Coordinator.....	x520
Elementary Principal.....	x510
Guidance and Counseling .....	x540
Middle/High School Principal.....	x530
Middle/High School Assistant Principal /Homeschool Education/McKinney-Vento Liaison .....	x520
Nursing Services.....	x600
<b>School Safety Officer.....</b>	<b>x611</b>
Special Education .....	x550
Superintendent's Office .....	x500
Transportation .....	x570

**TO REPORT STUDENTS NOT ATTENDING SCHOOL**  
**Contact the Attendance Office at:**  
**315-346-1211 ext. 545**

## Section 1 – Introduction

The Beaver River District is committed to ensuring that our schools are safe and orderly environments in which teaching and learning takes place each day.

The Beaver River Central School District's *Standards for Community-Wide Conduct* was developed to ensure that students – and all members of the Beaver River school community – learn and engage in appropriate behavior that supports student success in life and in society. It lays out the Beaver River Central School's expectations for students, parents, guardians and school based staff, and it lists and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because the Beaver River Central School is committed to correcting inappropriate behaviors within its school settings so that students may remain in school and learn, the *Standards* include prevention and intervention strategies to be used, as appropriate, with any discipline response.

## Parents as Partners

Students, parents and school personnel all have a role in making school safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Beaver River Central School District's *Standards for Community-Wide Conduct*. Parents are encouraged to discuss with their child's teacher and other school staff, issues that may affect student behavior and strategies that might be effective in working with the student. It is important that there be maximum consultation and communication between the school and the home.

### Engagement

Student engagement is integral to creating a positive school culture and climate that fosters students' social/emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults can help prevent negative behaviors.

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievement in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experience, strategies, skills, and support they need to thrive.

## Section 2 – Acknowledgement of Code of Conduct

### Dissemination of Code of Conduct

Pursuant to Education Law §280 (4) and 8 NYCRR §100.2(1)(2)(iii)(b), the District will ensure that the community is aware of this Code of Conduct (*standards for Community –wide Conduct and Intervention Supports*) by:

1. Providing a public hearing prior to Board approval;
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at the beginning of the school year;
3. Making copies of the Code available to all parents upon request;
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students at the beginning of the school year and making this summary available later upon request;
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption;
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired;
7. Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

### Acknowledgement of Receipt:

Please sign one form for each Beaver River Central School student in your household. This form must be signed by the parent and the student. Please return this form to the Elementary, Middle School or High School office.

*(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to the Beaver River Central School's Standards for Community-Wide Conduct **2023-2024**.)*

*I have received a copy of Beaver River Central School's Standards for Community-Wide Conduct 2023-2024.*

**Parent Name** (please print): \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Name** (please print): \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Section 3 – Rights and Responsibilities of the School Community Positive Relationships

### Norms of Behavior

## **Norms of Behavior**

To help provide a satisfying, productive and safe school community, in which all persons may gain a worthwhile educational experience and satisfy the basic human needs necessary within a school, Beaver River Central School District recognizes the importance of fostering a positive school environment. Maintaining this type of environment is the responsibility of teachers, administrators, students, and parents. In order for this type of environment to prevail, it is necessary that certain Norms of Behavior be agreed upon by all.

### **Beaver River community members:**

- Demonstrate honesty and integrity. (***Trustworthiness***)
- Treat themselves and others with kindness and dignity. (***Respect***)
- Put forward their best effort and take ownership of their words, actions, and attitudes. (***Responsibility***)
- Consider different perspectives and advocate for fair treatment for all. (***Fairness***)
- Demonstrate empathy, compassion, gratitude, and forgiveness. (***Caring***)
- Take an active role in creating a safe school and community that promotes learning for all. (***Citizenship***)

## Student Rights and Responsibilities

### **Students have the rights:**

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law;
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;
3. To be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff;
4. To express one's opinions verbally or in writing;
5. To dress in such a way as to express one's personality;
6. To be afforded equal and appropriate educational opportunities;
7. To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability;
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.
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.

### **Students have the responsibility:**

1. To attend school daily, regularly and on time, perform assignments, strive to do the highest quality work possible, be prepared to learn, and be granted the opportunity to receive a good education;
2. To be aware of all rules and expectations regulating student's behavior and conduct themselves in accordance with these guidelines;
3. To respect everyone in the school community and to treat others in the manner that one would want to be treated;
4. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the right and privileges of others;
5. 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 aware of available educational programs in order to use and develop one's capabilities to their maximum;
7. 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 be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate;
9. 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

## Parent and Guardian Rights and Responsibilities

### **Parents/Guardians have the right to:**

1. Be actively involved in their children's education;
2. Be treated courteously, fairly and respectfully by all school staff and principals;
3. Get information about the policies of the Beaver River Central School Board of Education and procedures that relate to their children's education;
4. Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences;
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff;
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals;
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within Beaver River Central School and the community;
8. Receive information about services for students with disabilities and English language learners, when applicable;
9. Receive communication through provided translators.

### **Parents/Guardians have the responsibility to:**

1. Make sure their children attend school regularly and on time and, when children are absent, let schools know why;
2. Tell school officials about any concerns or complaints in a respectful and timely manner;
3. Work with principals and school staff to address any academic or behavioral problems their children may experience;
4. Support Beaver River Central School by being a role model for their children, talking with their children about school and expected behavior;
5. Read and become familiar with the policies of the Board of Education, administrative regulations and the *Standards for Community-Wide Conduct*;
6. Give updated contact information to Beaver River Central School'
7. Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework;
8. Be respectful and courteous to staff, other parents, guardians, and students while on school premises;
9. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Student Act.

## Principal & School Staff Rights and Responsibilities

### **Principals and school staff have the right to:**

1. Work in a safe and orderly environment;
2. Be treated courteously, fairly, and respectfully by students, parents or guardians and other staff;
3. Communicate concerns, suggestions and complaints to Beaver River Central School's District Office;
4. Receive supportive professional development and training;
5. Receive the necessary resources to deliver quality instruction;
6. Modify instruction, if consistent with the policies of the Beaver River Board of Education and with system regulations.

### **Principals and school staff have the responsibility to:**

1. Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day;
2. Maintain safe and orderly schools by using prevention and intervention strategies, and by following the Beaver River Central Schools' *Standards for Community-Wide Conduct*;
3. Be respectful and courteous to students, parents and guardians, serving as role models for students;
4. Be knowledgeable about the policies of the Board of Education and administration regulations and rules, and enforce them fairly and consistently;
5. Be knowledgeable about federal and state law as and regulations about the disciplinary process for students with disabilities;
6. Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand;
7. Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary;
8. Maintain up to date grading systems and keep parents and guardians informed of student academic progress and behavior, create meaningful

opportunities for their participation, and provide regular communication in a language they understand;

9. Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons;
10. Participate in required professional development opportunities;
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn;
12. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function;
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting;
14. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support serviced personnel, or other staff, to the building administrator and/or Dignity Act Coordinator (DAC), in a timely manner;
15. **Principals:** Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

## Superintendent and Board of Education Rights and Responsibilities

### **BRCS D Superintendent has a responsibility to:**

1. Protect the legal rights of school staff, principals, students, and parents or guardians;
2. Be courteous, respectful, and fair with students, parents or guardians, school staff, and principals;
3. Ensure the protection of legal rights of students with disabilities
4. Support principal and school staff in the fulfillment of their disciplinary responsibilities as defined by Beaver River Central School's *Standards for Community-Wide Conduct*;
5. Promote a safe, orderly, respectful, and stimulating environment that is free from intimidation, discrimination and harassment, supportive of active teaching and learning;
6. Review with administrators the policies of the Board of Education and state and federal laws relating to school operations and management;
7. Inform the School Board about educational trends, including student discipline;
8. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;
9. Work with District administrators in enforcing the *Standards for Community-Wide Conduct* and ensuring that all cases are resolved promptly and fairly;
10. Address all areas of school-related safety concerns.

### **Board of Education has a responsibility to:**

1. Collaborate with students, teachers, administrator, and parent organizations, school safety personnel, other school personnel and the community to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and other persons on school property and at school functions;
2. Adopt and review at least annually the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation;
3. Appoint a Dignity Act Coordinator. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner. It is further expected that; the Board of Education will take appropriate measures where violations of the Code of Conduct occur.

## Dignity for All Students Act

The Dignity for All Students Act (Dignity Act) ensures 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, at a school function or that is initiated off school grounds and continued at school.

Bullying includes any act or acts committed by one or more individuals to physically and/or emotionally harm another person. Any action which makes a student feel uncomfortable, insecure, or threatened may be defined as bullying. (BOE Policy #6360)

Harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to email, instant messaging, blogs, chat rooms, pages, cell phone, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as "cyberbullying." The creation of a hostile environment by conduct or by threats, intimidation or abuse as defined in Education Law§11(8) that:

1. Has or would have the effect of unreasonable and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or
2. Reasonably causes, or would reasonably be expected to cause a student to fear for his or her physical safety; or
3. Reasonably causes, or would reasonably be expected to cause physical injury or emotional harm to a student; or
4. Occurs off school property or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all District students have the right to:

1. Expect a school environment that is conducive to learning
2. Be treated respectfully by those in the school community
3. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, or disability (consistent with the District's Anti-Harassment Policy)
4. Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
5. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty, in connection with the imposition of the penalty.

## Section 4 – Policies and Codes

### Acceptable Use of Technology

BRCS D recognizes electronic technology as a tool that is essential to student learning and teaching and encourages its use. Electronic technology in BRCS D classrooms is provided solely for the purpose of advancing and promoting learning and teaching. All student users of BRCS D's Electronic Technology, including the Internet, must understand that access is a privilege, not a right, and that use entails responsibility. BRCS D has an expectation that its students will use the Internet or any Internet enabled device to access material which appropriately relates to their coursework. BRCS D also recognizes that computer and Internet security and safety is the responsibility of all users, and expects its students to share in this responsibility. In keeping with these expectations, the following conduct is prohibited:

1. Students may not share their password or access any BRCS D computer system using an account other than their own.
2. Students may not use the Internet or any Internet enabled device to access material that is obscene, distasteful, disruptive, or otherwise inappropriate
3. Students may not use BRCS D's electronic technology or Internet connection to access websites and/or software which conducts or promotes illegal activities. This includes file sharing
4. Students may not intentionally take any action which evades or otherwise bypasses BRCS D's web filtering system. This includes the use of encryption software and/or "proxy" websites, VPN's or any other means.
5. Students may not continue to exploit any websites which allow "backdoor" access to blocked websites and/or content. If such a site is accidentally discovered, students should immediately report it to a staff member.
6. No student may connect a personally owned device to BRCS D's wired or wireless networks, including the "guest" network, without the prior written authorization of Administration. This includes turning a BRCS D owned device into a "hotspot" capable of providing a connection to unauthorized devices.
7. Students may not delete, vandalize or otherwise tamper with the files of other students or staff members
8. Students may not install software or apps on school owned devices without written authorization of Administration.
9. Students may not engage in any conduct which intentionally damages or disrupts BRCS D's Internet connection, computer systems or electronic devices
10. All other conduct prohibited by BRCS D Board of Education Internet Safety Policy 6340-R. This document is available to all students on BRCS D's website.

In addition to the expectations above, students who use BRCS D's electronic technology should understand the following:

1. The computer equipment is BRCS D property and students should not have an expectation of privacy for anything they create, send, store, or receive.
2. BRCS D has the right to access and view any material stored on BRCS D equipment or any material used in conjunction with the BRCS D computer network.
3. BRCS D reserves the right to search private equipment if there is a reasonable suspicion that school policies are being violated, whether or not the equipment is connected to BRCS D's networks.

Each building administrator shall have the first level of responsibility to review alleged infractions and to determine appropriate action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to BRCS D computer equipment, BRCS D network, and/or the Internet.

