

Belfast Central School District

Code of Conduct

Dear Students, Parents/Guardians, and School and District Staff,

Welcome to a new school year at Belfast Central. We begin the 2024-2025 school year with the Board of Education's priority to develop 21st century and social/emotional learning skills in our students. To ensure that all students have equal opportunities to be successful the District, along with members of the Belfast community, collaborated to review and update our Code to focus on promotion of positive social behaviors and prevention of discipline problems in the classroom, as well as consequences and interventions in a supportive, instructional, and collaborative environment.

The Code of Conduct has undergone five major adjustments as follows. The Code:

- Promotes social and emotional learning and accountability for all students at all grade levels;
- Clearly defines expectations for acceptable conduct on school property and at all school functions;
- Identifies and implements clear, fair, standardized, and timely consequences;
- Identifies and implements restorative and accountable interventions that support students to improve their behavior and academic performance;
- Increases capacity and accountability of staff to promote positive behaviors.

BELFAST CENTRAL SCHOOL DISTRICT

1 King Street, Belfast, NY 14711

Phone: (585) 365-2646

Fax: (585) 365-2648

2023-2024 Board of Education

Josie Preston, President

Randa Harrington, Vice President

Becky Backer

Jonathan Barney

Cecy Curcio

Chris Enders

Russ Calanni



Introduction

Why Do We Have a Code of Conduct?

The goal of the Belfast Code of Conduct is to ensure all students' right to an education in a safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open, and democratic society. The Belfast Code of Conduct serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture.

The Code addresses both development of character and conduct for all in the Belfast community. An individual's character reflects their attitudes, attributes, and moral convictions which shape their conduct. As identified in the District's Core Values, development of good character and social and emotional competencies are essential to academic success in school today, and future success in college, career, and life. The Code ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors.

Goals for the Code

The goal of good conduct is based on the principles of civility, mutual respect, citizenship, tolerance, honesty, and integrity.

We expect all students, teachers, other District personnel, and parents to engage in positive social behaviors, respectful and caring communication, and responsible decision-making – essential qualities of character that promote this goal.

The Board recognizes the need for Belfast Central School to:

1. Promote healthy, social, and emotional development and personal accountability for all students at all grade levels.
2. Clearly define rules and expectations for acceptable conduct on school property and at school functions that all adults are committed to support and model.
3. Identify and implement fair, clear, standardized, and timely consequences when students engage in unskillful, inappropriate, and/or unacceptable behaviors.

4. Identify and implement restorative and accountable interventions that support students to improve their behavior and academic performance by strengthening their self-management and social and emotional competencies.
5. Increase capacity and accountability of all school personnel to promote positive behaviors; prevent inappropriate, unacceptable, and/or unskillful behaviors; and intervene early and effectively when students are struggling with academic, attendance, behavioral, mental health, or family challenges, particularly students who are experiencing multiple barriers to school success.
6. Strive to ensure that no student is subject to harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression or sex, language, or other reasons, by school employees or students on school property, on a school bus, or at a school function.

This Code applies to all students, school personnel, parents, and other visitors when on school property, on a school bus, or attending a school function.

Core Principles that Guide the Code of Conduct

The following principles form the foundation for creating safe, civil, caring, supportive and high achieving learning environments.

1. The District's social and emotional learning vision aims to create collaborative school environments built on positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. This District will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:
 - manage their emotions;
 - set goals;
 - feel and show empathy for others;
 - create positive relationships;
 - and make good choices.
2. All students are capable of achieving their personal best, and when necessary, improving their behavior with guidance, instruction, support, and coaching.
3. Different students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.
4. Clear, fair, standardized, and timely consequences signal that a student's actions are deemed to be inappropriate, unacceptable, and unskillful. Restorative interventions involve the part of the process where students take responsibility for what they have said and done, reflect on

the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.

