

September 2021

Dear Student:

Welcome to Rombout Middle School! We will have an exciting and challenging school year ahead. I look forward to getting to know each of you throughout the coming days. I am excited to meet the incoming 6th graders and help in their transition to a new school. It is also exciting to have our returning 7th and 8th graders back at Rombout for a full, in-person, year!

Your middle school years are the beginning of a new time in your life with many new challenges and opportunities in your education. There will be new responsibilities, new privileges, new choices and new chances to be the very best person you can be. You will make new friends who will help you learn to make mature decisions about school and about your personal life too. If they don't help you make good choices and ethical decisions, they are not your friends – please remember that and, before all else – choose your friends carefully. Good friends will help you to be successful at school, at home and in all areas of your life. If they are true friends, they will be there to help you all through the school year and far beyond.

The middle school is meant to be a bridge between elementary school and high school. Everyone at Rombout is here to help and guide you in this journey called growing up and going from childhood to your early adolescent years.

The RMS handbook is just one of the resources available to help you understand our middle school and to better prepare you for the challenges and opportunities of your middle school years.

We ask that you and your parents read through these handbooks together and that you do so carefully. It is important for you to have a clear understanding of all of the aspects of our school. Please keep in mind that the Beacon City School District Code of Conduct applies to Rombout Middle School.

Have a great year!

Brian Soltish

Principal

# Rombout Middle School

*Providing  
Education Opportunities  
to  
Enhance Personal Growth*

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## ADDRESS

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Rombout Middle School  
84 Matteawan Road  
Beacon, New York 12508

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## DIRECTORY OF OFFICE TELEPHONE NUMBERS

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Website                    <https://www.beaconk12.org/>

Phone number            845-838-6900

Fax number                845-231-0474

### Building Offices:

Principal                    Mr. Brian Soltish            4131

Main Office Secretary    Ms. Deana Garrett        4131

Assistant Principal (A-L)   Ms. Cathryn Biordi        4105

AP (A-L) Secretary        Ms. JoAnn Romano        4105

Assistant Principal (M-Z)   Ms. Lori Edelman        4144

AP (M-Z) Secretary        TBA                            4144

### Guidance Office:

Students (A-L)              Ms. Phyllis Manson        4166

Students (M-Z)              Ms. Lisa DeSimone        4165

Guidance Secretary        Ms. Kristin Sweet        4181

Attendance Office:        Ms. Nancy Giusto        4167

Health Office:              Ms. Amber Klemann        4133

KIOSK:                        Mr. Sam Way                4174

Mr. Bob Egan

Ms. Meredith Heuer, President

Ms. Elissa Betterbid, Vice President

**Board Members:**

Mr. Anthony White

Ms. Jasmine Johnson

Ms. Kristan Flynn

Mr. Antony Tseng

Ms. Flora Stadler

Mr. John Galloway Jr.

Mr. Craig Wolf

**District Administration**

Dr. Matthew Landahl  
Superintendent of Schools

Mrs. Ann Marie Quartironi  
Deputy Superintendent for Business

Dr. William Rolon  
Assistant Superintendent of Personnel and Policy

Sagrario Rudecindo-O'Neill  
Assistant Superintendent of Curriculum and Instruction

Mr. Michael Kealy  
Director of Technology

Mrs. Dawn Condello  
Director of Pupil Personnel Services

Mr. John Giametta  
Director of PE, Athletics & Health Services

TBA  
Director of Building and Grounds

## Rombout Bulldogs PBIS Expectations

	Respect	Make Responsible Choices	Safe
Classroom	Use school appropriate language Follow adult instructions without argument Value everyone's opinions Raise your hand and wait to be called on Treat others the way you wish to be treated	Actively participate/be engaged in learning Be prepared for class Complete assignments on time Follow all directions at all times	Keep hands, feet and objects to yourself Report safety concerns to an adult Follow safety procedures for all emergency situations Move appropriately throughout the room
Hallways & Stairs	Keep hallways and lockers neat and clean Maintain personal space Use school appropriate language Pass others carefully	Walk directly to class Stay to the right Follow adult directions promptly Keep lockers organized, locked and closed Permission and a pass are required during class time	Walk on the right side Maintain personal space and avoid physical contact Walk at all times Keep electronics in the correct place Use lockers at appropriate times Keep locker combination private
Restrooms	Keep the facilities clean Give others privacy Be considerate of school property	Utilize in an appropriate and timely manner Keep the facilities clean Report vandalism and/or problems	Avoid physical contact and refrain from horseplay Wash hands with soap and water Keep the floor dry Report vandalism, problems and other safety concerns Use electronics appropriately
Locker Rooms	Give others privacy Wait your turn Keep your locker and the facilities clean Be considerate of school property	Utilize in an appropriate and timely manner Keep the facilities clean Report vandalism and/or problems	Display appropriate physical contact Keep the locker and facilities clean Keep locker combinations private Use electronics appropriately
Gymnasium	Follow directions Play fairly Use equipment properly Use school appropriate language	Follow gym rules and procedures at all times Use equipment appropriately	Enter and exit in an orderly fashion Maintain personal space Follow safety guidelines for each activity Refrain from horseplay Keep hands, feet, objects to yourself
Cafeteria	Keep food on your plate or in your mouth Wait your turn in line Clean up after yourself Exhibit good table manners Keep your hands out of other people's trays/food Use school appropriate language	Clean up your eating area Follow directions at all times Remain in your seat unless you have permission to leave Bring lunch and/or lunch money to cafeteria Memorize lunch number	Walk at all times Remain seated once food is purchased Line up in an orderly manner Keep tables and floor clear of clutter Report spills to an adult Keep hands, feet, objects to yourself Avoid horseplay and physical contact
School Bus	Use electronic devices as instructed Listen to the bus driver/monitor Use school appropriate language Treat others the way you wish to be treated	Keep personal items with you at all times Follow directions of all staff at all times Arrive to bus on time Remain in seat unless you have permission to move	Keep the aisles clear Stay seated until the bus stops Keep hands/feet/objects to yourself and inside the bus at all times Use electronics appropriately Avoid physical contact
Playground	Use equipment appropriately Share equipment Play fairly and cooperatively Follow directions Use school appropriate language	Use property and equipment appropriately Remain in designated areas Return sports equipment Follow directions at all times Have appropriate clothing to go outside	Use equipment correctly Stay within designated areas where an adult can see you Follow instructions immediately Avoid horseplay and physical contact Use electronics appropriately
All Settings	Use electronics as instructed Obey the dress code Follow directions Use school appropriate languages Treat others the way you wish to be treated Be considerate of everyone's property and personal space	Own your actions Follow directions the first time Know and follow the code of conduct Report incidents of bullying to an adult immediately Accept consequences without arguing	Use electronics and social media appropriately Keep hands, feet, and objects to yourself Avoid horseplay and physical contact Follow safety procedures correctly

# Rombout Middle School Student Handbook and Summary of District Policy

## MISSION STATEMENT

Our mission is to promote the educational and social growth of all of our students in a positive and safe environment.

## SCHOOL PHILOSOPHY & PROGRAM OVERVIEW

The Rombout program you are about to enter is designed to move you gradually from the life and experiences of an elementary student to those you will encounter at the high school. Each year will be different.

## DISTRICT ACADEMIC STANDARDS

The Board of Education will work with the Superintendent of Schools to identify annual priorities for setting K through 12 local academic standards and benchmarks for student achievement at the elementary, intermediate and commencement levels. The superintendent will establish a representative staff process to generate proposals for these standards and benchmarks, the criteria for their measurement, and a reporting system for review with the Board prior to their adoption. Once adopted, the district shall be responsible for gathering appropriate student performance data in order that each school shall evaluate achievement and recommend plans for improvement of that achievement on an annual basis.

## PARENTAL INVOLVEMENT

We at Rombout Middle School value the important contributions parents make to the school community. Within the climate of the School Improvement Team parents are encouraged to be involved in the educational process.

Parental involvement will improve and strengthen the relationship between the school and community. It bridges the gap and opens the line of communication between home and school. Furthermore, through participation in the school, parents are demonstrating to their children the importance of a sound education in today's society.

There are many ways to be involved in the Rombout Middle School community; you can attend PTO meetings, tutor students, chaperone school functions and participate in many other activities. For more information on ways you can contribute to your school, please call at your convenience.

## STUDENT SCHEDULES

Rombout Middle School students have schedules that closely resemble the high school. All seventh and eighth grade students will have two periods of encore subjects (i.e. Art, Music, Technology, Physical Education). We believe when you take advantage of the opportunities we offer at Rombout, you will be prepared for continued success in high school.

## TEACHERS

<u>6th Grade Teachers</u>	<u>7th Grade Teachers</u>	<u>8th Grade Teachers</u>	<u>Special Area Teachers</u>
Ms. Benson Ms. Briehof Ms. Eraca Ms. Gonyo Mr. Guillet Mr. Henry Ms. Laderach Mr. Lange Ms. Lepere Ms. Murray Ms. Simms Mr. Tetrault Ms. Thomaselli	Ms. Alexis Mr. Castaldi Mr. DiRusso (7/8) Ms. Fahlman Ms. Holliday Ms. Lynch Ms. Malin Ms. Shannon Ms. Stora (7/8) Ms. Sypher Ms. Tiren (7/8) Ms. Winkelmann	Mr. Alzate Ms. Cavagnaro Ms. DeVall Mr. Haddeland Mr. Joyce (7/8) Mr. Morris Ms. Niebuhr-Oriani Mr. Norris Mr. O'Donnell (7/8) Ms. Paredes Ms. Stora (7/8) Ms. Winther Ms. Woolley (7/8)	Ms. Conklin Ms. Cotto Mr. Cunningham Ms. Delisi Ms. D'Ottavio Ms. DeCandia Ms. Hughes Ms. Kwoka Mr. McPartland Ms. Miroff Mr. Molfetta Mr. Mullins Ms. Peters Mr. Rubinstein Ms. Ryan Ms. Tobin Mr. Trad Ms. Varekamp

## CELL PHONES AND ELECTRONIC DEVICES

Students should not have devices out or be in use during the school day unless given permission.