The District Superintendent shall be responsible for establishing and revising regulations governing the use and security of BRCS D computer network. All users of the district computer network and equipment shall comply with this policy and regulations. Failure to comply will result in disciplinary action, including suspension of computer access privileges.

Violations of any of the above will result in the following disciplinary procedures:

1<sup>st</sup> Offense: The student will be removed from the network for a period of one month or longer and there will be a phone call home to the parents. There may be a parent conference with the building principal before the student is allowed back on the network. Student may also be subject to additional consequences from the Standards for Community-Wide Conduct.

2<sup>nd</sup> Offense: The student will be removed from the network for a period of one calendar year and there will be a phone call home to the parents. Any student who violates the BRCS Standards for Community-Wide Conduct while using a computer, will be subject to additional consequences from the Standards for Community-Wide Conduct.

Note: Arrangements will be made as appropriate to allow the completion of required work that would otherwise have required a computer.



## Standards for Personal Electronic Devices

The decision to bring an electronic communication device, or other personal property, is a decision of the student and/or the student's parent/guardian. Students, parents, and guardians are on notice that the District assumes no liability for the damage, destruction, theft, or loss of personally owned items on school property. When making the decision to bring such items to school, the student and parent/guardian jointly and severally assume the risk of potential damage, destruction, theft or loss.

### Middle School Cell Phone Policy

Throughout the school day, **cell phone use will not be permitted for students in grades 6-8**. Cell phones are expected to be left home, or off and in a student's locker at all times during the regular school day. For the purpose of clarity, the term cell phone includes all personal communication devices, including: smart devices, earbuds, i-pads, smart watches, etc.

If a student is observed to be in possession of a cell phone or other personal communication device, the student will be sent to the office where they will turn over their device to office staff. The device will be placed in a labeled envelope and held until the end of the school day. Infractions will result in the following consequences:

#### 1st Offense:

- Cell phone held in the office until the end of the day.
- Student will sign for the cell phone at the end of the day in the office.
- Parent or guardian notified by office staff.

#### 2nd offense:

- Cell phone held in the office until the end of the day.
- A parent or guardian will need to sign for, and pick up the cell phone at the end of the day in the office.

#### 3rd offense:

- Cell phone held in the office until the of the day.
- A parent or guardian will sign for the cell phone after a meeting with the student and principal.
- The student will be subject to a one (1) day in-school suspension.

Additional offenses will be considered an act of insubordination. A student who refuses to comply with a request to surrender their cell phone by any member of the faculty or staff and/or administrator, will be considered insubordinate and an appropriate consequence will be issued.

## High School Cell Phone Policy

Students in grades 9-12 are expected to silence their phones by 8:25 each morning. Throughout the school day, cell phone use will not be permitted, except when expressly permitted by a teacher for instructional purposes and during a student's lunch period. At all other times, cell phones are expected to be silenced and stored in the area directed by students' respective teachers.

If a student does not comply with the rules surrounding cell phones or other personal communication devices, the student will be sent to the office where they will turn over their device to office staff. The device will be placed in a labeled envelope and held until the end of the school day. Infractions will result in the following consequences:

### 1st Offense:

- Cell phone held in the office until the end of the day.
- Student will sign for the cell phone at the end of the day in the office.
- Parent or guardian notified by office staff.

### 2nd offense:

- Cell phone held in the office until the end of the day.
- A parent or guardian will need to sign for, and pick up, the cell phone at the end of the day in the office.

### 3rd offense:

- Cell phone held in the office until the end of the day.
- A parent or guardian will sign for the cell phone after a meeting with the student and principal.
- The student will be subject to a one (1) day in-school suspension.

Additional offenses will be considered an act of insubordination. A student who refuses to comply with a request to surrender their cell phone by any member of the faculty or staff and/or administrator, will be considered insubordinate and an appropriate consequence will be issued.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer (wireless communication devices) or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under State and/or Federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district and reported to law enforcement and/or other appropriate state and federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

## Standards for Dress Code

The intent of the dress code is to foster an environment that is safe, conducive to teaching, learning and working, and promotes standards of professionalism in the world of work. All students, staff, and visitors are expected to give proper attention to personal cleanliness and to dress in an appropriate manner 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 and help students develop an understanding of professional appearance in the school setting, by also adhering to these standards. When on school property or at a school function, a person's dress, grooming and appearance, must:

1. Be safe, appropriate and not disrupt or interfere with the educational process;
2. Not show bare skin between mid-thigh and upper chest.
  - a) The expectation is that the following body areas remain covered by appropriate outer garments: midriff, chest, cleavage, and upper thigh. For the purpose of this document, the mid-thigh is defined as the point where an individual's closed fist strikes the thigh when standing with arms straight down at the side and with shoulders relaxed;
3. Cover all underwear with appropriate outer garments, including the wearing of pants at waist level;
4. Not be see-through, or backless, or reveal the area between the mid-thigh and upper chest in any manner;
5. Include safe and appropriate footwear;
6. Not include head covering of any kind (including, but not limited to hats, caps, hoods, and bandanas) during the regular school day, except when required by medical or religious reasons;
7. Not include attire that:
  - a) Shows profanity, obscenity, offensive innuendos, violence, or symbols of hate, or otherwise causes disruption to the educational process;
  - b) Promotes alcohol, tobacco, drugs, gang colors or gang-related signs;
8. Not include coats, jackets, and other outerwear, inside of buildings;
9. Not include jewelry that may be deemed a weapon. This includes, but is not limited to, a single ring or piece of jewelry covering multiple fingers, spiked necklaces or belts, belts with large removable buckles, chain-like neckwear, ninja-type stars, etc. Belts must be buckled;

Additional restrictions may be determined by the school with the approval of the Board of Education.

There are special rules concerning clothing to be worn in various classes and activities, including but not limited to the following: technology, home economics, ceramics, art classes, physical education, athletic competitions and sports practice sessions. Ask your teacher for more information on these rules. Keep in mind that expressing individuality does not provide an excuse to affect the learning environment of others.

Individuals who violate the dress code may be asked to cover or remove the offending item, or to replace it with an acceptable article of clothing or footwear.

- a) Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.
- b) Employees shall be subject to discipline consistent with their collective bargaining agreement or handbook.
- c) Visitors who refuse a request by the building administrator to cover, remove or replace the offending item shall be subject to removal from school property or the school function, as the case may be.

Each building principal may allow exceptions to the student dress code for: hat day, spirit day and other designated special occasions. All exceptions should be approved through the superintendent.

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

## Attendance Policies

### Student Attendance

Attendance is a critical factor in school success for students. Our school day commences at 8:25 am, and ends at 3:20 pm each day. Consistent school attendance, academic success and school completion have a positive correlation. School attendance is both a right and a responsibility in New York State. Parents are expected to make sure that their children attend school on a regular basis and arrive on time. Students who are not in their homeroom/1<sup>st</sup> period class by 8:25 will be considered tardy. The Beaver River Central School District recognizes the necessity for maintaining a register verifying the attendance of all students at instruction because attendance is an integral part of a student's performance in school.

### Course Credit

All high school students must attend at least 87% of all class sessions in order to receive credit for a course. All absences count in the total sessions missed. This attendance policy will also be used to evaluate the attendance of all Beaver River Central students attending vocational classes at the Howard G. Sackett Technical Center. Students on home instruction will be given credit for attendance. Credit bearing courses that meet on a different schedule (i.e. band, chorus, labs, etc.) will maintain this percentage also.

The attendance record will be consulted for the purpose of grading and denials of course credit as defined in this policy. An excused absence, for which the pupil has completed assigned make up work, will not be counted as an absence under this policy. Students, who have excused absences due to prolonged illnesses and are under sixteen years of age or disabled and less than twenty-one years of age, will be provided home or hospital instruction as required in the regulation. Students who have excused absences of short duration and wish to make up course work for credit will meet with the program instructor to develop a plan to make up class work, assignments and assessments.

### Minimal Attendance Procedures

1. After a student reaches the number of absences indicated under Step 1 in the "Attendance – Step 1 and Step 2 chart", a Step 1 letter will be completed by the building principal's office to notify the student and parents.
2. After the student reaches the number of absences indicated under Step 2 in the chart below, a Step 2 letter will be completed by the Building Principal's office to notify the students and the parents that the student has reached the maximum allowable absences for the course and shall afford the student and parent an opportunity for a *conference* with the Building Principal regarding these absences. Unless additional absences are granted through a Minimal Attendance Conference the student will lose credit for the course. Students may appeal this decision to the superintendent of schools.
  - A student reaching Step 2 according to the chart below, is expected to remain in the course for no credit unless parental permission is granted to drop the course. Students will be placed in a study hall if permission is received.
  - Students who choose to remain in the class must complete class work, continue to follow all classroom rules and regulations as outlined in the Standards for Community-Wide Conduct or face removal from the class.
  - In order to attend summer school and take a course on a repeat basis (one period), the student must remain in the regular semester and/or year course.

### Attendance - Step 1 and Step 2 chart:

Classes that meet:	Step 1	Step 2
Full year daily	12	24
Full year every other day	6	12
Half year daily	6	12
Half year every other day	3	6

3. In the case of physical education/swim, a student who reaches step #2 will be double scheduled (schedule permitting) until classes missed are made up. Students who do not meet physical education requirements will be denied credit for the course.
4. If a student who has received an extension from the minimal attendance committee exceeds the days allotted, the student may be denied course credit.
5. Proration for new students – the minimal attendance policy will apply to new entrants based on the marking period in which they enroll. If a student enters BRCS after the beginning of the school year, the entry date will be noted and class attendance will be prorated accordingly

### Makeup Procedures

1. Only those students with excused absences will be given the opportunity to make up a test and/or turn in a late assignment for inclusions in the calculation of the class participation portion of their final grade. It is the responsibility of the student to make arrangements with his/her individual teacher to make up class time. Make up opportunities must be completed by a date specified by the student's teacher for the class in question.
2. Teachers may, but are not obligated to, allow a student to make up for unexcused absences for a test and/or late assignments for inclusions in the calculation of the class participation portion of their final grade. It is the responsibility of the student to ask his/her individual teacher for permission to make up absences related to illegal absences and/or class cuts. Illegal absences and/or class cuts can be made up in two ways:
  - By spending an equivalent number of periods after school with the teacher working on course related material approved by the teacher.
  - By spending an equivalent amount of time after school, in detention, working on course related material approved by the teacher. This make-up detention must be approved and scheduled by the appropriate building administrator.

Parent notification is required before any student can remain after school for either bullet above.

### Excuse Procedures

1. Excuses are due the day the student returns to school. After one (1) week if the excuse has not been turned in, the absence will be recorded as an unexcused absence. **A phone call does not constitute a legal excuse, unless accompanied by a written excuse.**
2. When students wish to be excused for part of the school day (i.e. - for health treatment), the parents' written request for an excused absence should be presented to the Attendance Secretary before school in the morning. If the absence is to occur during the beginning of the school day, the request should be brought in the day before, if possible.
3. When a student returns after an absence from school, an excuse must be presented to the Attendance Secretary immediately upon arrival at school. This excuse must be written by a parent or guardian and should have the following information:
  - The date written.
  - The dates of absence.
  - The reason for absence in case of illness, the general nature of the illness.
  - The parent's or guardian's signature.
4. Vocational students completing internships must report to the Attendance Office to sign in upon arrival at BRCS.
5. Students entering school after 8:25 a.m. must report to the Attendance Office to sign in. A pass will be issued to admit a student to class late. Multiple tardies to school will result in administrative consequences.

### **Excused Absences**

The following reasons are considered examples of excuses for late arrival, early departure, or absences from school: illness; illness in the family; death in the family; unsafe travel conditions, doctor appointments; quarantine; required court appearances; approved college visits; approved cooperative work programs; religious observance; attendance at health clinic; military obligation; disciplinary detention of an incarcerated youth; religious education/instruction. Any other reason will be considered unexcused absences. These unexcused absences may be considered truancy.