5. Restorative practices including building community to help adults and students make things right when the integrity of the community is challenged by harmful behaviors. Responsive listening and engaged dialogue are fundamental elements of circles, conferences, and other restorative interventions/consequences.
6. Students are more likely to behave appropriately when:
 - they understand the positive behaviors that are expected of them;
 - they feel that staff members care about them and will help them learn and grow;
 - all school staff consistently use shared language and practice;
 - and all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.
7. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
8. Adults – teachers, principals, administrators, school staff, parents and the larger community – have an obligation to help students learn to be good citizens and lead productive lives by:

- enabling them to discern right from wrong;
- fostering in them the desire to do what is good;
- and encouraging them to take responsibility for their words/actions.

9. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among District and school staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.
10. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Positive Student Mindsets	Adult Mindsets that Support Students
<ul style="list-style-type: none"> • School and school work have value for me. • I see myself as a learner. • I belong to an academic community. • I approach tasks with positive expectations and an open mind. • I accept challenges, take academic risks, and push myself to excel. • My ability and competence grow with my effort. • I express curiosity, enthusiasm, or personal interest in what I am learning. • I cultivate personal talents, values, and positive qualities of character. • I have hope in a positive future I can make for myself. • When I make mistakes, I can correct them. 	<ul style="list-style-type: none"> • I make an effort to understand others' thinking and feelings. • I seek to understand a situation before I make a judgment. • I care more about the future than the past. I want to move forward. • I problem solve to reach solutions that meet important needs and interests of everyone involved. • I depersonalize a student's words and actions before I respond. • I model the character traits and behaviors that I want to cultivate in students. • I consider a student's best interests in any decision.

District Core Values

LEARNING: We believe in providing a world class education for each student.

CHARACTER: We expect all adults and students to model behaviors of respect, responsibility, trustworthiness, fairness, caring, and citizenship.

LEADERSHIP: We believe in developing and maintaining strong leaders.

ENVIRONMENT: We believe it is necessary to have a clean, safe, and healthy environment.

COMMUNICATION: We believe in maintaining open communications with all stakeholders.

COMMUNITY / PARENTAL ENVIRONMENT: We value the importance of collaborative relationships between the school district and the community.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitude and inclinations that shape a person's interpretations and responses to events, circumstances, and situations. Mindsets drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions a student holds in relation to their learning and academic performance. When students feel that school and school work have value, they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their

curiosity, enthusiasm, and personal interest in what they are learning. Positive mindsets boost students' confidence in their day-to-day experiences and fire up hope in their future.

Promoting a Positive School Climate and Culture

The District builds a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take an active role in the academic, social, and emotional development of students and model the skills, behaviors, and mindsets they seek to cultivate within adults and students. To this end, school staff, teachers, and administrators are encouraged to set high expectations for student success, build positive relationships with students, and parents, and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms, all sports arenas).

Our building promotes a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. We develop, post, teach, and reinforce universal behavioral and learning expectations. Our school takes a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically.

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, bond with caring, supportive adults promotes positive behavior. Examples of student engagement include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; supporting student leadership development; periodically recognizing students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills, and coaching they need to thrive.

Why Knowing the Code Matters

Students: The Belfast Code of Conduct is your guide for behavior at school. Your administrators, teachers, and other staff members will support your efforts to be successful in the social and academic behaviors and emotional skills that are expected at school. When you follow the expectations and rules in the Code, you will be demonstrating your good

citizenship and character, and helping make your school a safe, civil, caring, and supportive learning environment for everyone. The Code also describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned to you when your conduct does not meet the expected standards of behavior. This is your guide to understanding your rights and responsibilities.

Parents/Guardians/Caregivers: The Belfast Code of Conduct is your guide for understanding the social and academic behaviors and emotional skills that are expected of your child at school and how school principals, teachers, and staff will work with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code provides you with information about your and your child's rights and responsibilities. It also lists the kinds of behaviors that are not acceptable. Finally, the Code explains the interventions and consequences that will be enforced and implemented if your child violates school rules and policies. Please read the Code with your child and discuss any questions you have with administrators at school. If you have concerns about your child's safety or behavior, please talk to an administrator so that you can resolve any concerns and work with school staff to fully support your child's success.