- For the 1<sup>st</sup> and 2<sup>nd</sup> offense the phone can be picked up in the Main Office at the end of the school day by the student.
- For the 3<sup>rd</sup> offense and after the parent or parent designee will be required to pick up the device and the student may be subject to disciplinary action.

Examples of inappropriate use of an electronic device include, but are not limited to:

1. Videotaping inappropriate conduct (*including but not limited to fighting, bullying, hazing, harassment, illegal activity, etc.*) on school grounds will not be tolerated. Disciplinary consequence will occur. (3-11)
2. Videotaping another person without consent. (3-11)
3. Possessing videos or pictures on your electronic device of inappropriate conduct or material will not be tolerated. Disciplinary consequence will occur. (3-11)
4. Writing, posting, texting, possessing or engaging in sending inappropriate material by means of an electronic device will not be tolerated. Disciplinary consequence will occur. (3-11)

### **ABSENCE FROM CLASS**

Students should understand that absences from class may make it difficult to be successful. The expectation is that students are present and on time for class. Cutting class is not acceptable and will lead to a disciplinary consequence.

\*Rombout Middle School students taking high school credit bearing classes will follow the District's policy on class attendance.

### **COMPULSORY ATTENDANCE**

Not only are certain persons entitled to attend school, but students between 6 and 17 MUST attend school per Education Law Section 3205. Failure to do so could result in a PINS petition (see "Persons In Need of Supervision") being filed against the young person or in a child maltreatment petition (see "Child Maltreatment") being filed against the parents. The Commissioner of Education has held that where school district personnel are made aware of a non-attending child and cannot obtain parental cooperation to have the child attend school, a referral to Family Court must be made.

On occasion, parents seek to keep their children home and provide them with alternate instruction. The parent will have to show that the instruction provided is substantially equivalent to the instruction that the child would receive in school.

Parents do not have the right to demand that their child be allowed to attend school part-time, or to be released from school early, or to select the hours of school attendance. Nor does the parent have the right to select their child's teacher, or the particular class to which their child is assigned. Nor do students have these rights (different rules apply for handicapped children. See "Special Education.").

Students may be allowed, however, to release time from school for up to one hour per week during school hours at close of either morning or afternoon sessions for religious instruction on the consent of their parents. The instruction must be maintained by a duly constituted religious body. The constitutionality of "release time" has been upheld by the courts. Also, schools may establish optional courses for high school students, on the consent of their parents, to attend a course in religion at a registered nonpublic school (8 N.Y.C.R.R. Section 109.2).

Students with disabilities have the same right to attend school, and are subject to the same compulsory attendance law as "students without special needs," regardless of the severity of their disability (see "Special Education").

### **ABSENCE FROM SCHOOL**

Regular student attendance is essential to success in school. Poor attendance, whether as a result of non-essential, excused absence, or unexcused absence, truancy or excessive tardiness is a serious problem and can lead to student academic failure.

Any student who is absent must bring in a written excuse from his/her parents to be handed in to the Attendance Office on the day of return to school. This note MUST state the cause of absence, date of absence and the student's name. These notes are sent to the Attendance Office and become part of the legal record of attendance. If a student is out more than five (5) days, he/she must hand in a doctor's note.

Legal absences recognized by the Board of Education are the following:

- |  |  |
|--|--|
| 1. Sickness or death in the family.                  | 5. Approved school sponsored trips.  |
| 2. Impassable roads or weather making travel unsafe. | 6. Quarantine  |
| 3. Religious observance.                             | 7. Required court appearances.   |
| 4. Personal illness                                  | 8. Dental and medical appointments that cannot be arranged for another date or time. |

We will record absences as ILLEGAL if a written excuse, signed by a parent, is not presented upon return to school. Illegal absences become part of the student's permanent record and may have detrimental effects on future employment since it reflects a student's attitude and performance. It also carries significant weight as part of a legal record of parents' good intentions in supporting regular attendance at school. The following are examples of inexcusable or illegal absences, as prescribed by State Attendance Law:

- |                              |                        |               |
|------------------------------|------------------------|---------------|
| 1. Truancy (illegal absence) | 5. Babysitting         | 7. Employment |
| 2. Missing the school bus    | 6. Hunting and fishing |               |
| 3. Shopping                  | 7. Vacations           |               |

Parents should note that it is their legal obligation to ensure regular school attendance. In the event of a child's absence every attempt will be made to contact the parent and notify him or her of the child's absence from school prior to 11:00 am.

In the event that a pattern of persistent illegal absences from school presents itself, whether because of truancy or neglect on the part of the parents to ensure regular attendance, disciplinary consequences together with the following sequence will result:

1. Student counseling will occur (Guidance/Social Worker)
2. Parent written notification will occur (Guidance)
3. Administrator-Parent conference will be required
4. Referral to the Response to Intervention (RTI) will be made
5. Contact with social agencies for assistance may be made, such as Services Unit.
6. Family Court petition may be filed
7. Neglect petition against parents may be filed.

Disciplinary consequences for truancy may include the following: detention being assigned, in-school suspension being assigned, a letter sent home to your parents or guardian, a conference with your parents or guardian, a petition to Youth Services, Family Court, or Child Protection Services.

### **EARLY RELEASE**

If, for one of the legal reasons stated, you must be dismissed from school before the end of the school day, certain requirements will apply. On the day the release is required, a note stating the reason for the release, the date and time of the release, the student's name, and providing a parent's signature should be brought to the Attendance Office. **No Student will be called down for early dismissal prior to parent arrival.** In an emergency a telephoned request for release may be acceptable.

No child will be dismissed from school before the regular end of the school day without a note or phone call that has been confirmed to our satisfaction. If confirmation cannot be made by phone, it may be made in person when a parent arrives to pick up the child. No child will be released to another relative, neighbor, sibling or other individual without the express written or confirmed permission of a parent. When a child leaves school before the end of the school day, he or she will be required to "sign out" in a book kept by the Kiosk attendant. This entry must be initialed by the Kiosk attendant indicating that a parent has picked the child up, or authorization for release has been provided by the parent for the child to leave unescorted.

### **TARDINESS**

It is essential that you attend class and school regularly but equally important that you arrive for both on time. Students are expected to be in first period by 8:10 a.m. and in their subsequent classroom before the bell rings for class to begin. Late arrival to class will be recorded by each of your teachers, and will carry teacher consequences.

Tardiness to school can be the result of poor planning or lax attitude on the part of students and/or parents. Tardiness to school will not be tolerated and will result in disciplinary consequences. Guidance counselors and social workers may be involved in chronic tardiness as well.

A student who arrives late to school in the morning should report directly to his/her first period teacher. If he/she arrives any time after 8:10 a.m., he/she must report directly to the Attendance Office to check in for a tardy slip. A student who does not report to the Attendance Office for a tardy slip will be marked absent and parents will be notified. **An unexcused "absence" of this sort will be regarded as truancy.** If a student arrives to school after 8:30 a.m., without a legal tardy note, parents will be contacted upon the students' arrival.

### **CONSEQUENCES TO TARDIES TO SCHOOL:**

#### **Each Marking Period (Quarter):**

**Step 1:** Fourth tardy - student counseling with guidance will occur, a warning will be issued and parents will be notified.

**Step 2:** Fifth through ninth tardy – will result in Detention for each separate incident

**Step 3:** Ten tardies and on- will result in In-School Suspension. A referral to Youth Services, Family Court or Child Protective Services may also be written as a final result.

### **TARDY TO CLASS THROUGHOUT THE SCHOOL DAY:**

Students must be on time to class. On time is considered being in the classroom before the classroom bell has rung. All students arriving after the bell has rung without a signed pass will be considered as "illegally tardy."

The following steps will be taken to ensure students are on time to class:

1 <sup>st</sup> & 2 <sup>nd</sup> time tardy to class in a quarter	Warning
3x tardy to class in a quarter	Teacher detention; parent contacted
4x or more tardy to class in a quarter	Referral to administration
5x or more tardy to class in a quarter	Referral to administration; possible hall restriction

### **Students on hall restriction:**

1. An escort is needed whenever a student is leaving a classroom.
2. Students on hall restriction who arrive late to any class throughout the day are subject to receiving a teacher detention and further disciplinary action given by administration.

## **STUDENT RESPONSIBILITY**

### **Class Requirements**

On the first few days of school, each of your teachers will spell out for you the specific requirements of their classes. Information, including materials and supplies you will need to bring to class, homework format and expectations, grading standards and expectations regarding conduct in class will be provided to you in writing. It is your obligation to arrive to class on time, prepared to work and to complete required assignments. If there is something you do not understand or that you need help with, ask your teacher or guidance counselor as soon as possible. Your main job is to do your best at all times and to get help if and when you need it.