### **Unexcused Absences**

The following nonexclusive list includes possible examples of unexcused absences: senior skip day; family vacations; traveling, shopping; employment; babysitting; missing the bus; oversleeping, etc.

Students who have an unexcused absence, late arrival or early departure from scheduled instruction will be subject to a series of incremental interventions including counseling, loss of privileges, warnings, suspension, and any other disciplinary penalties available under the *Standards for Community-Wide Conduct*.

Periodic "hall sweeps" will be conducted to identify students who are absent from scheduled instruction without an excuse. Where consistent with other school practices, teachers and staff will detain students in the hallways who are absent from a class period without an excuse and take the student to the Building Principal's Office or report the student to an appropriate administrator.

The Beaver River Central School District will review this attendance policy and make any revisions necessary in order to improve student attendance annually. This review will include an examination of current intervention strategies, as well as the development of new and effective intervention strategies to improve school attendance, thereby improving students' performance.

The District will provide each teacher, student, and his/her parent or guardian with a copy of the attendance policy at the beginning of each school year and will make copies available to any other member of the community upon request.

### **Excuses for Early Dismissal**

The school assumes the duties and responsibilities of the parent or guardian during the school hours. Thus, it is important that the school know where a student is at all times. Careful attendance will be taken in all classes each period of the day. If a student is to be absent from school, it is the responsibility of the parent or guardian to notify the school. To be excused from school, a parent or guardian must present a written request to the school official. These requests must be presented for approval upon arrival at school in the morning, so that proper notice can be made on the attendance record. Whenever possible, it is expected that parents will make every effort to schedule student appointments outside of school hours.

### **Regulations for Leaving School**

Beaver River Central School is a closed campus. All students must have written parental permission and approval of the administration before leaving school. Leaving school without permission is a violation of the *Standards for Community-Wide Conduct*. Violators will be subject to disciplinary action.

### **Attendance at Vocational School**

Students enrolled in a vocational program will be attending the Howard G. Sackett Vocational Center in Glenfield. Seniors leave at 8:35 a.m. and return at 11:55 a.m. Senior vocational students must report to their BOCES study hall at 8:25 a.m. for attendance and morning announcements before entering the bus. Juniors will be excused from the cafeteria at 11:34 a.m. and should report directly to their bus.

Upon entering at 3:03 p.m., they should report directly to their BOCES study hall. Attendance at the Vocational Center is required. Students who cut classes are in violation of the *Standards for Community-Wide Conduct*. Violators will be subject to disciplinary action.

**All students must arrive at and return from vocational school on authorized Beaver River Central transportation. Driving to the Vocational Center without approval of the Vocational Center Principal and High School Principal is a violation of the *Standards for Community-Wide Conduct*. Violators will be subject to disciplinary action.**

## **Academic Policies**

### **Schedule Changes**

The Drop-Add period is the first two weeks of the course for full-year courses and the first one week of the course for half-year courses. Students who wish to change their schedule must consult with their guidance counselor during a study hall or other free time. They are not to leave class to request a schedule change. Students are to continue attending classes as scheduled until the schedule change has been completely processed.

A student who wishes to drop a course after the Drop-Add period must participate in a meeting with his or her parent(s), guidance counselor, the teacher, and his or her Building Principal. If the consensus of that group is that the student should drop the course, the student will receive:

- DP (Drop Pass) on his/her transcript if he/she were passing the course.
- DF (Drop Fail) on his/her transcript if he/she were failing the course.

If the student has applied to colleges, those colleges will be sent an updated transcript notifying the college that the student has dropped the course.

No student will be allowed to have more than two study halls (in addition to lunch/study hall period) on the schedule. If dropping a course gives the student more than two study halls, he/she must either add another course (only if within the Drop-Add period) or they may not drop the course. FTA/Teacher Aide placements may not be substituted for elective courses.

### **Grading Policy**

- The Beaver River Central School District recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's quarter grade will be based on classroom participation and the student's performance on homework, tests, papers, projects, etc.
- Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, any absence from the class that is not made up shall result in the loss of five (5) points from the student's participation grade for the marking period.
- Any student with more than twelve (12) absences for a semester and twenty-four (24) absences for a full year course will not be permitted to attend summer school unless that student remains in the regular semester and/or year course.
- Students who are unable to attend a class due to their participation in a school sponsored activity (i.e. music lessons, field trips, class or activity meetings), who arrange with their teachers to make up any work missed, shall upon the completion of any make-up work assigned, be given credit for class participation for the day/class period missed. This also applies to any student who is absent from school due to illness who either receives home instruction from the district or makes arrangements with the teacher to make up the work missed.
- Any student who misses a class must take the responsibility to check with the teacher regarding what work must be completed. If the absence is excused, the student may earn his or her class participation grade by completing the make-up assignment according to the schedule arranged by the teacher.

### **Academic Work Study (AWS)**

Students who are failing, or are in danger of failing a course, may be referred to Academic Work Study by the classroom teacher. Students who fail to attend Academic Work Study will be subject to a series of incremental interventions, including loss of privileges, warnings, detention, suspension from school activities, and any other disciplinary penalties available under the *Standards for Community-Wide Conduct*.

## Graduation Requirements

In order to participate in the graduation ceremony, the High School Principal must certify that the student has met all requirements for graduation. Beaver River Central School District requires that students complete 24 credits in order to graduate. The following link shows the most recent State Regulations:

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

Subject	Regents Diploma	Advanced Regents Diploma
English	<b>4 credits</b> (must score 65% on English Regents)	<b>4 credits</b> (must score 65% on English Regents)
Social Studies	<b>4 credits</b> (must score 65% on Global History Regents; must score 65% on US History Regents)	<b>4 credits</b> (must score 65% on Global History Regents; must score 65% on US History Regents)
Math	<b>3 credits</b> (must score 65% on Algebra I Regents)	<b>3 credits</b> (must score 65% on Algebra I Regents; must score 65% on Geometry Regents; must score 65% on Algebra II Regents)
Science	<b>3 credits</b> (must score 65% on one science Regents)	<b>3 credits</b> (must score 65% on two science Regents)
The Arts/Music	<b>1 credit</b>	<b>1 credit</b>
Health	<b>½ credit</b>	<b>½ credit</b>
Physical Education	<b>2 credits</b>	<b>2 credits</b>
Foreign Language	<b>1 credit</b> (or pass Proficiency Exam)	<b>3 credits</b> (must score 65% on Regional Proficiency or earn five credits Career & Tech Education or earn five credits The Arts.)
Electives	<b>5 ½ credits</b>	<b>3 ½ credits</b>

### ***Regents Diploma with Honors***

Students will be awarded a Regents Diploma with Honors if they score an average of 90% or above on the Regents exams required to earn a Regents Diploma (English, Algebra, Global History, US History, Science).

### ***Advanced Regents Diploma with Honors***

Students will be awarded an Advanced Regents Diploma with Honors if they score an average of 90% or above on the Regents exams required to earn an Advanced Regents Diploma (English, Algebra, Geometry, Global History, US History, two Science, and Foreign Language).

#### Additional Notes:

- ◆ Total credits earned must equal or exceed 24 units of credit.
- ◆ These credits may come from elective courses. At a minimum, students must acquire 24 units of credit.
- ◆ Credit for some courses may be awarded in some BOCES programs. Consult a guidance counselor for specific information regarding academic credits for BOCES.
- ◆ Students are allowed a **maximum** of two study halls per day.

### ***Local Diploma***

Some students may qualify for a local diploma. Students who qualify for a local diploma must still take the Regents exams associated with their core subject areas. All of the above credit requirements still apply to students who qualify for a local diploma. See a guidance counselor for more information about local diploma requirements and/or other pathways.



## ***NYS CDOS Credential***

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

## **Doubling-Up Policy**

The following conditions must be met in order to double up:

- All students in grades 7-10 who have failed a course must have successfully repeated the failed course before being allowed to double up.
- The respective counselor has reviewed and discussed the guidelines for doubling up with the student and parent(s).
- The student must have been recommended by the department(s) and the administration as a candidate for doubling up.
- Only seniors and students graduating early, who are in their final year, will be allowed to double up to meet graduation requirements.
- The student and parents have agreed to the written contract for doubling up.

Doubling up is a probationary placement. All students allowed to double up will be subject to the following conditions:

- All students will be evaluated each marking period (academics, discipline, and attendance) and must have satisfactory conduct and effort per teacher judgment.
- All students must maintain a quarterly average of 65% in both courses to continue with this program.
- All students must complete the required coursework within the allotted time established by the teacher.

If the student follows all guidelines, she/he will receive credit for both courses. If the student does not follow all guidelines, she/he will be dropped from the higher level course at the end of that particular quarter and will not receive credit for that course even if it is the course that he/she may be passing. Individuals who do not fulfill the doubling up requirement will not be eligible to participate in the graduation ceremony.

## **Graduating Early**

Students who meet all state and district requirements for graduation in less than four years may graduate early and be awarded their diploma. Students who graduate early may double up during their final year as per the doubling up policy, with guidance and administrative approval. Students graduating early may participate in the regular June commencement ceremony after all of their graduation requirements have been met. Students graduating early will not be counted in the class rank nor considered for the top ten award at the annual Honors Convocation. As long as all graduation requirements will be met before commencement of the current school year, they will be considered seniors for the purposes of senior class activities (homecoming, trip, picnic, graduation walk, etc.).

## **Commencement Attendance**

Commencement is a privileged event. While this is a ceremony that consists of honoring the students who are part of the class of graduating seniors, it is meant to recognize those ***that have successfully completed*** the diploma requirements. In order to participate in the commencement ceremony a student must have completed all requirements needed for a diploma at the time of the ceremony and also have fulfilled any financial or other obligations to the school.

## **Concerns About Curriculum or Educational Material**

Should a student, parent or guardian, or other stakeholder have concerns regarding any educational material that they believe is objectionable, they should first contact the applicable teacher and discuss the matter. If this conference does not resolve the matter, they should then meet with the building principal. If a resolution cannot be reached with the building principal, the individual may complete and submit the "Concerns About Curriculum or Instructional Material Form" to the Building Principal. The Principal shall forward a copy of the form to the Superintendent along with the Principal's recommendations. The following is a copy of the form, for reference purposes. For more information regarding objectionable material, please refer to Board of Education policy #7330.

## **Concerns About Curriculum or Instructional Material Form**

Instructional Material Description:

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Grade/Content Area of concern \_\_\_\_\_

Request Initiated by (Name): \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

1. Describe the nature of your concerns regarding the instructional materials. Please be specific (attach additional pages if necessary)

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2. Date of conference with Teacher \_\_\_\_\_ Name of Teacher \_\_\_\_\_

What was the outcome of this meeting?

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3. Date of conference with Principal \_\_\_\_\_

What was the outcome of this meeting?

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4. Do you have a suggestion for the committee that may resolve the academic concern that you have? Please describe:

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Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## **Physical Education Policies**

In our 6-12 Physical Education program, the students are graded on a scale of 100 points per unit. The students are graded on the following criteria:

### **Grades 9-12**

- Participation / Prepared = 40 points.
- Attitude / Conduct / Effort = 20 points.
- Skill = 20 points.
- Written tests / Knowledge = 20 points.

### **Grades 6-8**

- Swim = 20 points
- Participation/Prepared = 20 points
- Attitude/Conduct/Effort = 20 points
- Skill = 20 points
- Written tests/Knowledge = 20 points

Inappropriate language results in a loss of 2 points for each infraction.