School Staff: The Belfast Code of Conduct is your guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate school rules and policies.

If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators: The Belfast Code of Conduct is your guide for supporting a safe, orderly, and productive learning environment. It will help you promote positive student behavior at school. It provides guidance in supervising and monitoring the effective implementation of school-wide expectations, rules, policies, systems, and practices. It will help the school to address students' behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.

Other District Staff: The Belfast Code of Conduct is your guide for supporting the school in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior and maximizes students' personal and social efficacy.

LEARNING ABOUT THE BELFAST CODE OF CONDUCT

Pursuant to Education Law 280(4) and 8 NYCRR 100.2(1)(2)(iii)(b), the District will ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at an assembly or class meeting held at the beginning of the school year.
2. Making electronic and hard copies of the Code available to all parents at the beginning of and throughout the school year and ensuring that copies of the Code are available for review by students, parents, and other community members throughout the school year.
3. Providing informational sessions for parents at "open house" and "curriculum nights".
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and make this summary available later upon request.
5. Providing all teachers, other staff members, and all new employees with a copy of the Code and a copy of any amendments to the Code after adoption.
6. Ensuring that the District implements an annual plan for discussing and interacting with the Code of Conduct during new school year orientation.
7. The District will make every effort to provide written and audio versions of this Code of Conduct in other languages when the need arises.
8. All district and school staff members and Board of Education members should sign a receipt that they have read, understood, and will abide by the Code of Conduct at designated opportunities at the beginning of the school year.
9. A copy of the "Acknowledgment of Review and Receipt of the Code" for students and their parents to complete is located on the last inside page in the Code booklet.

Rights and Responsibilities of School Stakeholders

Students, parents, teachers, counselors, principals, the Superintendent, and the Board of Education are all essential partners in carrying out the mission of the Belfast Central School District.

Students have the right to:

1. Attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from kindergarten through grade 12, as provided by law.
2. Be afforded a sound, quality education from kindergarten through grade 12 in a safe, civil, caring, and supportive learning environment.
3. Be respected as an individual and treated fairly and with dignity by other students and school staff.
4. Express one's opinions verbally or in writing or with

assistance in a respectful manner.

5. Dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment. See dress code policy.
6. Take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, gender identity and expression, national origin, ethnic group, political affiliation, age, marital status, or disability.
7. Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
8. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/ gender identity, sexual orientation, language, or disability, by employees or students on school property or at a school-sponsored event, function, or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including but not limited to such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identify or expression), or sex (Education Law 12[1]. Cyberbullying is defined as harassment or bullying which takes place through any form of electronic communication. (Education Law 11[8].
9. Be afforded due process by:
 - being provided with the Code and rules and regulations of the school district: Schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and State and local laws guaranteeing or affecting students' right to participation;
 - being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
 - being counseled and coached by members of the professional staff through the use of restorative practices and conferencing in matters related to their behavior as it affects their education and well-being in the school;
 - being provided an opportunity to be heard in disciplinary actions for alleged infractions of the Code for which they may be suspended or removed from class by their teachers;
 - being provided opportunities, when appropriate, to earn back privileges, reduce the length of exclusionary sanctions, and/or restore one's good standing through restorative actions completed by the student;
 - being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
 - being accompanied by a parent and/or representative at

- conferences and hearings;
 - and being accompanied by a parent in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has a right to have their parents present. Students may also have a designated staff person or advocate present in situations that may involve police investigation or Child Protective Services interview.
10. To engage in youth opportunities that enable students to:
- be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views;
 - serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary support to participate;
 - participate in school forums in which students can voice their opinions about school decisions and policies;

- participate in peer leadership initiatives and restorative practices;
- and form groups that represent their individual and cultural needs and interests.

At all times in all places...

