

**Beacon City School District Code of Conduct Summary
2019-2020 School Year**

For the official Beacon City School District Code of Conduct Policy, please see Policy 5300 posted on district's website or in the main office of each school.

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive quality educational services from district personnel without disruption or interference. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline as well as social and emotional growth;
- guiding students in improvement
- correcting inappropriate and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parents, and visitors is essential to achieving these goals.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

Learning from their mistakes is an important part of a child's development. Schools must recognize that all children make mistakes as part of growing up and approach these instances with care and as potential learning opportunities. School discipline policies should support students and teachers to ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing student with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior. 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 student's achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, dignity, service, inclusivity, integrity, and equity

Keeping in mind that the goal is not to penalize, but to teach students that there are consequences to actions and choices, the Board recognizes the need to:

- Clearly define expectations for acceptable student conduct on school property
- Identify the developmentally appropriate, graduated consequences of unacceptable conduct
- Ensure that discipline is administered promptly and fairly when necessary.

To this end, the Board adopts this code of conduct ("code"), which is based upon education laws, regulations, and Board policies.

Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

“Behavior” is the way in which one acts or conducts oneself, especially towards others. It is expected that students, staff, and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

“Student” means an elementary or secondary student under the age of 21.

“Destructive act”

1. 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.
2. Knowingly and intentionally damages or destroys school district property.

“Disruptive Act” is an act that substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom.

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

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

“Gender identity” is one’s self-conception as being male, female, or gender non-conforming (including, without limitation to transgender status) as distinguished from actual biological sex or sex assigned at birth.

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

“Relationships” are the way in which two or more people regard and behave toward each other.

“Respect” is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one’s hands to one’s self and not violating others’ personal space.

“Responsibility” is an obligation to behave in accordance with social norms and being held accountable for one’s actions.

“Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.

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

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

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality.

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee.
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.

3. Possess, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
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.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, 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 that can cause physical injury or death when used to cause physical injury or death.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), sex, sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing as long as it is accordance with the code of conduct.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations, and rules and receive an explanation of those rules from school personnel.
6. To be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines;
 - d. School and classroom rules and expectations regarding behavior.
7. To supportive services to meet social and emotional challenges such as counselors and social workers.

B. Student Responsibilities

BEACON CITY SCHOOL DISTRICT students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.

2. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
3. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Use a respectful tone of voice and appropriate body language, listening when others are speaking to you.
8. To be truthful when speaking with school officials regarding Code of Conduct violations.
9. Respect the personal space of others
10. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Adhere to the Dress Code for school and school functions.
14. Accept responsibility for their actions.
15. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. STUDENT DRESS CODE

The district recognizes that a person's choice of clothing is an extension of self-expression and that diversity of self-expression is an asset to any productive learning environment. Choice of clothing is also often closely related to an individual's physical and emotional comfort. It is necessary to enforce some restrictions on student dress for the purpose of student safety and to promote a focused learning environment.

Student dress shall adhere to the following:

1. Students must wear clothing including both a shirt with pants or skirts, or the equivalent and shoes.
2. Shirts and dresses must have fabric in the front and on the sides.
3. Private parts must be covered by fabric that is not see through.
4. Clothing must cover undergarments (straps excluded)
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Not include the wearing of hats in the classroom except for a medical or religious purpose. (Gr. Pre K -8)
 - a. High school students may wear hats and other headwear provided that they allow the full face and profile to be visible and not interfere with the line of sight to any student or staff. Hoodies will not be allowed to be worn on the head during the school day because they obstruct clear view of the face and profile.
7. Not include items that are vulgar, obscene, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation disability, or other protected category under state or federal law or would reasonably be anticipated to cause substantial disruption in the school setting.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Nothing in this policy shall be construed to either limit the ability of students to wear clothing that allows them to express their gender identity, or to discipline students for doing so.

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including 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 if after restorative justice principles have been implemented the student continues to refuse to cooperate.

5300.30 PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, district personnel and other members of the school community with the goal of making school a community free of violence, intimidation, bullying, harassment, and discrimination. Students are expected to respect school facilities and equipment. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or misbehavior. District personnel who interact with students are expected to place emphasis on educating students so that they may learn from their behavior and grow in self-discipline and to use disciplinary action only when necessary.

The Board recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who violate these school rules and will not accept responsibility for their own behavior will be required to accept the consequences for their behavior. There are four levels of response to prohibited behavior. Principals should use only the level suggested for each behavior in accordance with the attached consequence chart. However, Principals and the Superintendent have the right to modify the suggested consequences if the facts and the circumstances warrant a different response.