Attendance: A student who is late to class four (4) times throughout the year is given a detention. Throughout the school year, a student is allowed two (2) excused absences. If a student misses more than two PE classes and wants credit, he/she must come in and make up the class. To make up a class, a student may get a pre-signed pass signed in his/her planner to come into another PE class. A student may also do a one-page paper on a topic assigned by the PE teacher to receive credit. Students who are on a medical excuse are sent to the library to do assigned reports until cleared by a doctor.

Prepared: A student who is unprepared for PE class will lose credit for that day and will receive a verbal warning. He/she will also receive a written warning. The second offense of being unprepared will result in a detention and the student-athlete will not be able to participate in after-school activities for that night, whether it is a practice or a game. If the student wants credit for the class, he/she must come in and make up the class or write a one-page paper to receive credit.

Behavior: Flagrant misconduct in PE class that could endanger another student will not be tolerated. This type of behavior will be referred to the appropriate building administrator.

For more detailed information on Athletic standards, this document can be seen on the BRCSD website at: [www.brcsd.org](http://www.brcsd.org) or printed copies may be obtained from your building principal.

## **Summer School Policy**

Students in grades 9 -12 must gain permission to attend summer school. Only students who have shown good effort during the regular school year will be given permission by their teachers to attend summer school.

Final averages will be calculated as:

- 40% - regular school year final average.
- 40% - summer school final average.
- 20% - summer school final exam grade.

Therefore, a reasonably high average during the regular school year is needed for a student to be successful in summer school.

## Prohibited Conduct

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

The Board recognizes the need to make its expectations for conduct while on school property or engaged in a school function, specific and clear. The rules of conduct listed below are intended to do that, and to focus on safety and respect for the rights and property of others.

All persons shall be deemed to be in violation of the *Standards for Community-Wide Conduct* and Board policy if, while on school property or at a school event, they:

**A. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:**

- Failing to comply with the valid directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Lateness for, skipping or leaving school without permission (students).
- Skipping detention (students).

**B. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:**

- Failing to comply with the valid directions of teachers, school administrators or other school personnel in charge of students.
- Speaking out of turn.
- Horseplay.
- Any other conduct, which would cause a student to be a disruptive student as defined in this Code of Conduct.

**C. Engage in conduct that is violent or threatening. Examples of violent or threatening conduct include, but are not limited to:**

- Committing an act of violence (ex. hitting, kicking, punching, and/or scratching) upon a student, teacher, administrator, other school employee or other person, or attempting to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon or to do any form of harm to another individual, by any other means.
- Intentionally, or with reckless indifference or disregard, damaging or destroying the personal property of a student, teacher, administrator, other District employee or other person, including but not limited to, graffiti or arson.
- Intentionally, or with reckless indifference or disregard, damaging or destroying school District property.
- Fighting and/or using any form of physical force against another person.
- Instigating or initiating a fight or the use of any form of physical force against another person

**D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conducts include, but are not limited to:**

- Lying to school personnel.
- Stealing the property of students, school personnel or any other person on school property or attending a school function.
- Defamation, which includes false statements or misrepresentations about an individual or identifiable group of individuals, that harm the reputation of the person or the identifiable group. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.)
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner on school property or at a school function.

- Bullying, cyber-bullying, and harassment, which includes an action or statement, or a pattern of actions or statements, directed at an identifiable individual or group, which are intended to be, or which a reasonable person would perceive, as ridiculing or demeaning, including but not limited to all forms of harassment prohibited in the District's Anti-Harassment Policy, which is incorporated as a part of these Standards for Community-Wide Conduct and Intervention Supports.
- Bullying, cyber-bullying, and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Hazing, this includes any intentional or reckless act directed against another, for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco, including but not limited to electronic cigarettes, vapor devices, or imitation cigarettes in any form.
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana, synthetic drugs (incense, bath salts, or herbal potpourri), ecstasy, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any substances commonly referred to as "designer drugs", or paraphernalia for use of such drugs or be under the influence of any such substance on school property or at a school function.
- Inappropriately using, possessing or sharing prescription and/or over-the-counter drugs.
- Gambling, or inappropriate possession of gambling devices.
- Indecent exposure, that is, exposure to the sight of the private parts of the body.
- Initiating a report, warning, or threat of fire or other catastrophe (including but not limited to a bomb threat or a threat of harm from a chemical or biological substance) without valid cause, misuse of 911, or discharging a fire extinguisher.

**E. Engage in misconduct while on a school bus, public transportation, or public transportation facility, while in transit to and from school.**

It is important for all persons to behave appropriately to ensure their safety and that of others, and to avoid distracting transportation operators. Students and all other persons are required to conduct themselves in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

**F. Engage in any form of academic misconduct. Examples of academic misconduct include, but not limited to:**

- Plagiarism.
- Cheating.
- Copying.
- Altering records.
- Assisting another person in any of the above actions.

**G. Instigate or encourage another person to violate these *Standards for Community-Wide Conduct*.**

## Behavioral Expectations during School Events

### Behavior at Assemblies, Concerts, Athletic Events, Dances

Our school is judged by others who visit the school for assemblies, athletic contests, concerts, and other school functions. Conduct of students at these affairs, to a large extent can determine the reputation of the school. Students are expected to be courteous, show respect for those taking part in all different programs, sit in assigned areas, and practice good sportsmanship at all times. Proper conduct at all extracurricular activities will ensure positive experiences for all who attend.

### Expected Student Behavior at Sporting Events

- All school rules will be in effect and all staff members have the responsibility to see that the rules are followed.
- Appropriate sportsmanship is expected. If a student displays bad sportsmanship, he/she will be asked to leave.
- All refreshments must be consumed in the designated areas.
- No food or drink is allowed in the gym.
- Students in grades K-8 attending a game after school hours, or on the weekend, must be chaperoned by a parent or another adult.
- Students who leave the building will not be allowed to return to the activity.

### Expected Student Behavior at Assemblies/Concerts

- All school rules will be in effect and all staff members have the responsibility to see that the rules are followed.
- Students will leave for the assembly when directed to do so by the teacher/monitor.
- Students will enter and leave the auditorium in an orderly and controlled manner.
- Students will sit in the assigned section with their class.
- Students will listen attentively and respectfully to the presenter(s).
- Students should show appreciation by applause only.

### Expected Student Behavior at Dances/Game Nights

The following regulations are for all game night/dances for students:

- The high school gym, pool, cafeteria, and the hallways between these rooms are open. All other sections of the building are off limits.
- Students must supply a towel and a swimsuit when using the pool.
- Students who leave the building will not be permitted to return. Parents will be called immediately.
- All school rules and regulations as outlined in the Standards for Community-Wide Conduct are in effect. The activity advisors and chaperones have the responsibility to enforce the Code.
- No refreshments may be brought in from the outside. Refreshments must be consumed in the designated area.
- No head banging, body slamming, grinding, or spinning will be allowed.
- Students may bring a pillow, blanket, or sleeping bag to lie on the floor during movies. Once a student leaves the movie, he/she will not be permitted to re-enter.
- Students should follow the directions of the chaperone.
- There is to be no sitting on tables and no feet on the seats of chairs.
- Students must arrange for rides. Parents need to pick students up at a specific time. The phone is in an off-limits area and cannot be used except in the case of an emergency.
- To bring a guest from outside of our school district, students in grades 9 – 12 must obtain a guest pass at least three days in advance of the event and submit it to the Building Principal.
- Game nights are for BRCSD students only.
- High school dances are restricted to grades 9 – 12 students.
- Middle school dances are restricted to grades 6 – 8 students.
- Elementary school dances are restricted to grades K – 5 students.

### Dances

School dances are not public events. Only Beaver River students and their guests are allowed to attend. A high school student may invite one non-school guest but is responsible for his or her guest at all times. A Guest Pass Contract form must be completed and signed by the building principal prior to the dance. Doors will be locked one hour after the start of the dance. No one will be allowed to enter without an excuse from the building principal after that time. There will be no re-admittance after a student leaves the building.

## Meal Charge Policy

### Scope and Purpose

1. The goal of the Beaver River Central School District is to provide student access to nutritious no- or low-cost meals each school day. The purpose of this policy is to insure compliance with federal requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances.
2. The provisions of this policy pertain to school breakfast and lunch meals.
3. The District will provide students, parents and guardians annual notice of this policy and post the policy on its webpage.

### Free, Reduced, and Full Cost Meals:

1. Free Meal Benefit – students eligible for free meals will be allowed to receive a free breakfast and lunch each day.
2. Reduced Meal Benefit - Students eligible for reduced meals will be allowed to receive a free breakfast and lunch each day. *(Due to a change in N.Y. state regulations – students eligible for a reduced meal benefit will be not be charged.)*
3. Full Pay Students – Students will pay for meals at the school's published paid meal rate each day.

### Meal Payments

1. Pre-Payment: Families that pre-pay for meals can help ensure children have consistent access to healthy meals without accruing unpaid meal charges. Students, Parents, Guardians may pay for meals in advance via MySchoolBucks.com or with a check payable to Beaver River Food Services Program. Further details are available on our webpage at [www.brcsd.org](http://www.brcsd.org). Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.
2. Refunds: Any graduating, non-returning student with a meal fund balance will be refunded the unused balance.
3. Balances Owed: Collection of owed balances will follow the policies and procedures set forth herein.

### Meal Charges

1. A student whose parent or guardian has unpaid school meal fees will be provided with the student's meal of choice for that school day of the available reimbursable meal choices for such school day, if the student requests one.
2. Charges outside of the reimbursable meals, including a la carte items, adult meals, etc. are expressly prohibited.
3. Parents/Guardians are responsible for meal payment to the food service program.
  - a. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child if applicable. An application for free or reduced lunch benefits may be filled out at any time during the school year. An application can be obtained by contacting the main office of the student's school.
  - b. If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. This may include the Superintendent making a referral to the Department of Social Services.

### Collections and Notification of Charges and Low Meal Balances

1. Unpaid meal charges are considered "delinquent debt".
2. The District will make every effort that its collections practices of unpaid meal charges do not have a negative impact on the children involved and instead focus primarily on adults in the household responsible for providing funds for meal purchases. The children involved will not be overtly identified, such as with stamps, tickets, or special tokens.
3. Discreet notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.
4. An attempt to notify the Parent/Guardian by phone will be made after the student charges their fourth meal. Notice may also be mailed home if no response is received.
5. If all attempts to notify the Parent/Guardian of the deficient meal fund balance are unsuccessful the building principal will be notified.
6. The Superintendent or his/her designee may work out a repayment plan with the Parent/Guardian. In no event will interest or additional charges be incurred as a result of the delinquent debt.

7. Unpaid meal charges may be carried over at the end of the school year and collection efforts may continue into the new school year.

### Student Parking

Permission to park at BRCSD facilities is a privilege. Once this privilege is granted, students are expected to conduct themselves in a mature and responsible manner. Irresponsible behavior will result in suspension of parking privileges at BRCSD. BRCSD honors requests for parking permits from those students that have established positive behavior patterns. Any student wishing to park at school must obtain a parking pass from the MS/HS Office. As there are a limited number of parking spots available, seniors will have priority for receiving a parking permit. Students and parents will sign a permission form each year indicating the expectations for parking at school during the school year. A parking pass will be given to students for each year. This sticker must be affixed to the rear driver side window of the approved vehicle. Additional information regarding student parking is provided at the time of registration.

### Reporting Student Violations

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the *Standards for Community-Wide Conduct 2022-2023* to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized and if appropriate, or refer the matter to a staff member who is authorized to impose an appropriate sanction if appropriate.

All students are expected to promptly report violations of the *Standards for Community-Wide Conduct 2022-2023* to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function **must** report this information immediately to a teacher, the building principal, the principal's designee or the Superintendent.

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, which may include permanent suspension and referral for prosecution.

### Interscholastic and Co-Curricular Code

At Beaver River Central School, we are very proud of the students who participate in our co-curricular activities and interscholastic teams. The vast majority of our students who participate in the privilege of athletics and co-curricular activities are dedicated to their school and bring credit to themselves, their teams/clubs, their coaches/advisors, their parents, and the school. For the purpose of clarity, co-curricular activities are defined as any school activity that is non-credit bearing.