### **Homework**

Homework at the middle school is an extension of classroom learning. We expect that you will complete homework as it is assigned and you can expect that your efforts will be recognized by your teacher. Each student should have an assignment booklet, monthly assignment sheets or a section of a notebook in which homework and other important information is recorded each day. Set aside regular, uninterrupted study time each school night. As best you can, you should equip your desk or study area with the things you will need: a good light, a dictionary, pen and pencils, paper, etc. Complete your homework there each day.

Due to the pandemic, please email your teachers for missing work and assignments. Transitioning to remote learning is only an option for a hybrid student who is prohibited from school. (i.e. mandatory quarantine, failing the district health screening, etc.)

### **Passes**

One of our obligations in school is to account for the whereabouts of students at all times. We recognize that there are several legitimate reasons for you to move about the building between passing times. Students are required to have a legitimate pass from an administrator, teacher or school staff member while traveling in the hallways.

### **Guidance/Counseling Passes**

All students are encouraged to spend time with their guidance counselor. Normally, you should stop in the guidance office to get a guidance pass. If you have reason to see any other counselor, psychologist, or support person, be sure to have that person give you a written pass before the appointment.

No student may go to any support person instead of class or lunch without a written pass and the prior permission of the teacher scheduled for the period to be missed indicated on the pass with the teacher's initials, date and time. The student should get these passes before first period or after school.

### **Late Passes**

Students who arrive late for school should report directly to first period to ensure that they are not marked absent. If you arrive at school after your scheduled start time you must report to the Attendance office for a late pass. This pass indicates that the office is aware of your arrival time and must be given to your teacher in order for you to be admitted to class. [Start times: 6th: 8:20; 7th: 8:24; 8th: 8:28]

### **Late Bus Passes**

**In the event that late bus runs start again, the following procedure will remain in place.** All students who need to ride the late bus must get a late bus pass from the teacher, coach or detention monitor who kept you after school. No student will be allowed to board the bus without a dated, signed pass and passes will not be issued by the office except in an emergency.

## **ACCESS TO COMPUTERS AND NETWORKED INFORMATION RESOURCES**

Students are responsible for good behavior on school computer networks and when using school computers just as they are in a classroom or a school hallway.

Communications on the network are often public in nature. General school rules for behavior and communications apply. Each school's computers, software and telecommunications network is provided to students for strictly educational purposes including research and communication with others. Access to school computers and networked resources is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors, and may be updated from time to time at the school system's option. Access to school computers and networked information resources is a privilege, not a right. Access will entail student responsibility. Individual student users of the district's computers and networked information resources are responsible for their behavior and communications over those networks.

It is presumed that each student user will comply with district standards and will honor the agreements they have signed.



Computer hard drives and network storage areas may be treated like school desks, "cubbies," and lockers. School administrators and network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Students should not store files on school computers or network servers without permission of their instructor. Student users should not expect that files stored on school computers or network servers will always be private.

During school, teachers will guide students toward appropriate use of computers and networked resources. Additionally, they will guide students toward appropriate information sources consistent with classroom instructional purposes. Parents are expected to discuss and reinforce the importance of their children's appropriate use of district computers and networked information resources based on their reading of and signed agreement with these regulations.

**The following are not permitted:**

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or networks
- Violating copyright laws
- Using others' passwords or impersonating others when communicating over the network
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes
- Using pseudonyms; communicating anonymously. Real names shall be used at all times.

Violations may result in loss of computer privileges and network access. Additional disciplinary action may be determined at the building level in line with the existing school and district policies regarding inappropriate language, behavior and vandalism. When applicable, law enforcement agencies may be involved.

**A SIGNED STUDENT USER AGREEMENT AND PARENT PERMISSION FORM MUST BE ON FILE IN ORDER TO USE THE COMPUTERS.**

**PHYSICAL EDUCATION REQUIREMENTS**

In order for a student to receive a final grade, they must take the final exam, and meet the following requirements:

**1. Clothing Requirements**

- A. Comfortable, athletic clothing is required for Physical Education.
- B. Sneakers must be worn and tied properly. They must have soles at least 1/2" thick that are appropriate for sports activities.
- C. No jewelry is allowed.

**2. Activity Limitations**

- A. Parent Request - a student may be excused, for the day, from participating in the physical portion of the class activity. This requires a note from the parent which is to be signed by the school nurse before homeroom on the day of class. Students who are excused from physical activity must complete written assignments in order to fulfill course requirements.
- B. Emergency - a student may be excused as above, by school authorities.
- C. Physician's Prescription - if a student becomes disabled and unable to participate in the class activity for more than two consecutive classes, a note from a physician will be required. A physician's prescription, outlining the student's capabilities, may be requested as well.

**YOUR RIGHT TO UNDERSTAND**

In a democratic society, you have a right to understand and discuss why certain actions have been taken or certain policies exist. Along with this right comes the responsibility of doing so in a respectful manner. The following guidelines have been set up for student due process.

1. If you question a grade, action or policy of a teacher, discuss it with the teacher after school, not in the middle of class.
2. Your first line of communication should be with your teacher.
3. If, after your discussion, you need additional advice or assistance, see your guidance counselor or an administrator. Remember, how you handle a situation could help determine the solution to this problem.

**GENERAL INFORMATION**

**Achievement Awards**

During the school year, students are honored during an assembly program for quarterly honor roll grades. At the end of each school year, Rombout students are recognized for their scholastic achievement and service to the school. Each department has its own criteria for selection. These criteria are explained to students early in the year. In general, criteria include excellence in a subject area, a positive attitude, outstanding effort and a sense of cooperation. In addition to the scholastic awards, recognition is also given to students who participate in activities such as: individual sports, school newspaper, student council, yearbook and others.

## **Honor Roll Criteria**

To be eligible for the honor roll, students must be passing all courses including Physical Education. Incomplete or failing grades in any subject automatically disqualifies a student from honor roll consideration.

***Principal's Honor Roll:*** Students with an average of 95% and above.

***High Honor Roll:*** students with an average of 90% or better.

***Honor Roll:*** students with an average of 85%-89%.

## **Classroom Attendance for Honor Courses**

### **I. Attendance**

In order to obtain academic credit for a course of study in grades 9-12 in the Beacon City School District, a student must be in attendance and have his/her attendance record so noted eighty-five percent (85%) of the time that a class is scheduled. Failure to attend 85% of any class, whether it is a full-year, half-year, half-semester, or class held on alternating days, will result in an automatic denial of course credit.

◆ Eighty-five percent (85%) of the 180 days of regularly scheduled class periods is defined as no more than twenty-six (26) absences for a full-year course and no more than thirteen (13) absences for a half-year course.

◆ Students assigned to parallel programs are required to complete class work and assigned make up work in order to maintain eligibility for course credit.

◆ Parallel programs will include: in-school suspension, out-of-school suspension, district approved homebound instruction, psychological/educational testing, and approved school sponsored trips.

### **II. Course Credit**

Students who fail to satisfy the 85% attendance requirement shall be declared ineligible for course credit by the principal or his/her designee. Students so declared will remain in the assigned course and will be expected to continue to meet course requirements. Such student's work will be reviewed by the teacher but will not receive a grade. Additionally, the student shall be barred from taking any further examinations, including the final examination, which accounts for twenty percent (20%) of the final course grade. No grade or credit shall be issued unless it is a mathematical certainty that the student would have achieved a passing grade without any additional point credits for the remaining examinations.

### **III. Due Process**

A student and/or his parent(s) or guardian(s) may appeal the denial of course credit in accordance with the following procedures. The only issues that may be considered in such appeal are (1) whether the student has been present for the required number of days, or (2) whether the district has otherwise followed this policy. The burden of proof shall be on the appellant.

**Stage 1:** An appeal to the principal may be requested, after which a decision regarding the appeal will be rendered.

**Stage 2:** If further appeal is requested at Stage 2, the superintendent, or his/her designee will conduct a hearing as to the facts of the case and render his decision to the building principal.

**Stage 3:** An appeal may be made to the Board of Education only after the superintendent has rendered a decision at Stage 2.

### **IV: Notification and Implementation Process**

Annually, all students will receive a copy of the Student Handbook. Homeroom teachers will distribute the policy during the opening weeks of school and will secure each student's signature on a master list confirming that the respective students have received and read the policy. Copies of these lists will be provided to the attendance office/teacher and the assistant principals.

## **GENERAL INFORMATION**

### **AFTER-SCHOOL AND EVENING ACTIVITIES**

During the year, Rombout Middle School will be sponsoring several after-school and evening activities. Guidelines for after-school and evening activities are the same as those provided for school-time. Students must remain in the activity area and comply with reasonable requests of any chaperone. These activities give you a chance to have fun and be with your friends. You will receive notice about each activity, so plan to come. Teachers will chaperone these events and will be assisted by parents. These activities are for Rombout students only.

**Students may be excluded from activities as a result of disciplinary problems in school or at prior activities. Students suspended from school are not permitted to attend or participate in after-school or evening activities.**

## ARRIVAL AND DISMISSALS

School begins at 8:00 a.m and students are allowed to enter the building at that time. First period/home base begins at 8:10 a.m. If a student needs to meet with a teacher before school, a pass is needed to enter the building prior to 8:10 a.m. Students who take the bus to school will enter and exit through the old main entrance. Students who walk, get dropped off, or take the bus will enter the building through the kiosk. At dismissal, students who ride their bike and get picked up will exit through the kiosk. Walkers are not allowed to be in the bus area at dismissal and must exit through an alternate exit. Students who stay after school for an extracurricular activity are expected to wait at the kiosk until their coach/advisor is available.