The four levels are:

Level 1: Uncooperative/ Disorderly Behavior

Level 2: Disruptive Behavior

Level 3: Harmful Behavior

Level 4: Violent Behavior

Level 1 Infractions

Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect (e.g. refusing to do work).
2. Making unreasonable noise.
3. Lateness for, or missing school without permission.
4. Skipping detention.
5. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
Engaging in verbally rude or disrespectful behavior toward any member of the learning community.

6. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
- A. Using language or gestures that are profane, lewd, or vulgar.
 - B. Running or otherwise unsafe behavior in hallways.
 - C. Obstructing vehicular or pedestrian traffic.
 - D. Engaging in any willful act which disrupts the normal operation of the school community.
 - E. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - F. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 - G. Leaving school without permission.

Level 2 Infractions

Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:

- 1. Disregarding the authority and/or directive of school personnel in a manner which substantially interferes with the teacher's ability to teach and the students' ability to learn.
- 2. Intentional or reckless shoving, pushing, or engaging in minor altercations (e.g. pushing past another student).
- 3. Intentional or reckless damage to school property.
- 4. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
 - 5. Plagiarism
 - 6. Cheating
 - 7. Copying
 - 8. Altering records
 - 9. Assisting another student in any of the above actions

Level 3 Infractions

Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such this type of behavior include, but are not limited to:

- 1. Attempting to engage in or perform an act of violence.
- 2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
- 3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 4. Defamation, which includes making false or unprivileged statements or representations about an individual that harm the reputation of the person.
- 5. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
- 6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
- 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of

- bodily harm.
8. Hazing, which includes an induction, initiation or membership process involving harassment (see Policy 0115, Student Harassment and Bullying Prevention and Intervention, for a more complete definition).
 9. Selling, using, distributing or possessing pornographic or obscene material.
 10. Using vulgar or abusive language, cursing, swearing, gestures, or symbolism including, but not limited to derogatory slurs that target individuals for their race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability. An example of such symbol includes, but is not limited to, any display of swastikas.
 11. Smoking, using, possessing, or selling, a cigarette, cigar, pipe, electronic cigarette (vape), or chewing or smokeless tobacco.
 12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure: The intentional exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 16. Off campus altercations with a nexus to (i.e. connection to or effect on) the school community. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).
 17. Inappropriate public sexual contact on school premises or school related function
 18. Intentionally or recklessly damaging or destroying school district property (including Chromebooks).
 19. Sexual harassment.

Level 4 Infractions

Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to: an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.

1. 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.
2. Displaying what appears to be a weapon.
3. Threatening to use any weapon.
4. Intentionally destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property.
5. Possessing, consuming, selling, offering, manufacturing, 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, THC, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
6. Inflicting /attempting to inflict serious injury upon another student or person.
7. Planning, instigating, or participating with one or more students in an incident of group violence.
8. Engaging in any non-consensual sexual contact of any kind.

On school buses:

Students must not engage in misbehaviors otherwise prohibited by Levels 1 -4 of this section while on a school bus. Students must remain seated, keep objects and body parts inside the bus, and obey the directions from the bus driver or monitor. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

BCSD Code of Conduct Supports & Consequences Chart

Level 1 Response

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> A. Student/Teacher Conference B. Formal meeting between student and supervisor to address behavior and understand consequences. C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice

BCSD Code of Conduct Supports & Consequences Chart Continued...**Level 2 Response**

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> A. Student/Teacher Conference B. Formal meeting between student and supervisor to address behavior and understand consequences. C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice F. In school suspension G. Principal’s suspension (1- 5 days) H. Superintendent’s suspension (6 days or more)

BCSD Code of Conduct Supports & Consequences Chart Continued...Level 3 Response

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> C. Parent – Teacher Conference D. Removal from classroom by Teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). E. Restorative Practice F. In school suspension G. Principal’s suspension (1-5 days) H. Superintendent’s suspension (6 days or more)

BCSD Code of Conduct Supports & Consequences Chart Continued...**Level 4 Response**

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
<ul style="list-style-type: none"> ● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) & Behavior Intervention Plan (BIP) 	<ul style="list-style-type: none"> G. Principal's suspension (1-5 days) H. Superintendent's Suspension (6 days or more)

The Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are as follows:

Beacon High School
Elisa Soto, Principal
soto.e@beaconk12.org

JV Forrestal Elementary School
Crystal Sessoms, Principal
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Rombout Middle School
Brian Soltish, Principal
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Glenham Elementary School
Cassandra Orser, Principal
orser.c@beaconk12.org

Sargent Elementary School
Brian Archer, Principal
archer.b@beaconk12.org

South Avenue School
Laura Cahill
cahill.l@beaconk12.org

Their duties are as follows:

- a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
- b. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
- c. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
- d. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
- e. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
- f. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- g. Address personal biases that may prevent equal treatment of all students and staff.