Athletic activities include all interscholastic sports through the frontier league and section three athletic association. Co-curricular activities include, but are not limited to: Drama Club, Art Club, FCCLA, FFA, Class Activities (Freshman, Sophomore, etc.), Musical and OM. The National Honor Society as an affiliate of a larger organization has a disciplinary code in the national constitution, and NHS will abide by that code.

To help ensure that your co-curricular and athletic experiences at Beaver River Central School will be rewarding, the following student code has been adopted:

### Academic Eligibility Policy

The Beaver River Central School District maintains high academic standards for all of its students. The Academic Eligibility Policy applies to all students in all athletic and co-curricular activities. A student's academic standing is reviewed every five weeks, using both the 10-week Grade Report and the 5-week Progress Report unless a student is restricted or ineligible at that time, then see below for specifics.



### Eligible

Students who are passing with a 65 average in all courses on their reports are considered eligible; they are able to fully participate in all athletic and/or extra-curricular events without restriction. A student athlete must be a bona fide student of the Beaver River Central School District and must be taking at least four subjects, including Physical Education.

### Probationary

Students who are failing one course on their reports are considered Probationary; these students may continue practicing and competing/performing with their team or club. The student is required to complete a Weekly Eligibility Card to ensure he/she continues to meet eligibility requirements. This serves as a check of the student's grades. The student is strongly encouraged to attend the After-School Work study.

### Restricted

Students who are failing two courses on the reports are considered restricted; these students may continue practicing with their team. These students are not allowed to compete with the team until such a time as their grades are passing. Restricted students must attend the After-School Work study sessions for the rest of the marking period. A restricted student will be required to complete a Weekly Eligibility Card every week thereafter. If teacher(s) indicate he/she is passing all courses, or that student is putting forth considerable effort to improve his/her academic performance, the student will be able to fully participate for each week he/she maintains passing grades.

### Ineligible

If a student fails three or more courses, they may not practice or compete until such time that he/she reach a restricted or probationary status. He/she may not attend any practices, contests, or events for the team at home. Ineligible students must attend the After-School Work study sessions and complete the Weekly Eligibility Card every week until such time as they regain eligibility, then they may rejoin practice sessions and contests/games. The card serves only as a check of the student's progress and does not entitle him/her to any temporary change in eligibility status. A student's parent/guardian may file an appeal on behalf of the child if they believe extenuating circumstances contributed to the failures.

### Weekly Eligibility Card

Cards are available from the Athletic Director's office. Students who are listed as Probationary, Restricted, or Ineligible must obtain this card by Thursday. They must request that each of their classroom teachers indicate if they are passing or failing at that point in time. The student must then return the card with all signatures to their coach by 12:00 p.m. on Friday for verification of their status for the week. Eligibility will run from Monday to Monday of the following week. Failure to complete the weekly card places the student on Ineligible status until the card is completed. It is the coach's responsibility to check to see if the student is eligible to participate in practices or competitions.

Guidance will cooperate in this endeavor by checking sports' rosters against grade indexes and forwarding this information to applicable coaches/advisors.

### Notification

The Director of Physical Education will be the only one authorized to permanently remove a student athlete from a roster.

### Fall Eligibility

All students who are Restricted/Ineligible at the end of the school year will begin the following school year on a restricted status unless course failures are made up over the summer. A student may go to a probationary status to participate.

### Appeal Process

Parents/Guardians, coaches or youth advocates of students who fail a course(s) and become ineligible as a result may appeal their student's status if they believe extenuating circumstances caused that failure. The appeal is due five school days after the student is notified of his/her status. The appeal will be heard by an Appeals Board consisting of a building administrator, the Athletic Director, the applicable coach/advisor, and the student's guidance counselor. The entire Appeals Board must be present during this procedure. It will be the role of the student to explain the extenuating circumstances involved in the ineligibility. A written appeal may be made to the Superintendent of Schools, no more than five days after notification of the decision. The Superintendent may affirm, in whole or in part, a decision of Appeals Board.

An appeal of this decision may then be taken to the Board of Education who may affirm, in whole or in part, a decision of the Superintendent. This appeal must take place no more than five school days after they are notified of the Superintendent's decision.

### **Code of Conduct Violations**

Suspension: Any congruent violation of the Student Code of Conduct and Policies resulting in a suspension from school, either in-school or out-of-school, will result in the consequences listed below.

<b>Athletic Code Consequences for BRCS Code of Conduct Violation</b>			
<b>Consequence</b>	<b>First Violation</b>	<b>Second Violation</b>	<b>Third Violation</b>
# of Game Suspension(s)	1 game	2 games	Season Suspension & loss of team awards
# of Day(s) – Weeks suspended from Competition	1 Day – *1 Week	2 Days – *2 Weeks	*Eight (8) week Suspension
Parent Notification	Required	Required	Required
Referral to Instructional Support Team Required	Yes	Yes	Yes
Mandatory Support Services as Recommended	Yes	Yes	Yes
<p>* Co-curricular penalty</p> <p>All suspensions from school will result in loss of extracurricular and athletic privileges as indicated above. Violations are cumulative from grades 6 – 8; 9 – 12 (effective September 1, 2008). Each additional violation will result in an automatic season suspension. Student must remain in counseling until released by the counselor. When counseling is recommended a student who refuses counseling will be suspended from all activities until counseling commences. A coach or advisor may impose additional consequences. The Superintendent reserves the right to make modifications to this policy on a case-by-case basis.</p>			

<b>Guideline for Co-Curricular Code Consequences for BRCS Code of Conduct Violation</b>			
<b>Consequence</b>	<b>First Violation</b>	<b>Second Violation</b>	<b>Third Violation</b>
Suspension from Competition/participation	1 Week/ 1Activity	2 Weeks/2 Activities	Removal from all activities for a calendar year
Parent Notification	Required	Required	Required
Referral to Instructional Support Team Required	Yes	Yes	Yes
Mandatory Support Services as Recommended	Yes	Yes	Yes
<p>All suspensions from school will result in loss of extracurricular and athletic privileges as indicated above. Violations are cumulative from grades 6 – 8; 9 – 12 (effective September 1, 2008). Each additional violation will result in an automatic season suspension. Student must remain in counseling until released by the counselor. When counseling is recommended a student who refuses counseling will be suspended from all activities until counseling commences. A coach or advisor may impose additional consequences. The Superintendent reserves the right to make modifications to this policy on a case-by-case basis.</p> <ul style="list-style-type: none"> <li>- Due to the different nature of the co-curricular activities the determination of the timeframe of the suspension will be determined by the principal and activity advisor.</li> <li>- In the case that the principal determines that a “flagrant violation” of more than three violations of school code occurs, a co-curricular council may be convened to determine consequences. The co-curricular council will have neither principal nor the advisor on the committee.</li> <li>- Class activities may be affected when a violation of code is brought to the committee.</li> </ul>			

## **Tobacco/Drug/Alcohol Violation**

The following acts are prohibited for all Beaver River Central School students:

- ♦ The use or possession of tobacco products.
- ♦ The use or possession of a vape, juul or any electronic smoking device.
- ♦ The use or possession of alcohol.
- ♦ The illegal use or possession of non-prescription drugs.
- ♦ The abuse or illegal possession of a prescribed drug (i.e. steroid).
- ♦ Attendance and/or participation at any parties where minors are consuming alcohol and/or illegal drugs. Students found to be attending such parties will be suspended from one game and be required to attend counseling offered at the school. A second violation of this type will result in a suspension of four days of competition. A third violation will result in a season suspension. Any violations thereafter will result in suspension from all participation. Violations are cumulative grades 6-12. The Superintendent reserves the right to handle each penalty in a case-by-case basis.

**Any Tobacco/Drug/Alcohol Violation will result in loss of All-Star award if applicable.**

<b>Athletic Code Consequences for Tobacco/Drug/Alcohol Violation</b>			
<b>Consequence</b>	<b>First Violation</b>	<b>Second Violation</b>	<b>Third Violation</b>
Suspension from Competition/ Participation	4 weeks of participation/ 4 activities	8 weeks of participation/ 8 activities	Removal from organization for one calendar year
Parent Notification	Yes	Yes	Yes
Contact Law Enforcement	Yes	Yes	Yes
Mandatory Support Services as Recommended	Yes	Yes	Yes

<b>Guideline for Co-Curricular Code Consequences for Tobacco/Drug/Alcohol Violation</b>			
<b>Consequence</b>	<b>First Violation</b>	<b>Second Violation</b>	<b>Third Violation</b>
# of Game Suspension(s)	4 Games	Season suspension & loss of team awards	Suspension from all participation for the remainder of school year
# of Day(s) – Weeks suspended from Competition	4 Days of Competition - * 4 weeks of competition	*Eight (8) week suspension	
Parent Notification	Yes	Yes	Yes
Contact Law Enforcement	Yes	Yes	Yes
Mandatory Support Services as Recommended	Yes	Yes	Yes
<p>*Co-curricular penalty</p> <p>All suspensions from school will result in loss of extracurricular and athletic privileges as indicated above. Violations are cumulative from grades 6 – 8 and 9 – 12 (effective September 1, 2008). Student must remain in counseling until released by the counselor. Student who refuses counseling will be suspended from all activities until counseling commences. A coach or advisor can impose additional consequences. The Superintendent reserves the right to handle each penalty in a case-by-case basis.</p> <ul style="list-style-type: none"> <li>- Due to the different nature of the co-curricular activities the determination of the timeframe of the suspension will be determined by the principal and activity advisor.</li> <li>- In the case that the principal determines that a “flagrant violation” of more than three violations of school code occur, a co-curricular council may be convened to determine consequences. The co-curricular council will have neither principal nor the advisor on the committee.</li> <li>- Class activities may be affected when a violation of code is brought to the committee.</li> </ul>			

Students involved in school-sponsored activities that violate school rules of conduct and discipline or those rules of the team or activity may incur additional penalties relating to those activities. A student may be placed on suspension from an activity, including interscholastic sports, effective immediately and without warning. While on in-school suspension, students may attend all practices/rehearsals but may not dress for competition. While on out-of-school suspension, students are not allowed to attend any school-sponsored function, including team practices and games.

A student has the right to appeal any suspension. The student must notify the principal, in writing, by the end of the second day (4:00 p.m.) after the suspension has been levied. Students may not participate in games, practices, or co-curricular activities during the appeals process.

Quitting: After two weeks of a season, an athlete may not try out for another sport during that season. If a student quits after the first two weeks of a spring sport, they may not try out for a fall sport.

### Participation in Non-BRCSD Offered Athletics

Beaver River CSD wishes to offer its student-athletes as many opportunities as possible. In certain circumstances an athlete may wish to participate in a sport not offered at Beaver River. In this situation the guidelines for such participation in an interscholastic sport at another district are below. These guidelines were developed to support students and maintain BRCSD current athletic programs.

1. All BRCSD student athletes must meet Beaver River eligibility requirements as listed in the student handbook.
2. Students must express interest in participating in the sport minimally a full two regular board meetings (second Monday of the month) prior to the start of the sport season they are looking to participate in.
3. The athletes must get Board of Education approval from the District taking on the athletes as well as the BRCSD Board of Education.
4. BRCSD will allow a maximum of 2 athletes to participate per sport and level at another district willing to accept the athletes.
5. If more than two athletes express interest in a sport BRCSD will take the following actions.
  - a. First, BRCSD will look into forming its own team if there are enough interested athletes.
  - b. If it is not feasible to have a team then BRCSD will have a lottery to draw which athletes will be able to participate in the sport outside the district.
  - c. Once an athlete begins participating in a specific sport they will be allowed to continue in that sport on an annual basis as long as they continue playing for consecutive seasons.
  - d. If an athlete fails to complete their season on an out of district team they will not be permitted to participate in future out of district competition.
6. Athletes and families participating in a sport outside of BRCSD will be fully responsible for their own transportation and any additional expenses required to participate.