## ASSEMBLIES

There will be times when an individual grade, class, team or other group may get together for assembly programs. These programs are arranged to bring you information and entertainment or to plan special events. For any program, students are expected to arrive promptly with their class, sit with their class and behave themselves. We expect all students to be respectful and to follow any instructions provided by adults about the appropriate response for a specific type of performance.

## ATHLETICS

All students are encouraged to participate in athletics. Within the district, strict eligibility rules are upheld. Academic work and behavior must be satisfactory to be eligible to participate in athletics. Intramural sports activities will be available for students in grades 6-8.

Rombout students meeting specific requirements may be given the opportunity to try out for high school participation on certain high school teams through the selection classification process. Interscholastic sports traditionally include:

<u>Boys</u>	<u>Season</u>	<u>Girls</u>
Football, Soccer, Cross Country	Fall	Volleyball, Cheerleading, Soccer, Tennis, Swimming
Basketball, Wrestling, Swimming	Winter	Basketball, Cheerleading
Track, Baseball, Tennis, Golf	Spring	Softball, Track, Golf

If an athlete has received an **out-of-school suspension**, he or she is also **suspended** from the team for the corresponding number of days, thus being ineligible to go to practice or to compete in any contest during that time until the suspension is terminated. Any athlete who receives a second **out-of-school suspension** during the same season shall be expelled from the team. The rules that apply to athletic eligibility also apply to students participating in clubs.

\*SEE ATHLETIC HANDBOOK

\*STUDENTS MUST ADHERE TO THE STUDENT ATHLETE HANDBOOK RULES

\*STUDENTS MUST MEET ALL NYS PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION REQUIREMENTS

## CAFETERIA

In order to serve our students more efficiently we have a personal lunch code system. All students have a personal five digit code to be used for breakfast and lunch. All students are to use their personal code number at the cashier after receiving their meal.

## BREAKFAST

Breakfast is served daily in the Rombout cafeteria. Exterior cafeteria doors will be open at 7:45 a.m. and students who wish to buy breakfast may enter at any time after that. Any student receiving free or reduced lunch may also receive free or reduced breakfast. Students will not be permitted to enter through other doors, go to their lockers, or be anywhere else than the cafeteria before the regular 8:00 am bell.

Additional information about breakfast includes:

Breakfast is served in a "grab and go" model. Students can take breakfast with them to 1st period; breakfast will not be served after 8:28am.

## LUNCH

Lunch is served daily in the cafeteria. Students are scheduled for one lunch period a day, generally with other students from their grade level. Choice of food ranges from complete hot lunches and sandwiches to snacks and drinks. Students will line-up to select and pay for food (free and reduced lunch regulations apply). If a teacher or aide asks a student to change seats for a period of time because of crowding or misconduct, the student must do so. All students are expected to take responsibility for keeping the cafeteria neat and clean. In addition to "policing" his/her own area, a student may, on occasion, be asked to pick up trash or wipe a table and we expect he/she will do so without complaint.

## **HOW TO PAY FOR LUNCH**

Students may pay in advance or pay cash for lunch each day. If you do not have your lunch money, you may charge lunch on the "Hot Lunch" side only. Students may not charge A la carte items. All charges are to be paid the following day. If charges remain outstanding, a letter will be sent home to notify parents and guardians of the amount owed. Payment is expected one week after notification.

**NOTE:** It is important for your family to fill out and return the applications for free and reduced tickets as early in the year as possible. Incoming students and families with changes in income or household size may apply any time during the school year. New applications can be obtained from the cafeteria cashier.

## **CLEAN UP + RECYCLE**

Students must bus their own trays and clean up after themselves. There will be recycling containers located throughout the lunchroom and it is important that NO trays, plates or silverware are discarded into these containers. Together we can make a difference! Students SHOULD NOT bring glass drink containers to school. Students ARE NOT allowed to bring food from the cafeteria without administrative approval.

## **CAFETERIA ROOM PROCEDURES**

Please do not bring books or bags through the serving lines with you because they get in the way. Always have your money ready to give to the cashier by the time you reach her. Remember, the less time spent in line, the more time you will have for your recess, socializing or other activities.

All students are expected to conduct themselves in a polite and civil manner at all times. Dining room etiquette is as appropriate in school as it is at home.

1. All students are expected to arrive at the dining hall on time.
2. Students must take a seat immediately after passing through the serving line.
3. Due to crowded conditions, visiting other tables during lunch is prohibited unless permission has been granted by a cafeteria supervisor.
4. Students are expected to discard trash and to accomplish the task in an orderly manner and to return immediately to their seats.
5. Students must obtain permission from a cafeteria supervisor before leaving the cafeteria.
6. Student conversation is appropriate in the dining hall but screaming, yelling or other loud noises cannot be tolerated.
7. Students are expected to inspect their eating area upon arrival and report any conditions in need of attention immediately to a cafeteria supervisor. Conditions not reported at the beginning of the lunch period become the responsibility of the students eating that period. When it is impossible to determine the specific individual responsible for a condition in need of attention, all students seated in the area will share the responsibility.
8. Students who throw food or any other objects in the dining hall will be disciplined immediately.
9. All school rules are also in effect in the dining hall.
10. Chromebooks may only be used in designated areas where no food or drinks are located.

## **RESPONSE TO INTERVENTION TEAM**

Throughout the year a team of counselors, administrators and teachers will meet to discuss students who may be having problems. When a teacher recognizes that a student is behaving inappropriately or seems to be having academic or social problems, he/she may refer the student's name to the RTI. Discussion, including parental contact in most cases, will occur and recommendations for assistance or a change in program may result.

## **BACKPACKS**

Backpacks will be allowed while locker use is prohibited in the building due to the pandemic.

## **ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES AND ATHLETICS STATE ELIGIBILITY RULES:**

In order for a student to be eligible to participate in an interscholastic sports program, he/she must:

1. Not have more than a 5% illegal absence record from school.
2. Be a full-time registered student as per the District policy.
3. Have fulfilled the Physical Education requirement. The requirement is that he/she must maintain a passing grade based on an 80% participation record.
4. Have a physical examination approved by the school doctor.
5. Submit a permission slip signed by his/her parent or legal guardian, state that he/she has their permission to participate in the particular interscholastic sports program stated on the slip and that they agree to comply with the regulations governing equipment responsibility.
6. Not be participating on a team or individual activity, in the same sport in the same season that is sponsored by an outside agency.
7. Not have participated in 50% (or more) of the Modified Program or he/she becomes ineligible to be moved up to the Varsity or Junior Varsity level in the sport until the following season.
8. Meet all other state eligibility requirements as stated in the New York State Handbook that pertain to age, residency consecutive semesters of eligibility, all-star games, practicing with college teams, amateur status, transfer student eligibility, etc.

## **EMERGENCY PROCEDURES**

We hope there is never a situation that requires emergency evacuation of our school. Even so, we must all be aware of the actions to be taken if a fire or other hazard occurs.

## **FIRE DRILL/EVACUATION**

In the event that a dangerous situation occurs in school, there are a few basic points you must be aware of and careful to follow:

1. Know the proper exit from any part of the building. Exits are posted in every classroom and public area and must be used as directed.
2. If an emergency occurs, stay calm. Think clearly, avoid confusion. FOLLOW INSTRUCTIONS.
3. Walk to the appropriate exit or meeting place in a quiet and orderly manner.
4. Stay with your class and teacher.
5. Once you exit the building, stay out and do not re-enter until a responsible adult instructs you to do so.
6. Do Not Talk or Make Noise - your life may depend on your ability to hear instructions.

## **SCHOOL CLOSING**

On days when school must be closed due to inclement weather or an emergency, announcements will be made via a district generated automatic call to numbers listed from the contact information provided by parents and /or guardians. Local radio station WBNR (1260 AM on your radio dial) and WSPK (104.7 FM on your radio dial) may also announce this information. Listen for delays and cancellations and note that transportation will adjust accordingly. In the event of a delay, refer to the appropriate delay schedule. For a one hour delay, the late bell rings at 9:10 a.m.; for a two hour delay it rings at 10:10 a.m.

## **FIELD TRIPS**

There are many things to see and do outside of the classroom which help to make your studies come alive. Field trips vary from year to year and make for an exciting addition to your learning experiences. All field trips require permission from your parents. Your teachers will need a telephone number at which your parents can be reached in case your return from the trip is delayed. Some trips may require money to help defray the cost. Please cooperate with your teacher who works hard to make these trips a possibility.

Field trips are a privilege and we hope you show your appreciation by looking neat, following all school rules while on the trip and showing appropriate etiquette and manners to everyone. Failure to behave in a proper manner may result in suspension from future field trips. A student who has repeatedly demonstrated to teachers or administrators his/her unwillingness to abide by the behavioral rules of Rombout School, may be denied the privilege of going on a field trip. Final decisions on field trips rests with the building principal. Finally, students are reminded that while they are on a field trip they may be missing classroom work and assignments. All students are required to make up any and all missed work.

## **FUNDRAISING**

Throughout the year students may be asked to become involved in fundraising activities. If the project or activity is school related, the sponsoring adult or advisor will give specific guidelines for the sale. As a rule, however, sales should not occur in class or during the day except as provided for by the advisor. No student may engage in door to door sales at any time.

Fundraising for non-school activities should not occur in school particularly when direct sales to students would occur. Orders may be taken during free time only and merchandise delivered after school, but items brought to school must be kept in the office during the day.