## Section 5 – Preventative Practices/Intervention Strategies

### Positive Relationships

Our schools are expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially.

#### Tips for Calming Conflict

- **Show students you understand.** Listen well, with sincere concern, to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.
- **Ask open-ended questions.** Say, for example, “What was that like for you?” or “Tell me more about that.” This gets more than a “Yes” or “No” response, and help students tell their story.
- **Use reflective listening when intervening in a conflict.** Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let students tell their story – say just enough to help them do it.

- **Help student's problem-solve disputes.** Use open-ended questions and reflective listening to help students think about what happened. Trust that, with guidance, students will identify a solution that works for them.

### **Skills and Strategies for Building Positive Relationships**

- Communicating understanding;
- Structuring task for student success;
- Reinforcing student behavior in a positive manner;
- Setting rules, limits, and consequences;
- Creating a safe and trusting environment;
- Remaining neutral;
- Using nonjudgmental language;
- Responding only when a response is necessary;
- Staying calm in tense situations;
- Encouraging people to "vent" while being aware of safety;
- Listening and repeating what students say (reflective listening);
- Identifying and labeling feelings, values and topics to be resolved (strategic listening);
- Asking open-ended questions;
- Assisting people in the positive problem-solving process.

### **Additional Intervention Strategies**

To help students conduct themselves appropriately, *Beaver River Central School's Standards for Community-Wide Conduct* lists prevention and intervention strategies that **may** be used prior to **or** in addition to any disciplinary response to student behavior. Examples of such strategies include the following:

**Behavior Intervention Plan (BIP):** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities. A BIP is developed based on the results of an FBA).

**Community Service:** Allows students to participate in some sort of activity to serve and benefit the community. Examples include working in a soup kitchen, cleaning up public spaces, helping at a facility for the aged, or similar activities.

**Conference:** Involves students, parents, guardians, teachers, school staff, and principals in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to behavior.

**Functional Behavior Assessment (FBA):** Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Intervention Plan (BIP) for the student.

**Individual Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing, and revising IEP's for students with disabilities, Functional Behavior Assessments and Behavior Intervention Plans, and determining the placement of students with disabilities in a least restrictive environment. (Note: Specific to students with disabilities or students suspected of having a disability.)

**Referral to appropriate substance abuse counselling services:** Occurs for behavior related to substance abuse, or with those for whom there is a reason to believe substance abuse counseling is needed. Service can be school or community based.

**Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

**Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.

**Student Support Team:** Consists of IST chair, school psychologists, school social worker, and school counselor. The IST Team may work with the building principal, teachers, school nurses, mental health clinicians, and external agency representatives to develop behavioral interventions and alternative strategies that will lead to student success. When student behavior requires intervention, parents, school staff, and the principal may request that the Instructional Support Team develop a plan to address the students' behavioral needs. If the behavior does not improve after implementation, timely review and revision of the plan and is significantly interfering with the student's learning and academic progress, it may be necessary to refer the student for a CSE evaluation.

## Progressive Consequences

Consequences are most effective with students when they deal directly with the problem, in a way that students view it as fair and impartial.

When choosing interventions and consequences for students' behavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

- Age, health, and disability or special education status of the student;
- Appropriateness of student's academic placement;
- Student's prior conduct and record of behavior;
- Student's understanding of the impact of their behavior and attitude;
- Students willingness to repair the harm caused by their behavior;
- Seriousness of the behavior offense and the degree of harm caused;
- Impact of the incident on overall school community;
- Whether the student's violation threatened the safety of any student or staff member;
- The likelihood that a lesser intervention would adequately address the violation.

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

If the conduct of a student with a disability results in a long term suspension or a series of short term suspensions, consequences shall be administered consistent with the separate requirements of this *Standards for Community-Wide Conduct* for disciplining students with a disability or presumed to have a disability. Understanding consequences as a "teachable moment" is fundamental to a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

Understand why the behavior is unacceptable and the harm it has caused; Understand what they could have done differently in the same situation; Take responsibility for their action; Be given the opportunity to learn pro-social strategies and skills to use in their future; Understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources and the last severe disciplinary responses. Interventions are essential because inappropriate behavior or violations of the *Standards for Community-Wide Conduct* may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

## Levels of Interventions and Disciplinary Response

When students are disruptive or act inappropriately, school staff and principals will respond logically, appropriately and consistently. Beaver River Central School *Standards for Community-Wide Conduct* describes four levels of

possible response to inappropriate and disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

When principals and school staff respond to student behavior, they are expected to take into account numerous factors. Each administrator shall have the first level of responsibility to review alleged infractions and to determine the appropriate action within the four levels.



## Levels of Interventions and Disciplinary Responses

<b>Level 1</b>	<p><b>Examples of Classroom Interventions and Responses</b></p> <p>These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion.</p>	
<b>Level 2</b>	<p><b>Examples of Administrative Interventions and Responses</b></p> <p>These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p>	
<b>Level 3</b>	<p><b>Examples of Suspension and Referral Responses</b></p> <p>These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.</p>	
<b>Level 4</b>	<p><b>Example of Extended Suspension and Referral Responses</b></p> <p>These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior.</p>	



## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**Key: Typically Use Lowest Level Indicated First**

<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.		<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school.	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
<b>Absences</b>						
Unexcused absence from school			●			
Persistent or excessive absence from school			●	●		
Habitual truancy (i.e., unlawfully absence from school for a number of days in excess of 20 percent of any making period, quarter or year)			●	●		
<b>Academic Dishonesty</b>						
Cheating or Plagiarism		●	●	●		
<b>Alcohol</b>						
Under the influence				●	●	●
Using or possessing				●	●	●
Distributing or selling				●	●	●
<b>Attack on Student, (i.e., hitting, kicking or punching another student without warning)</b>						
No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes)			●	●		
Bodily injury for pre-k to grade 5		●	●	●		
Bodily injury for grades 6-12				●	●	●
<b>Bomb Threat</b>						
Pre-k to grade 5				●	●	●
Grades 6 to 12					●	●

## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**Key: Typically Use Lowest Level Indicated First**

<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)			<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school.
<b>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>MAY BE REFERRED TO POLICE</b>
<b>Bullying, Including Cyber-bullying and Gang-Related Incidents</b>					
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school	•	•	•		
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student’s ability to participate in or benefit from a school’s education or extra-curricular programs)		•	•	•	•
<b>Bus Violation</b>					
Minor disruption on the bus (i.e., eating, drinking, being too loud, standing)	•	•			
Serious disruption on the bus		•	•	•	•
<b>Classroom Disruption</b>					
Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; and other behavior that distracts from student learning	•	•	•		
<b>Defiance of Authority and/or Insubordination (nonviolent/nonphysical)</b>					
Failure to follow directions	•	•	•		
Failure to respond to school staff questions or requests	•	•	•		
Failure to follow directions, leading to a potential threat or harm to self or another person	•	•	•		
Failure to follow directions that directly leads to the harm of self or others	•	•	•	•	

## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**Key: Typically Use Lowest Level Indicated First**

<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.		<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school.	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
<b>Disrespectful Behavior</b>						
Making inappropriate gestures, symbols or comments, or using profane or offensive language		●	●	●		
Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff		●	●	●		
Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff that leads to emotional or physical harm to another person		●	●	●	●	●
<b>Dress Code Violation</b>						
Refer to dress code standards.		●	●	●		
<b>Drugs or Controlled Substance</b> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)						
Under the influence				●	●	●
Using or possessing				●	●	●
Distributing or selling					●	●
<b>False Activation of a Fire Alarm</b>						
Pre-k to grade 5			●	●	●	●
Grades 6 to 12				●	●	●

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE						
Key: Typically Use Lowest Level Indicated First						
<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student's behavior seriously affects the safety of others in the school.		
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE	
<b>Fighting</b>						
Physical aggression with another student (e.g., shoving or pushing)		•	•			
Minor fighting (may include incidents resulting in minor injuries)			•	•	•	
<b>Fire Setting/Arson</b>						
Starting a fire; destruction of property as a result of starting a fire			•	•	•	
<b>Gambling</b>						
Requiring the use of money or exchangeable goods		•	•			
<b>Hallway Misbehavior</b>						
Running, making excessive noise or loitering	•	•				
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyber-harassment, Against Members of the School Community</b>						
Minor harassment (i.e., verbal discriminatory actions)		•	•			
Serious harassment (i.e., persistent or long-term harassment)		•	•	•	Referral to DASA	
<b>Inciting or Participating in Disturbance</b>						
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot.		•	•	•	•	
Using a personal communication device to attract others to, <b>record and/or</b> initiate a disturbance.		•	•	•	•	

## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**Key: Typically Use Lowest Level Indicated First**

<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)	<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school.		
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
<b>Inhalants</b>					
<i>Under the influence</i> - Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant			●	●	●
Using or possessing			●	●	●
Distributing or selling				●	●
<b>Physical Contact with School Personnel</b>					
Attack against school personnel; physically attacking an employee of the Beaver River Central School District or other adult, including striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 12)		●	●	●	●
<b>Portable Electronic Devices Use at Unauthorized Times</b>					
Use of cell phones, PDA’s, iPods, electronic game devices, tablets and any other personal communication devices.	●	●	●		
Use of electronic devices that lead to the threat of harm to another person.		●	●	●	●
Recording or posting a fight.			●	●	
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person.			●	●	●
Unauthorized recording or posting of students and/or staff.	●	●	●	●	●

<b>INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE</b>					
<b>Key: Typically Use Lowest Level Indicated First</b>					
<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student's behavior seriously affects the safety of others in the school.	
<b>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>MAY BE REFERRED TO POLICE</b>
<b>Property Damage, Including Graffiti - Another Person's or school property.</b>					
Minor or accidental damage (value less than \$50)	•	•			
Damage to the value of \$50 to \$500		•	•	•	•
Damage value over \$500			•	•	•
<b>Serious Bodily Injury</b>					
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body				•	•
<b>Sexual Assault or Offense</b>					
Forced sexual act. School staff is required to contact Police immediately for any sexual assault				•	•
<b>Sexually-Based Infraction</b>					
Sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)	•	•	•	•	•
Sexual activity or sexual misconduct (i.e., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 5)	•	•	•	•	•
Sexual activity or sexual misconduct (grades 6 to 12)		•	•	•	•

<b>INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE</b>					
<b>Key: Typically Use Lowest Level Indicated First</b>					
<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)	<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student's behavior seriously affects the safety of others in the school.		
<b>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>MAY BE REFERRED TO POLICE</b>
<b>Tardiness</b>					
Persistent or excessive tardiness to class or school	•	•			
<b>Technology Acceptable Use Policy Violation</b>					
Refer to Standards for details	•	•	•		
<b>Threat Against School Personnel, Written or Verbal</b>					
Pre-k to grade 5	•	•	•	•	•
Grades 6 to 12		•	•	•	•
<b>Theft</b>					
Less than \$500		•	•	•	•
Greater than \$500 (it is recommended that police not be contacted for students in pre-k or K)			•	•	•
<b>Tobacco, Juul, Vaping device, Electronic Cigarette or similar device - Possession or Use</b>					
School staff is required to refer students to appropriate substance abuse counseling.			•	•	
<b>Distributing or selling</b>					
Distributing or selling of any tobacco products (including but not limited to a Juul or Vape)			•	•	•
<b>Trespassing</b>					
Being on school property without permission, including while suspended or expelled; includes breaking and entering		•	•	•	•
<b>Truancy</b>					
Failure to appear or attend a scheduled class		•	•		
<b>Unauthorized Sale or Distribution</b> (unauthorized or unapproved sale/distribution of goods not otherwise included in this code)					
Items with little monetary value (under \$50)	•	•			
Items with significant monetary value (above \$50)		•	•		

## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

**Key: Typically Use Lowest Level Indicated First**

<b>Level 1:</b> Classroom support – may be appropriate when student has no prior incidents and interventions have not been put in place.	<b>Level 2:</b> Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior continues to negatively affect the learning of the students and others.	<b>Level 3:</b> Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)			<b>Level 4:</b> Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school.
<b>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>MAY BE REFERRED TO POLICE</b>
<b>Verbal or Physical Threat to Student</b>					
Threatening or aggressive language or gestures directed toward another student	●	●	●	●	●
<b>Weapons, Firearms and Explosives</b> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)					
Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)			●	●	●
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code – i.e., handguns, rifles, shotguns and bombs)				●	●
Other guns (possession of any gun, of any kind, loaded or unloaded. Operable or inoperable, including any object that is a look alike of a gun, other than a firearm – i.e., BB guns, pellet guns, water guns, etc.)			●	●	●
Other weapons (possession of any implement which could cause bodily harm, other firearm, or other gun) Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by Beaver River School.			●	●	●



## **Imposition of Penalties**

Students who are found to have violated the District's *Standards for Community-Wide Conduct 2022-2023* may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the District staff;
2. Written warning – bus drivers, hall and lunch monitors, teacher aides, coaches, guidance counselors, teacher, principal, Superintendent;
3. Written notification to parent – bus driver, hall and lunch monitors, teacher aides, coaches, guidance counselors, teachers, principal, Superintendent;
4. Detention – teachers, principal, Superintendent;
5. Suspension from transportation – principal, Superintendent;
6. Suspension from athletic participation – coaches, athletic director, principal, Superintendent;
7. Suspension from social or extracurricular activities – activity sponsor, principal, Superintendent;
8. Suspension of other privileges – principal, Superintendent;
9. In-school suspension – principal, Superintendent;
10. Removal from classroom – teachers, principal, Superintendent;
11. Short-term (five days or less) suspension from school – principal, Superintendent
12. Long-term (more than five days) suspension from school – Superintendent;
13. Permanent suspension from school – Superintendent, Board of Education.

## **Student Exclusion Procedures**

### **Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases the school personnel, authorized to impose the penalty, must inform the student of the alleged misconduct and must reach a determination concerning the facts surrounding the alleged misconduct. All students will be afforded an opportunity, if requested, to present their version of the facts to the school personnel imposing the disciplinary penalty.

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

### **1. Detention**

Teachers, principal and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention must be served within one school day from the date of issuance. Exceptions can be made for illness or extenuating circumstances and the student and/or parent notifies the appropriate person, if circumstances allow. Detention takes precedence over extra-curricular activities, athletic practices or events, and student employment. Detention will be imposed as a penalty only after the student's parent has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in an additional day of detention or in-school or out-of-school suspension unless an exception to extenuating circumstances applies.

### **2. Suspension from transportation**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students may have their riding privileges suspended by the building principal or the Superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

If suspension from transportation will result in the student not being able to attend school, the transportation suspension will be revoked and another intervention consequence will be used with the Level of offense.

A student subjected to a suspension from transportation is not entitled to a hearing pursuant to Education law §3214 (unless the suspension from transportation will amount to a suspension from attendance). However, the parents shall be given notification of such action as soon as possible, and the student and the students' parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved. Should the suspension from transportation amount to a suspension from attendance at school, the procedures of §3214 will be followed.

### 3. **Suspension from athletic participation, extra-curricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a hearing pursuant to Education law §3214. However, the parents shall be given notification of such action, as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension, to discuss the conduct and the penalty involved.

### 4. **In-School Suspension**

The Board recognized the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of the *Standards for Community-Wide Conduct 2022-2023* violation in an "in-school suspension."

A student subjected to an in-school suspension is not entitled to a hearing pursuant to Education Law §3214. However, the parents shall be given notification of such action as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension, to discuss the conduct and the penalty involved.

### 5. **Teacher removal of disruptive students**

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior, and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to sit in a designated area of the room or briefly leaving the classroom to give the student an opportunity to regain his or her composure/self-control under the supervision of an aide or other adult supervisor. Use of classroom management techniques such as these does not constitute disciplinary removal for purposes of these *Standards*, so long as the student is not sent to the care or custody of someone other than the classroom teacher.

On occasion, a student's behavior may become disruptive. For purposes of these *Standards*, a disruptive student is a student who is substantially interferes with the teacher's authority over the classroom, i.e., interrupts or interferes with a student's ability to learn or

impedes or interferes with a teacher's ability to teach or to maintain order in the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent and/or vociferous unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules in a manner which interferes with the process of instruction in the class. Examples include repeated and/or severe instances of speaking loudly or disrespectfully to the teacher or others, speaking out of turn, leaving his or her seat without permission, physical contact with another or throwing items.

A classroom teacher may remove a disruptive student from class for up to four days (including the day on which the removal occurs) when other behavior management techniques have been used but have not been successful in eliminating the disruptive conduct, or the conduct is so severe that such techniques cannot feasibly be used. The removal from class, only applies to the class of the removing teacher. Removal of a student with a disability, under certain circumstances, may cause a change in the student's placement.

### 6. **Suspension from school**

Suspension from school is a significant penalty, which may be imposed upon students who violate the *Standards for Community-Wide Conduct 2022-2023* and warrant a Level 3 or Level 4 response.

Are insubordinate, disorderly, violent or disruptive, whose conduct otherwise endangers the safety, morals, health welfare or others;

Engage in off-campus conduct (not at school or while not under the supervision of school authority or any employee or board member of the district), that adversely affects the educative process or endangers the health, safety, or morals of students, or poses a threat of harm to him or herself, or to school property.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the *Standards for Community-Wide Conduct 2022-2023*. All recommendation 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 and in no event later than the end of the next school day.

These procedures are also applicable where the student is suspended by an administrator from only one (or more) classes rather than from his or her entire educational program.

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

(See Appendix D – Short-term Suspension Timeline) When the Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct the suspending authority must provide an explanation for the basis of the proposed suspension. The suspending authority must also notify the student’s parents in writing within 24 hours that the student be, (or has been), suspended from school.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purpose of contacting the parents. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of the complaining witnesses under such procedures as the principal may establish. Parents may also bring a representative or additional person of their choice to the conference.

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 serious and continuing danger to others that cannot otherwise be remedied (through the use of in-school suspension or other non-exclusionary tactics).

If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the parents in writing of his or her decision.

The authority of the principal to suspend a student is limited to a maximum of five (5) days, and the return of the student at the end of the suspension may not be conditioned upon the parent(s) meeting with the principal.

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

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

The Superintendent may personally hear and determine the proceeding or may, at 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. Parents and students may request to listen to the recording of the hearing, at the school. The hearing officer shall make recommendations as to findings of fact and the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept, reject, or modify all or any part thereof. Whenever practicable, prior to the issuance of his report the hearing officer shall hold an informal conference with the parent in an effort to reach a mutually agreed upon resolution of the case, before the formal report is issued to the Superintendent.

An appeal of the decision of the Superintendent may be made to the Board, which 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 fourteen calendar days of the date of the Superintendent’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or

in part the decision of the Superintendent. Final decisions of the board may be appealed to the Commissioner of Education within 30 calendar days of the decision.

#### **8. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as conduct which poses a life-threatening or other serious danger to the safety and well-being of other persons. The procedures used shall be the same as those for a long-term suspension.

#### **9. Alternate Instruction**

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide continued educational programs and activities, alternative means of instruction, for the student. The alternative instruction may be provided by personnel at a mutually agreeable location. The alternative instruction shall begin as soon as practicable.

Mechanisms for the provision of such services at each school shall be developed by the District, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student.

#### **Minimum Period of Suspension**

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

Any student, including students with disabilities pursuant to Federal and State Laws and Commissioner's Regulations Part 200 and 201, found guilty of bringing a weapon, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun (Commissioner's Decision No. 14,733, no. 15,041); onto school property will be subject to suspension for school for at least one calendar year. Any student found guilty of bringing an imitation gun onto school property may be subject to the same penalty. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding to modify the penalty, the Superintendent may consider the following:

- Age, health, and disability or special education status of the student;
- Appropriateness of student's academic placement;
- Student's prior conduct and record of behavior;
- Student's understanding of the impact of their behavior attitude;

- Student's willingness to repair the harm caused by their behavior;
- Seriousness of the behavior offense and the degree of harm caused;
- Impact of the incident on overall school community;
- Whether the student's violation threatened the safety of any student or staff member;
- The likelihood that a lesser intervention would adequately address the violation;
- The Superintendent may recommend that a threat assessment, special intervention, health examination, or mental health examination be completed by a certified District employee or designee in order to determine if a student suspended for bringing a weapon to school pursuant to the *District Standards for Community-Wide Conduct and Intervention Supports* is eligible for a return to school from a long-term suspension prior to the original date of return and/or to determine and promote the educational interests of the student.

##### **2. Violent students who commit acts other than bringing a weapon to school.**

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

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

Any student, other than a student with a disability, who repeatedly is substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of the *Standards for Community-Wide Conduct and Intervention Supports*, "repeatedly

is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to §3214(3-a) and these *Standards* on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parent will be given to all students subject to a long-term suspension. The suspending authority has the authority to modify the minimum five-day suspension on a case-by-case basis.

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

### Referrals

1. **Counseling and Human Services Agencies**  
BRCS staff may be a resource to parents for referrals of students to counseling and human services agencies.
2. **PINS Petitions**  
The District may in appropriate cases seek the assistance of the Family Court through a PINS petition when students exhibit a pattern of unexcused absences, in accordance with the District’s Attendance Policy. In addition, any student who is found to have brought a weapon to school, any violent student or any student who commits criminal acts on school property will be referred to the proper law enforcement agency in accordance with the terms of these *Standards*.

### Due Process for Students with a Disability

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or inappropriate behavior. The Board also recognizes that students with disabilities have 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.

These *Standards for Community-Wide Conduct 2022-2023* affords students with disabilities subject to disciplinary action no greater or lesser rights than

those expressively afforded by applicable federal and state law and regulations.

### 1. Authorized Suspension or Removal of Students with Disabilities.

For purposes of this section of the *Standards for Community-Wide Conduct 2022-2023*, only the following definitions apply:

A “**suspension**” means a suspension pursuant to Education Law §3214.

A “**removal**” means a removal for disciplinary reasons from the students’ current educational placement other than

- a. A suspension;
- b. A change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others;
- c. A change in placement to an IAES for behavior involving weapons, illegal drugs or controlled substances.
- d. An “**IAES**” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized educational program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

- a. Students with disabilities can be suspended or placed in another setting, including IAES, for up to 10 days in the same manner as their non-disabled peers. The 10-day cap is either consecutive days or cumulative days if the removal constitutes a change in placement.
- b. The Board, the Superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and

not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

- c. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (b) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- d. The Superintendent may order additional suspension 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 (see Section B, below).
- e. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function. The Superintendent may order this change even if the student's behavior is a manifestation of the student's disability.
  - "Weapon" means the same as "dangerous weapon" under 18 U. S. C. §930 (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 pocketknife with a blade of less than 2 ½ inches in length.
  - "Controlled substance" means a drug or other substance identified in certain provision 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.

- f. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational program poses a substantial likelihood of injury to the student or others. A court also may order such a student to be placed into an IAES.

## 2. Change of Placement Rule

- a. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - For more than 10 consecutive school days; or
  - For a period of 10 cumulative school days or more if the student is subjected to a series of suspension or removals that constitute a pattern because they accumulate 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 suspension or removals to one another.
- b. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement (based on a pattern of suspension or removal) **and the behavior resulting in suspension is determined to be a manifestation of the student's disability.**

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

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

#### **a. The District's Committee on Special Education shall:**

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

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

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

- Conduct a manifestation determination review within 10 days of the decision to change a student with a disability's placement for discipline reasons.