## **LIBRARY**

The library is an important educational resource available to all students. We maintain a varied collection consisting of reference and nonfiction titles for both education and personal interest, fiction titles (including series, popular YA literature and classics), magazines and graphic novels for personal enjoyment, and a selection of online databases useful for research.

Books may be checked out for a period of two weeks and can be renewed, if needed. The library catalog and access to research databases are available online and can be accessed through the Rombout Library webpage. Please visit the webpage for more detailed information.

## **LOCKERS**

At the start of each year, each student is issued a personal locker with its own special combination. You are expected to keep your locker clean and orderly. To help you with this, we will have locker clean-out several times a year. Please do not write or put decals or stickers on your locker because you will be asked to remove them. **Your locker combination and your locker are not to be shared with anyone.** If you forget your combination, please ask your homeroom teacher, a custodian or come to the main office for help. Your combination works this way. Turn to the right for the first number, left for the second number (make sure you go past zero), then right to the third number, and the locker should open. If you have problems, ask a teacher, a custodian, or come to the main office for help. If your locker jams, report it to the main office. First period teachers are encouraged to help students develop a plan so that they will be able to organize their books for the day. This plan would facilitate matters and eliminate the need for students to carry all their books with them throughout the day. **Backpacks are not allowed during the school day.** You may go to your locker in the morning, before and after lunch and after school. Noise, both talking and the

noise created if you bang or slam your locker should be avoided. If it becomes excessive, your access to your locker may be limited. No student should need to use a locker during class time except with written permission from the teacher for that period. Extra care to be quiet in doing so is a must.

### **LOST AND FOUND**

If you have lost something in school you may check for it in several ways. If it is an item of clothing, check the lost and found area in the rear of the dining hall. If the item is of value - a purse or wallet, eyeglasses or jewelry - check with a secretary in the main office to see if it's been found. Any textbook which is found and turned into the office will be returned to the appropriate teacher. To help you identify a book as yours, it should be clearly marked with your name in ink, in the space provided.

### **MOVING UP**

At the end of the eighth grade year, one or more activities will be planned by you and your class to mark your moving up to high school. We encourage you to work toward making your moving up a happy and memorable milestone in your school years. Students have to be in good academic/behavioral standing to attend moving up activities.

### **ORIENTATION**

In late winter and during the spring, you may be asked to participate in an orientation activity. Just as efforts were made to inform you about Rombout before you arrived and to make you feel welcome, we will do the same for next year's newcomers. Whether you are a guide or a student we encounter on a tour through the school, remember to present yourself and your school in the very best possible light.

### **RECESS**

After you have eaten your lunch and cleaned up your table and seating area, you may have an opportunity to go outdoors with a teacher supervisor. When teachers feel it is appropriate to go outdoors, you will be told, your area will be checked, and you will be dismissed to leave through the outside doors. Balls, jump ropes and other equipment will be provided at the start of the year. It is your responsibility to use it carefully and return it at the end of recess. Students who elect to go outdoors must walk under the overhang to the side yard of the school and remain out until the group returns together. You must maintain appropriate behavior around the door and not leave the supervision of the recess teacher.

### **REPORT CARDS AND PROGRESS REPORTS**

Halfway through each quarter your teachers will alert you if you need to change your work habits in a particular subject. You may also receive a report to indicate you have shown significant improvement in a subject. This is done by sending home Progress Reports to your parents. Some may say "you are doing well." Others may say, "Better make some changes to bring about more successful performance in my class."

At the end of the first quarter your parents will be asked to attend a parent conference to receive a report card. This report will let you and your parents know what you are doing in school and how well you are doing it. It is a very complete report and one which should help you understand exactly how you are performing in each class.

In addition, any teacher or team of teachers may call your parents for a meeting or conference regarding your performance at any time throughout the year. We like getting to know your family as well as you.

<b>Report Card Grades:</b> Achievement:	A - Superior (90-100)
	B - Good (80-89)
	C - Average (70-79)
	D - Minimal (65-69)
	F - Failing (0-64)

At Rombout, it is the numerical grade that is considered when reporting grades. Most students will take the following state exams in 8<sup>th</sup> grade: Math, English Language Arts and Science. Students in grades 6 and 7 will take a grade level Math and English state assessment.

### **MOVING UP CEREMONY: Criteria and Model Behavior**

The moving up ceremony held at the end of the school year is a celebration of hard work and student achievement. It is because of this that only eighth grade students who have successfully completed all academic requirements may participate. Eighth grade students who have failed three or more subjects for the school year will not be allowed to participate in the eighth grade moving up ceremony. Summer school may be available for students who were not successful academically during the regular school year. Additionally, students will only be allowed to participate in one moving up ceremony while attending the middle school. Students are expected to demonstrate appropriate, courteous and respectful behavior. Respectful behavior means polite applause, no whistling, remain seated, and no screaming and yelling. If students demonstrate inappropriate and/or disrespectful behavior, he or she can be removed from the ceremony.

## **RESTROOMS**

Boys' and girls' restrooms are located in all areas of the building. Students may use the restrooms before school, between classes and before and/or after their lunch period. Any student who uses the bathroom during class period must have a bathroom pass from their teacher (students also need a pass from the dining hall supervisor to use the bathroom during lunch as well). They must sign out and sign back in. Remember, to use the bathroom areas responsibly. They are not for socializing, "horseplay" or hiding out. They should be kept free of graffiti and other vandalism. If you become ill during the day, do not stay in the bathroom. Instead, report to the nurse so we can get you some help. No more than 3 students are allowed in a bathroom at a time.

## **RETENTION POLICY**

Students will be considered for grade level retention at Rombout if they fail two or more of the following subjects for the year, with a cumulative grade lower than 65 in each subject: Math, Science, Social Studies, English. All students who fall under the above criterion will be brought to a panel for review during the year. Students who have an overall average of 65 or below also may be reviewed. Students in danger of retention will be notified in writing, by mail, and will meet with their guidance counselor in the spring. The recommendation of the panel and the final decision by the principal will consider academic performance and several other factors. Students who are retained will be placed in the team group of which they were not previously a member when it is at all possible.

Do not wait until spring to worry about your success or failure. As soon as you realize that you are having problems, ask for help from the teacher or guidance counselor. Talk to your parents or guardians. Most students who fail for the year do so because they made little or no effort to get help soon enough to make a difference. Attendance at summer school may be an option not to retain a student.

## **ROMBOUT SUMMER SCHOOL**

Whenever possible, summer school may be offered to those students who did not meet the standard for promotion. Students who fail two (2) or more academic (core) subjects, or students who have less than a 65 cumulative average, are mandated to attend. Students who fail math, English or reading as a single major subject are required to attend summer school as well. Summer school registration is held in late June and early July. The summer school program is approved by the New York State Education Department. It is staffed by certified teachers and teacher assistants. Class sizes are kept small (15-20 students) to allow for as much individualization and teacher-student interaction as possible. The program must meet all state approved guidelines. Students who are required to attend summer school will receive a letter in June indicating such.

## **SCHOOL PICTURES**

At the beginning of the year, school pictures will be taken at Rombout. The photo will be included in the yearbook and will be used on your school ID card.

## **TELEPHONE**

There is a telephone located in the main office and in the guidance office. These phones are available for students to use in emergencies or to contact their parents/guardians for important reasons.

## **TOYS AND VALUABLES**

School is a place to learn and to work. There is little, if any reason, for you to bring toys of any sort to school. Electronic equipment is out of place in school. Music devices, cell phones, games, cameras and other such devices seen during the school day will be confiscated. Confiscated items should be turned in to an administrator. **SIMULATED WEAPONS SUCH AS PLASTIC OR METAL TOY GUNS ARE NOT ALLOWED IN SCHOOL.** You should be aware that any time you bring any valuable item to school, you run the risk of breakage or loss. Leave valuable items at home. The school is not responsible for lost, stolen or damaged toys or valuables brought to school.

## **VISITORS**

In order to promote a safe and secure educational environment, all visitors are subject to the approval of the school administration, which will authorize visitor passes. Social visitations are not permitted for any reason during school hours. Visitors must enter the school via the front door, and sign in at the reception desk. Visitors are expected to adhere to all school policies. Visitors are not to enter areas of the building for which they have not been approved.

## **SCHOOL SERVICES**

A variety of services are available to help school be as beneficial to you as possible. Do not be afraid to take advantage of them. See your guidance counselor for further details.

## **STUDENT ACTIVITIES**

Participation in school activities is important to your educational growth. All students are urged to participate in one or more school activities in which they are interested. Students are also urged to suggest new activities that might be implemented in this or future years.

## **YEARBOOK**

The yearbook is created each year. Students wishing to work on the yearbook committee please see the Yearbook Advisor.

## **STUDENT MUSICAL PRODUCTION**

Every year a musical production is put on at Rombout. Any student interested in being a part of this production as a performer, stagehand or any other facet of the production should contact a music teacher.

Ensembles: The following ensembles will be offered to students (after school) who show a high degree of proficiency on their instrument: Jazz Ensemble, Woodwind Ensemble, Percussion Ensemble, and Brass Ensemble. Not all ensembles will be offered every year.

## **NEWSPAPER**

The Barking Bulldog is a school newspaper that reports on athletics, community news & items of interest.

## **STUDENT GOVERNMENT**

A school-wide Student Council is made up of student representatives from each grade. Student Council officers guide the organization. School-wide elections will take place for the offices of President, Vice-President, Secretary and Treasurer. Meetings of the Student Council will be held under the direction of an advisor. School-wide policies, procedures and activities will be discussed at these meetings.