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

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

- The school district is deemed to have knowledge that a student is presumed to have a disability if the parent of the child has expressed concern in writing to supervisory or administrative personnel that the child is in need of special education, if the parent of the child requested an evaluation of the child; if the teacher or other school district personnel expressed specific concerns about a pattern of behavior to the specific education coordinator or other appropriate supervisory personnel; or if the Superintendent, building principal, or other school official so determines.

- 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.

- 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:

- ☐ Conducted an individual evaluation and determined that the student is not a student with a disability, or
- ☐ Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

- c. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
- d. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
- e. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into these *Standards*.
- f. 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 student, 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.

- g. 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 these *Standards*.

#### **4. Expedited Due Process Hearings**

- a. An expedited due process hearing shall be conducted in the manner specified by the commissioner's regulations incorporated into these *Standards*, if:
  - 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.
  - 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.
    - During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
    - 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 IAES.

- b. 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.

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

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

- a. 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.
- b. 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.

## **Prohibition of Corporal Punishment**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

Protect oneself, another student, teacher or any person from physical injury.

Protect the property of the school or others that, left unprotected, would otherwise result in a major loss for the school district or other person; or threaten the safety of others.

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.

## **Student Privacy**

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 personnel authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District *Standards for Community-Wide Conduct 2022-2023*. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school personnel.

In addition, the Board authorizes the Superintendent, building principals, School Safety Officers, and the School Nurse 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 District *Standards for Community-Wide Conduct 2022-2023*. Other school personnel may conduct a search only in a situation where the circumstances do not allow the calling of the Superintendent or building principals. Whenever practicable, the school official conducting a search shall consult with another person concerning the presence of reasonable suspicion and shall have another adult witness the search.

Whenever practicable, before searching a student or the student's belongings, the authorized school official should first ask the student if he or she possesses physical evidence that they violated the law or the District *Standards for Community-Wide Conduct 2022-2023* and/or ask the student to voluntarily consent to the search.

Searches will be limited to the actions necessary to locate the evidence sought. Whenever practicable, searches will be conducted in a private area and students will be present when their possessions are being searched.

The rules in these *Standards* 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.

## Visitors to the School

Entrance to the school will be through the main entrance exclusively, unless picking up an elementary student after 3:00 p.m. in the designated pick-up room.

Visitors with an appointment must sign-in at the Attendance Office window located at the main lobby, receive a visitor's badge and be escorted to the building office of your meeting.

Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized person will be asked to leave. The police may be called if the situation warrants.

All visitors must abide by the rules contained in the *Standards for Community-Wide Conduct 2022-2023*.

## Enforcement for Persons Other Than Students.

For all persons other than students, violation of this Code shall be subject to the following provisions.

### Penalties

Persons who violate these *Standards* shall be subject to the following penalties:

1. **Visitors.** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection, or to arrest and prosecution, at the discretion of the Principal and the police. Where warranted, they may be excluded from school property and/or functions in the future.
2. **Faculty members and administrators.** They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Education Law§3020-a and any other legal and contractual rights that they may have.
3. **Staff members in the classified service of the Civil Service entitled to the protection of Civil Service Law §75.** They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Civil Service Law §75 and any other legal and contractual rights that they may have.
4. **District employees other than those described in subdivisions 2 and 3.** They shall be subject to warning, reprimand, suspension, dismissal or other disciplinary action, as the facts may warrant in accordance with any legal and/or contractual rights they may have.

## Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and ask the individual to stop such behavior. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, BRCS security and/or law enforcement authorities will be contacted to assist in dealing with the person.

Following such an incident, the building principal or his or her designee shall report the incident to the district office and to local law enforcement, if they have not already been notified.

The District will consider violations of the *Standards* as a possible basis for disciplinary action against any staff member, as appropriate in accordance, with the "Penalties" section above. In addition, the District reserves its rights to pursue a civil or criminal legal action against any person violating these *Standards* and/or the law at or in connection with school.

The building principal or his or her designee must notify the appropriate local law enforcement agency of the *Standards* violations which constitute or may constitute a crime and which, in his or her judgment, substantially affect the order or security of a school its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report, and may be followed by a letter. The notification must identify the student and explain the conduct which violated the *Standards for Community-Wide Conduct 2022-2023* and which constitutes or may constitute a crime.

## APPENDIX A

### Student Exclusion Procedures – Imposition of Penalties

	All Staff	Bus Drivers	Monitors/ Aides	Coaches/ Activity Sponsors	Teachers	Principal	Superintendent	Board of Education
Oral Warning/Admonition	•	•	•	•	•	•	•	
Written Warning		•	•	•	•	•	•	
Written Notification to Parent/Guardian		•	•	•	•	•	•	
Detention					•	•	•	
Suspension from Transportation						•	•	
Suspension from Athletic Participation				•		•	•	
Suspension from Social or Extracurricular Activity				•		•	•	
Suspension of Other Privileges						•	•	
In-school Suspension						•	•	
Removal from Classroom					•	•	•	
Short-term Suspension						•	•	
Long-term Suspension							•	•
Permanent Suspension							•	•

## APPENDIX B

### Student Exclusion Procedures

	Parental Notification	Parental Notification in Writing	Informal Conference	Appeal to Superintendent's Office	NYS Education Law §3214 Hearing	Appeal to Board of Education
Detention						
Suspension from Transportation	•					
Suspension from Athletic Participation	•	•	•			
In-school Suspension	•	•	•			
Short-term Suspension	•	•	•			•
Long-term Suspension	•	•	•	•	•	•
Permanent Suspension	•	•	•	•	•	•

# **GLOSSARY**

**Beaver River Central School  
District**

**Standards for Community-Wide Conduct**

**Academic Dishonesty:**

Providing, receiving or viewing answers to quiz or test items or independent assignments; having out or using books, notes or notebooks during a test without permission from a staff member.

**Attack on a Student:**

A student or students set upon another student in a forceful, hostile or aggressive way without warning or provocation.

**Bomb Threat:**

The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging.

**Bullying:**

Any intentional act done willfully, knowingly and with deliberation, by individuals or an individual, which harms another person physically or emotionally. Bullying includes intentional conduct (including verbal, physical or written conduct) or electronic communicating that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school. Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a “conflict” between the two students. When an imbalance of power is present; it can be seen in small ways over a long period of time or in a large way all at one time.

**Cell Phone Misuse:**

Use, activation or display of cell phones or other communication devices during areas or times when use is prohibited.

**Computer Misuse:**

Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking (i.e. sharing of obscene, pornographic, lewd or illegal images or photographs, unauthorized use of computers, software, or internet accounts, accessing inappropriate web sites.)

**Controlled Substance:**

A drug or other substance identified under I, II, III, IV, or V in section 202 © of the Controlled Substances Act (21 U.S.C. section 812[c]) (United States Code, 1994 edition, volume 11; Superintendent of Documents, U.S. Government Printing Office, Washington, D.E. 20402-9328: 1995 – available at the Office of Vocational and Educational Services for Individuals with Disabilities, Room 1624, One Commerce Plaza, Albany, NY 12234)

**Cyber-bullying:**

The use of information and communication technologies – e-mail, cell phones, pagers, chat rooms, text messages, instant message, personal website or blogs, personal pulling sites or a combination of these or any other electronic means – to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

**Dangerous Implements:**

Any implement or substance used as a weapon to inflict bodily harm, including any objects or implement capable of causing harm or used in such a way as to cause harm to another; this includes but is not limited to laser pointers, pencil and scissors.

**Destruction of Property or Vandalism:**

Damage, destruction or defacement of property belonging to the school or others.

**Disability:**

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, 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 §11(4) and §1125(3)). A disability includes restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

### **Disruptive Student:**

An elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom

### **Drug:**

Includes, but is not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substance commonly referred to as "designer Drugs" or "synthetic drugs", look-alikes (including synthetic cannabinoids), and any other controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.

### **Ethnicity or National Origin Harassment:**

A negative act or verbal expression toward an individual or group of the same race or national origin who share common or similar traits, languages, customs and traditions, based upon race, national origin, customs and traditions.

### **Gender:**

The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (masculine and feminine denotes "gender"); actual or perceived sex and includes a person's gender identity or expression (Education Law §11(6)).

### **Harassment:**

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 education 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 (Educational Law §11(7)).

### **Inhalants:**

Any substance that produces chemical vapors that can be inhaled to induce a psychoactive, or mind-altering, effect.

### **Racial Harassment:**

A negative opinion or verbal expression toward an individual or group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial feature genetically transmitted by descent and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics.

### **Regular School Day:**

The Regular School Day is the period of time between when students enter the building in the morning, and their dismissal. For most students the regular school day is between 8:15 a.m. and 3:21 p.m.

### **Religious Harassment:**

A negative opinion or verbal expression toward an individual or group of persons, who possess common religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, based on religious beliefs.

### **Restitution:**

Replacing item(s) that were stolen or damaged by providing fair market value by way of compensation or service.

**School day:**

Any day of required pupil attendance; unless preceded by the word “calendar”. “day” means a school day.

**School Function:**

A school-sponsored extracurricular event or activity (Education Law §11(2))

**School Property:**

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, secondary, adult education or post-secondary school or any other property owned or leased by the District, or in or on a school bus, as defined in Vehicle and Traffic Law §142, or other transportation vehicle adopted by/for the District (Education Law §11(1))

**Serious Bodily Injury:**

Bodily injury which involves a substantial risk death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

**Sexual Activity:**

Inappropriate behavior of a sexual nature while on school grounds or during school-sponsored activities, including but not limited to indecent exposure, consensual sexual contact, oral sex or possession of sexually explicit material.

**Sex:**

The biological and psychological characteristics that define men and women (Male and Female denotes “sex”)

**Sexual Assault:**

Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.

**Sexual Harassment:**

Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others.

**Sexual Orientation:**

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. Actual or perceived heterosexuality, homosexuality, or bi-sexuality (Education Law §11(5)).

**Sexual Orientation-Harassment:**

A negative opinion or attitude toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex.

**Tobacco/Juul/Vaping Violations:**

Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco, smokeless cigarettes or any nicotine delivery system, including the liquid, vapor devices and/or products used for vaping, juul, or any other related items, or imitation cigarettes in any form, whether or not such devices contain any nicotine product.

**Trespassing:**

Being on school property without permission, including while suspended or expelled; includes breaking and entering.



### Unsafe Action:

Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle.

### Violent Student:

A student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so;
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so;
3. Possesses, while on school property or at a school function, a weapon;
4. Displays, while on school property or at a school function, what appears to be a weapon;
5. Threatens, while on school property or at a school function, to use a weapon;
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function; or
7. Knowingly and intentionally damages or destroys school District property
8. Engages in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student fear for his or her physical wellbeing.

### Weapon (including look-alike and ammunition):

A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act, any other gun, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance (including chemical and biological substances) animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length

A weapon is, by way of illustration and without limitation, one of the following:

- Firearm: A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns and bombs. Refer to the federal code for the complete definition
- Other guns: Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm that looks like a gun. This shall include but is not limited to a pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun, and airsoft gun
- Other weapons: Any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, a switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, nun-chuck, spiked glove, spiked wristband, any mace derivative, tear gas device or pepper spray product
- Weapon used to cause bodily harm or injury: Use of a weapon to injure any person on school property or while involved in a school-sponsored activity

**2023 – 2024**  
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The Board of Education does not discriminate on the basis of age, creed, disability, marital status, national origin, race, color, gender or sexual orientation in its educational programs, services and activities. Inquiries regarding this nondiscrimination policy may be directed to Mr. Ron Rockwood, Business Official.