## **ACTIVITY CLUBS**

Students interested in being a part of organizing activities sponsored by the various grades should see those teachers in charge of each grade's activity club.

## **NATIONAL JUNIOR HONOR SOCIETY**

Students will be considered for admission to the National Junior Honor Society if they maintain a minimum cumulative average of 89% or better for three (3) marking periods during 7<sup>th</sup> or 8<sup>th</sup> grade, completed community service, and also demonstrated the following qualities:

1. Leadership
2. Service
3. Character
4. Citizenship

If a student is given a warning letter, he/she has one quarter to improve. Dismissal can occur when there are two consecutive marking periods of an overall average of less than 89%. A panel comprised of teachers and administrators will serve on the selection committee.

## **HONORS CLASSES**

Rombout Middle School offers honors classes in order to challenge our highest performing students. These classes include math (6-7), Integrated Algebra, and Living Environment. All students who meet criteria for these classes are placed on class rosters on a probationary basis. If a student has not maintained a high average at the 3 week, 5 week, and /or 10 week checkpoints, a student can be removed from the specific honors class. Eighth grade Integrated Algebra and Living Environment are New York State Regents credit bearing courses. Students should note that they will not be admitted to a Regents examination in a laboratory science course if they have failed to complete the required number of laboratory exercises.

## **ADVANCED CLASS CRITERIA FOR RMS**

**Math:** Advanced math begins in 6<sup>th</sup> grade.

Students are recommended out of elementary schools based on average for the year and final exam grade.

All students being recommended must have a minimum of an 88 class average in math from 5<sup>th</sup> grade and have scored an 80 or higher on the 5<sup>th</sup> grade Math Post Test.

### **Criteria to Remain in Advanced/Honors Classes:**

Students are required to have an 85 or better average at the end of the first quarter.

Any student between 80 and 84 at end of the first quarter will have a 5 week probation period to improve.

For the remainder of the year, the year to date (YTD) average must remain at 80 or higher.

Any student that drops below an 80 YTD will be removed from the Advanced/Honors class.

### **Adding new students into the Advanced/Honors classes (If room exists):**

New to district students will be evaluated by incoming grades and re-evaluated once they begin at RMS.

Any student being recommended to move from a regular section to advanced must be within the top 5 students in average for all regular sections from both teams with teacher recommendation.

No student will be moved from regular class to an advanced section after the conclusion of the 1<sup>st</sup> marking period.

## **GUIDANCE OFFICE**

The guidance office provides services with advice and counseling regarding educational planning (course selection, course changes, scheduling



changes, working papers, career counseling, alternative education, placement and problem solving).

Additionally, the guidance office can arrange parent-teacher-student conferences, participating in group discussion sessions, special testing, appointments with outside counselors and appointments with the school psychologist.

Students are urged to take advantage of the services offered by the guidance office. Appointments with your guidance counselor may be made in the guidance office. Students may also use the phone in guidance for emergency purposes.

### **MAIN OFFICE**

The main office will provide students with general information regarding school procedures. Lost books, clothing, watches and rings are often brought to the main office and students may inquire at this office if they have lost such articles. Student announcements are made through the main office. Lunch money, lunches and other items brought to the school by parents must be brought to the kiosk. Please limit phone messages for students to emergency situations only.

### **HEALTH OFFICE/MEDICATION**

The school nurse is available to deal with health problems, injuries, physical examinations, and sight and hearing tests and to dispense special medication. All students who take medication of any kind **MUST** bring a note from their parents describing the medication to be taken. All medication **MUST** be kept in the health office.

**Of great importance is the necessity of reporting all accidents and injuries IMMEDIATELY to the nurse.** As a precaution for the safety of all students clear, firm regulations have been developed about the taking of medication by students while in school. No student should come to school with any medication, including aspirin or other nonprescription drugs, even if the student is used to taking the medication at home. Guidelines for prescription drug use follow.

**These same guidelines will apply for all medications**, whether obtained through prescription or not. The school nurse must have on file a written request from the family physician which indicates the frequency and dosage of a possible medication. All medications, including nonprescription drugs, given in school shall be prescribed by a licensed prescriber on an individual basis as determined by the child's health status. Additional information must be provided by the family physician to enable the school nurse to carry out good nursing practice. She must know the condition being treated, the regime of treatment recommended and the frequency established by the physician for review of the case. Aside from frequency and dosage, the nurse must be familiar with the recommended drug, its effects and possible side effects. The information, as well as the physician's request, should be included with the pupil's record.

**The nurse must have on file a written request from the parent to administer the medication as specified by the family physician.** A verbal or telephone request from the parent or physician is not acceptable from the standpoint of protection for the school nurse and the school. **The medication should be delivered directly to the school nurse by the parent.** No medication should be sent to the school nurse by the child. The temptation to "share" a single dose or multiple doses is a real danger. Every year there are a number of cases of severe drug reaction reported as a result of this hazard. The parent contact enables the school nurse to discuss the pupil's problem and assess any changes in the condition or in the treatment. The medication should be kept in the school nurse's office, in a locked drawer or file, completely separated from any supplies for emergency care. Medication should be in the prescription labeled container or bottle. This recommendation is essential for the protection of pupils. If medications are left in classrooms or are carried by the individual, we have another potential hazard. Moreover, if the pupil comes to the health office, it enables the school nurse to maintain continuing observation and counsel the pupil regarding his/her condition and its treatment. Older pupils can assume responsibility for reporting to the health office and taking medication according to the procedure established by the nurse. For further information regarding medication, please contact the school nurse. Students who become ill during the school day are required to report to the health office. If, in the judgment of the nurse, the illness requires parent notification, the home will be notified. Physical exams, both those required of all students as well as those given for participation in athletics, will be given in the health office. Students should be attentive to announcements regarding the schedule for physical exams. Physical Education excuses must be approved by the nurse during homeroom.

### **RELATED SERVICES**

The school offers related services by the following professional staff: Psychologist, Social Worker, Speech/Language Therapist, Occupational Therapist, and Physical Therapist. Each discipline offers testing, therapy, counseling, and/or consults for students. The psychologist and social worker assist the student with school related social or behavioral problems. The speech/language therapist provides services for students with language, auditory processing, articulation, stuttering, and voice difficulties, which interfere with academic success. The occupational therapist provides interventions for students with fine motor, visual motor, visual perceptual, and sensory issues in order for them to function in the academic environment. The physical therapist provides physical movement or gross motor training necessary for the student to access the academic environment. All related service staff are available for parent consults.

### **TRANSPORTATION**

Bus service to and from school is provided for your convenience. The following guidelines will ensure that your use of the bus system is smooth and pleasant.

## **BUS GUIDELINES**

### **Previous to Loading (on the road or at school)**

1. Be on time at the designated loading zone (5 minutes prior to scheduled stop).
2. Stay off the road at all times while walking to and waiting for the bus. Line up single file and off the roadway.
3. Wait until the bus is completely stopped before moving forward to enter. If you must cross a highway, do not cross until the driver signals it is safe.
4. Enter the bus single file and go immediately to a seat and be seated.

### **While on the Bus**

1. The driver is in complete charge and must be obeyed.
2. Remain seated while the bus is in motion.
3. After entering and until leaving the bus, keep head, hands, and arms inside the bus at all times
4. Do not "litter" the bus or throw anything from the bus.
5. Keep books, packages, coat and all other objects out of the aisle.
6. Students are to be courteous to the driver, to other bus riders and to all other persons.
7. Smoking and eating are not permitted on the bus.
8. The bus is not considered to be the proper place for playing cards or other games.
9. Any damage done to the bus equipment will be paid for by the offender.
10. Please do not tamper with the bus or any of its equipment.
11. Yelling, obscene language, scuffling and fighting are forbidden on the bus. Any action, loud talking, or horseplay that might distract the bus driver is forbidden.
12. In case of an emergency, follow the directions of the bus driver.

### **Leaving the Bus**

1. Do not get up to leave the bus until the bus had stopped.
2. Cross the road when necessary (at least ten feet in front of the bus), only after the driver signals that it is safe.
3. Be alert to the danger signals from the driver.
4. The driver is not to discharge students at places other than their regular stop at home or at school unless he/she has proper authorization from school officials.

### **At All Times on the Bus**

1. The above regulations would apply to any trip under school Sponsorship. School rules apply to bus trips.
2. Pupils shall respect the wishes of chaperones appointed by the school officials.
3. Any action that endangers the safety and welfare of any persons will not be tolerated.

## **PUBLIC NOTIFICATION**

The Beacon City School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. Inquiries regarding the Nondiscrimination Policy may be directed to:

Ann Marie Quartironi, Compliance Officer  
Title IX and Section 504  
Beacon City School District  
10 Education Drive, Beacon, New York 12508

## **NOTIFICACION PUBLICA**

El distrito escolar de la ciudad de Beacon, por este medio, notifica a estudiantes, padres, empleados y al público en general que ofrece empleo, y oportunidades de educación, incluyendo educación vocacional, sin considerar sexo, raza, color, origen nacional o impedimento físico. Información acerca de esta política indiscriminatoria puede ser dirigida a:

Ann Marie Quartironi, Compliance Officer  
Title IX and Section 504  
Beacon City School District  
10 Education Drive, Beacon, New York 12508

Si los padres o estudiantes tienen alguna pregunta acerca de las leyes y actividades que se manifiestan en el manual escolar, los padres o

estudiantes pueden ponerse en contacto con la oficina de guía o la oficina principal de la escuela para ayuda.

## **SEXUAL HARASSMENT**

The Board of Education recognizes that harassment of students and staff on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively.

Sex-based harassment can be comprised of two types of behavior: sexual harassment and/or gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature (see regulation 0110-R for examples). Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes (see regulation 0110-R for examples). Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

The district will designate, at a minimum, two (2) Compliance Officers, one (1) of each gender.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written, even anonymous complaints. However, the district may be limited in how effectively it can respond to anonymous complaints, depending on the amount of detail provided. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy shall be posted in a prominent place in each district facility, on the district's website, and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

A committee of administrators, teachers, parents, students and the school attorney shall be convened periodically, as recommended by the Superintendent of Schools, to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*  
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*  
*Davis v. Monroe County Board of Education*, 526 U.S. 629, 652 (1999)  
*Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998)  
*Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
*Burlington Industries v. Ellerth*, 524 U.S. 742 (1998)  
*Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)

*Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992)

*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)

Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*

Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*

Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

Adoption date: March 23, 2015

### **HIV/AIDS**

The Board of Education recognizes the public concern over the health issues surrounding Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). The Board recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or the HIV virus can be transmitted by casual social contact in the open school setting.

The Board further recognizes the privacy rights of students diagnosed with HIV infection or AIDS and their right to a free appropriate public education; the rights of HIV infected employees to privacy and reasonable accommodations; the rights of all non-infected individuals to a safe environment free of any significant risks to their health; and the rights of all students to instruction regarding the nature, transmission, prevention, and treatment of HIV infection, pursuant to the Commissioner's Regulation, Part 135.3.

No individual shall be denied access to any program or activity sponsored by or conducted on the grounds of the district, solely on the basis of his/her status as an HIV-infected individual.

### **Students**

It is the policy of the Board that:

1. A student's education shall not be interrupted or curtailed solely on the basis of his/her HIV status. HIV-infected students shall be afforded the same rights, privileges, and services available to every other student.
2. No student shall be referred to the Committee on Special Education solely on the basis of his/her HIV status. A student who is infected with HIV shall be referred to the Committee on Special Education (CSE) only when the student's disability interferes with his/her ability to benefit from instruction. Such referral shall be made in accordance with Part 200 of Commissioner's Regulations.
3. If a student who is HIV-infected requires special accommodations to enable him/her to continue to attend school, the student shall be referred to the appropriate multi-disciplinary team as required by §504 of the Rehabilitation Act.
4. No disclosure of HIV-related information involving a student shall be made without first obtaining the informed consent of the parent, guardian or student on the Department of Health (DOH) approved form.

### **Employees**

It is the policy of the Board that:

1. No employees shall be prevented from continuing in his/her employment solely on the basis of his/her HIV status; such employees are entitled to all rights, privileges, and services accorded to other employees and shall be entitled to reasonable accommodations to the extent that such accommodations enable such individuals to perform their duties.
2. No disciplinary action or other adverse action shall be taken against any employee solely on the basis of his/her status as an HIV infected or a person with AIDS. Such action will only be taken where, even with the provision of reasonable accommodations, the individual is unable to perform his/her duties.
3. All employees shall have access to the district's exposure control plan as required by the federal Office of Safety and Health Association (OSHA).
4. In accordance with OSHA regulations, training in universal precautions and infection control shall be offered to all employees and shall be provided to every employee with potential occupational exposure.

### **Confidentiality**

Any information obtained regarding the HIV status of an individual connected to the school shall not be released to third parties, except to those persons who are:

1. named on an Authorization for Release of Confidential HIV Related Information form;
2. named in a special HIV court order; or
3. as indicated in Public Health Law §2782, when necessary to provide health care to the individual (i.e., to the school physician and the school nurse).

Any employee who breaches the confidentiality of a person who is HIV infected shall be subject to disciplinary action in accordance with applicable law and/or collective bargaining agreement.

To protect the confidentiality of an HIV infected individual, any documents identifying the HIV status of such individuals shall be maintained by the school nurse (or another authorized individual) in a secure file, separate from the individual's regular file. Access to such file shall be granted only to those persons named on the Department of Health approved Authorization for Release of Confidential HIV Related Information form, or through a special HIV court order. When information is disclosed, a statement prohibiting further redisclosure, except when in compliance with the law, must accompany the disclosure.

### **HIV/AIDS Testing**

No school official shall require a student or employee to undergo an HIV antibody test or other HIV-related test. In accordance with OSHA regulations in the event of an incident involving the exposure one individual to a potentially infectious body fluids of another individual, particularly blood or any other fluid which contains visible blood, an HIV test may be requested but NOT required. The request and refusal must be documented.

However, school officials shall not be precluded from requiring a student or employee to undergo a physical examination pursuant to Education Law §§903 and 913, when other illness is suspected (e.g., tuberculosis), as long as no HIV antibody test or other HIV-related test is administered without the individual's informed consent as required by Public Health Law §27-F.

To implement this policy, the Superintendent of Schools is directed to arrange for staff training, to distribute copies of this policy to all employees of the district, and to include it in the district's student handbook, and to establish an advisory council to make recommendations on the development, implementation, and evaluation of HIV/AIDS instruction as a part of comprehensive health education.

Cross-ref: 5420, Student Health Services

Ref: 29 USC §§794 et seq. (Rehabilitation Act of 1973)  
20 USC §§1400 et seq. (Individuals with Disabilities Education Act)  
42 U.S.C. §12132, et seq. (Americans with Disabilities Act)  
34 CFR Part 104  
29 CFR Part 1910.1030  
Executive Law §296 (Human Rights Law)  
Education Law §§903; 913  
Public Health Law, Article 27-F  
8 NYCRR §§29.1(g); 135.3; 136.3

An Implementation Package for HIV/AIDS Policy in New York State School Districts, NYS HIV/AIDS Prevention Education Program, June 17, 1998. Adoption date: March 9, 2015

### **5300.80 DIGNITY FOR ALL STUDENTS ACT (DASA)**

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying (including cyberbullying), taunting, hazing and intimidation. The district will, therefore, strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the district's educational mission.

The district condemns and prohibits all forms of discrimination and harassment of students regardless of actual or perceived race, weight, color, national origin, ethnic group, religion, religious practice, gender identity or sexual orientation, sex or disability by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events which can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline.

To that end, the administrators, faculty, staff and students will participate in activities designed to support a school climate of caring and respect, and to proactively prevent discrimination, harassment, and bullying, including cyberbullying. These developmentally appropriate activities are designed to foster an acceptance and understanding of differences, provide alternative behaviors and responses, and build the capacity to prevent and reduce bullying.

All students have the responsibility to treat each other with caring and respect. No student shall be treated differently or unfairly because of actual and/or perceived differences. This includes saying hurtful words and/or doing hurtful things either in person, on a computer or other electronic device, or in any other way. Students who feel uncomfortable and/or unsafe because of the words or actions of others should immediately speak with a teacher, administrator, coach, or other adult.

Dignity for All Students – Definitions	
Race	White, Black or African American, Hispanic/ <b>Latino</b> /Latina, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander; Two or more races.
Color	Color of a person’s skin.
Weight	The size of a person.
National Origin	Where <b>a person or his/her</b> relatives were born.
Ethnic Group	Being a part of a group of people who are connected by a shared language, culture, and/or common religion.
Religion	Religious or spiritual belief.
Religious Practice	The expression of <b>a person’s</b> religious belief, customs, traditions, etc.
Disability	A person’s body or mind that does not look or work the same as others.
Sex	Being a boy or girl.
Sexual Orientation	A person liking a boy or girl.
Gender: Gender Expression Gender Identity	Actual or perceived sex, including: How a person or expresses being a boy or girl to others, such as behavior, clothing, hairstyle, voice, mannerisms. How a person thinks of oneself as being a boy or girl.

### **STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION**

The Board of Education is committed to providing an educational environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate in and/or witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events as described in this policy. The Board also prohibits discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, including cyberbullying, which creates 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.

#### **Definitions**

**Bullying** - Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below).

**Cyberbullying** - Cyberbullying is defined as harassment or bullying through any form of electronic communication. In order to be actionable under this policy, cyberbullying that occurs off campus must create 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.

**Discrimination**- Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

**Hazing** - Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

**Harassment** - The creation of a hostile environment by conduct or by threats, intimidation or abuse, whether verbal or non-verbal, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates 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.

Discrimination or harassment within the meaning of this policy shall include a single severe incident or multiple incidents that are pervasive in nature that creates a hostile environment or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

The discriminating behavior or harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation, or
- gender (including gender identity and expression).

In order to streamline the wording of this policy and regulation the term bullying will be used throughout to encompass harassment, intimidation, cyberbullying and hazing behaviors.

### **Prevention**

In order to implement this program the Board will designate at its annual organizational meeting a Dignity for All Students Act (DASA) Coordinator for each school in the district. In addition, the Board shall appoint a district-wide DASA coordinator. The role of each DASA coordinator is to oversee and enforce this policy.

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying, but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur. The components of such an effort involve the following:

- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students.
- Establishing clear school wide and classroom rules about bullying.
- Training adults in the school to respond sensitively and consistently to bullying.
- Providing adequate adult supervision, particularly in less structured areas such as in the hallways, cafeteria and playground.
- Raising parental awareness and involvement in addressing problems.
- Providing instruction in civility, citizenship and character education that emphasizes tolerance and respect for others.

### **Intervention**

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. In addition, intervention will focus upon the safety of the target. Staff is expected, when made aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

### **Training**

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, the District-wide DASA Coordinator and the District Professional Development Committee will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and monitors and all staff who have contact with students. Vendor employees (e.g., cafeteria, bus, etc.) shall be trained by the District or by the vendor in accordance with this policy. The DASA Coordinators will be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex and gender (including gender identity and expression)

### **Incident Reporting and Investigation**

Students who have been bullied, parents whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to the building principal within one school day and to fill out the district reporting form within two school days. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy. Where the nature of the bullying or harassment also warrants investigation under another District Policy that addresses wrongful discriminatory practices (e.g., Title VI CRA, Title IX ESEA, Section 504 RA/Title II ADA, Disability Discrimination), there shall be a coordinated investigation. The building principal will prepare a quarterly report for the superintendent based on complaints filed.

An equitable and thorough investigation will be carried out by the building principal or the Building DASA Coordinator. If either of the parties disagrees with the results of the investigation, they can appeal the findings to the Superintendent of Schools. In the event that the complaint involves the Superintendent of Schools, the appeal of the complaint shall be filed with the Board of Education for its review and decision. Verified bullying incidents that meet the criteria established by the state will be included in the statewide reporting system when applicable, in accordance with law and regulation.

If the Building Principal or the Building DASA Coordinator who conducted the investigation believes that any harassment, bullying or discrimination constitutes a crime, he or she will immediately report the incident to the appropriate law enforcement agency and immediately notify the Superintendent of Schools and submit a written report to him or her within one day.

The Board will receive the annual VADIR report, as well as any other state-required report relevant to bullying and/or school climate, for each building and for the district as whole. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

### **Confidentiality**

It is district policy to respect the privacy of all parties and witnesses to complaints of bullying. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the district's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:

1. The request may limit the district's ability to respond to his/her complaint;
2. District policy and federal law prohibit retaliation against complainants and witnesses;
3. The district will attempt to prevent any retaliation; and
4. The district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the bullying and preventing the bullying of other students.

### **Disciplinary Consequences/Remediation**

While the focus of this policy is on prevention, acts of bullying may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action that is measured, balanced and age-appropriate will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct. The District shall ensure the safety of the student or students against whom such harassment, bullying (including cyberbullying) was directed and take reasonable measures to prevent recurrence of the offending behavior.

### **Non-Retaliation**

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

### **Dissemination, Monitoring and Review**

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis. Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration. The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

**Cross-ref:** 3420, Non-Discrimination and Anti-Harassment in the School District  
7551, Sexual Harassment of Students  
7553 Hazing of Students  
7310 School Conduct and Discipline



**Ref:**

Dignity for All Students Act, Education Law, §10 — 18  
Americans with Disabilities Act, 42 U.S.C. §12101 et seq.  
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.  
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; 34 CFR §100 et seq.  
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 et seq.  
§504, Rehabilitation Act of 1973, 29 U.S.C. §794  
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 et seq. Executive Law §290 et seq. (New York State Human Rights Law) Education Law §§313(3), 3201, 3201-a  
8 NYCRR 100.2(c), (1), (jj), (kk); 119.6  
Tinker v. Des Moines Independent Community School Dist., 393 US 503, (1969)  
Doninger v. Niehoff, 527 F.3d 41 (2d. Cir. 2008)  
Pollnow v. Glennon, 594 F.Sup. 220, 224 affd 757 F.2d. 496  
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)  
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998) Faragher v. City of Boca Raton, 524 U.S. 775 (1998)  
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)  
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)  
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)  
Mentor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)  
Appeal of KS. 43 Ed. Dept. Rep. 492

2019-20 Beacon City School District Dignity for All Students (DASA) incident reporting form which can be found in the Rombout Middle School Main Office or on the district website.

**\*\*Note: This is an example of the form that can be found in the Rombout Middle School Main Office or on the district website\*\***

**Beacon City School District**  
**Dignity for All Students (DASA)**  
**Incident Reporting Form**

The BCSD is committed to providing a safe, supportive environment free from harassment, bullying and discrimination for all students. The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act.

**DIRECTIONS:** Harassment, discrimination, intimidation, bullying and/or cyber-bullying are serious offenses. If you are a student, the parent/guardian of a student, a volunteer or visitor, and believe you or someone else has been the target of alleged bullying or harassment, please use this form to report all allegations. **ALL SCHOOL EMPLOYEES ARE REQUIRED TO REPORT ALLEGED VIOLATIONS.**

**School/district personnel witnessing an incident or receiving a report of an incident must complete and submit this written report within two (2) school days. Note: School/district personnel must also orally notify the principal, superintendent or their designee no later than one school day after witnessing or receiving a report of an incident.**

**All complaints will be treated in a confidential manner. Anonymous reports may limit the district's ability to respond to the complaint. A prompt and thorough investigation will be conducted for all incident reports.** Please complete this form and return it to a school administrator or Dignity Act Coordinator.

**Name of Affected Student:** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Name of Alleged Offender(s) (if known)**

\_\_\_\_\_ **Grade** \_\_\_\_\_

\_\_\_\_\_ **Grade** \_\_\_\_\_

**Name of school adult you've already contacted (if any)** \_\_\_\_\_

**Incident date and time (if known)** \_\_\_\_\_ / \_\_\_\_\_ **School:** \_\_\_\_\_

**Where did incident happen? (Circle all that apply)**

Classroom	Hallway	Restroom	Cafeteria
Locker Room	School bus	Bus Stop	To/From school
Social media	Internet	Sports Field/gym	School grounds
Text/Cell phone	School activity	Off campus	

Other (please describe) \_\_\_\_\_

**What happened during this incident? (Check all that apply)**

- Hitting, kicking, shoving, spitting, hair pulling, throwing something at student, punching, pushing
- Getting another person to hit or harm the student
- Teasing, taunting, name calling, making critical remarks in person, by phone, by email, etc.
- Making the student a target of jokes or put downs, humiliating, rejecting, or excluding the student
- Making rude and/or threatening statements or gestures
- Making the student fearful, demanding money or possessions, intimidating or exploiting the student
- Spreading harmful rumors or gossip
- Cyberbullying – Bullying by calling, texting, emailing, web posting, digital, electronic media
- Other (please describe) \_\_\_\_\_

**Who was involved in the incident?**

- Student                       Employee                       Both student and employee

**Did a physical injury result from this incident? (Please check one)**

\_\_\_ No    \_\_\_ Yes, medical attention required    \_\_\_ Yes, medical attention NOT required

**Student absent from school as a result of this incident?**  No  Yes # of days absent: \_\_\_

**Briefly describe the incident. (Be as specific as possible. What did alleged offender say or do? Include any copies of text messages, emails, etc. if possible. Add extra pages if needed.)**

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**Did you witness the incident?**    \_\_\_ Yes    \_\_\_ No

**Were there any witnesses?**    \_\_\_ Yes (Provide names, if known)    \_\_\_ No

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**Does the situation continue to occur?**     Yes               No

**The behaviors(s) are suspected of being based upon the following characteristics of the target (check all that apply):**

- Gender               Sexual Orientation     Sex     Race     Color     Ethnic Group  
 National Origin               Religious Practice     Weight     Disability     Religion     Other \_\_\_\_\_

**Report being made by:** \_\_\_ Student \_\_\_ Faculty/Staff \_\_\_ Parent/Guardian \_\_\_ Other

**Leave the following areas blank if reporting anonymously:**

Name of person reporting incident (please print) \_\_\_\_\_

Phone/Cell \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**What was your involvement in the incident?**

- I was directly involved               I observed the incident               I heard about the incident

***Retaliation or threats of retaliation against any person involved in an investigation or harassment, bullying or discrimination will not be tolerated. If you believe that you have been subjected to such action as a result of your cooperation, please contact the building Dignity Act Coordinator or the building principal. You can contact the school administrator, Dignity Act Coordinator, counselor, or other staff member (whoever you are most comfortable with) for information or assistance at any time.***

**If there were any adults in the area when this happened, what did they do?**

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# Beacon City School District Code of Conduct Summary

## 2020-2021 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 students 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 a 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 extracurricular 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 in 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.
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 while at school or attending 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 a clear view of the face and profile.
  - b. 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.
7. 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 I 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.
6. Engaging in verbally rude or disrespectful behavior toward any member of the learning community.
7. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
  - a. Running or otherwise unsafe behavior in hallways.



- b. Using language or gestures that are profane, lewd, or vulgar.
- 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 II 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:
  - a. Plagiarism
  - b. Cheating
  - c. Copying
  - d. Altering records
  - e. Assisting another student in any of the above actions

## **Level III Infractions**

Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of 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: 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 IV 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 and/or 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 I Response

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

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

#### Supports and Interventions

- 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) and/or Behavior Intervention Plan (BIP)

#### Range of Possible Disciplinary Actions

- Parent – Teacher Conference
- Removal from classroom by Teacher
  - **(4 removals in one semester will require a formal parent conference and may lead to an in-school suspension).**
- Restorative Practice
- In school suspension
- Principal’s suspension (1-5 days)
- Superintendent’s suspension (6 days or more)

### Level IV Response

#### Supports and Interventions

- 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) and/or Behavior Intervention Plan (BIP)

#### Range of Possible Disciplinary Actions

- Principal’s suspension (1-5 days)
- Superintendent’s Suspension (6 days or more)