- be a positive member of the school community by being respectful to everyone, caring for others, and supporting peers;
- use school-appropriate tone, volume, and language, and present yourself in a civil manner;
- accept responsibility for your actions and their impact on others;
- accept consequences and interventions when expectations are not met or school rules are violated;
- and put everyone's safety first by NOT engaging in violent or destructive acts that harm others and the community; NOT making threats about using dangerous objects or about harming others; and NOT touching a fire alarm unless it is an emergency.

Instructional Settings (Classroom, Library, Computer Lab, Study Hall)	Hallways Arrival/ Dismissal	Bathroom/ Locker Room	Cafeteria	Transportation/ Parking Lots	School-Related Activities (Any event that involves Belfast Central School)	Technology
Personal Responsibility <i>Knowing what to do and doing it</i>	Be prepared to work when the bell rings. Be physically and mentally present. Honor deadlines. Use electronic devices as instructed by teacher. Follow school dress code.	Walk quietly and calmly on the right side of the hallway. Take the most direct route. Keep materials organized in your locked locker.	Bathroom business only. Flush and wash. Clean up after yourself. Lock your locker. Use bathroom supplies appropriately.	Clean up your table area. Keep food in the cafeteria. Use your time wisely: Eat first, talk later. Food served in the cafeteria, stays in the cafeteria.	Obey laws and safety rules. Bring notes for bus changes to the office immediately. Be on time for bus with bus pass, if needed. Take all belongings with you: carry on, carry of.	Follow MS/HS rules and guidelines for all on and off campus activities. Behave according to your location and situation. Keep iPad charged. Keep stylus charged. Check TEAMS and school email frequently. Keep protective case and keyboard on iPad.
Respect <i>Treating yourself and others with dignity and right regard</i>	Accept direction, requests, feedback, and support respectfully from adults. Be positive and polite with everyone. Make everyone feel welcome. Appreciate individual and group differences. Respect substitute teachers and class visitors.	Follow staff directions. Pause at intersections. Allow everyone personal space. Keep displays of affection appropriate to school setting. Take an active role in keeping halls clean.	Respect others' privacy. Respect personal property.	Follow cafeteria expectations and staff directions. Use manners. Show respect and gratitude to cafeteria staff. Find positive things to say (no gossip). Invite others to sit with you. Appreciate the different foods people eat.	Pay attention to and respect bus driver's directions. Respect others' belongings and space. Place trash in appropriate receptacles.	Follow any special expectations in special settings or at school events. Follow directives of those in authority in special settings or at school events. Show effort, sportsmanship, and school spirit at all events.
Integrity <i>Acting with honesty and authenticity toward self and others</i>	Advocate for yourself and ask for help when you need it. Express yourself truthfully and authentically. Honestly assess the quality of your effort and your work.	Report any problems you see to a staff member.	Report destructive or suspicious behavior.	Do not take food that does not belong to you.	Park in designated areas.	Report unsafe conditions to an adult. Use equipment and spaces for their intended purposes. Do not access inappropriate sites. Do not use technology to cheat/plagiarize. Own up to any accidental damages.
Disciplined <i>Using self-control to be your best</i>	Follow classroom expectations, rules, routines, and procedures. Work on tasks without interfering with other students' right to learn. Listen quietly during all announcements.	Be respectful of other classes that are working. Go directly to your destination. Wait until the teacher signals to leave class. Appreciate and do not touch visual displays.	Go directly to and from the bathroom. Use bathroom in a timely manner.	Wait patiently for your turn. No food outside. Respect personal space of others. Do not waste food.	Use caution when exiting and entering the parking lot. Talk to an adult at school if problems persist.	Walk away from negative situations. Use verbal and physical self-control and restraint. Display sportsmanship as athletes and fans. Stay on task. Do not have games/videos/music open unless permitted by teacher.
Excellence <i>Persisting in reaching your goals and working for high performance</i>	Complete high-quality work in every course. Persist in your effort and challenge yourself. Actively participate in all activities. Take on leadership opportunities. Work cooperatively with others for high performance.	Be an upstander. Say "Hello" first. Pause to let others in and out of doorways. Help others if needed.	Preserve the clean environment. Support your health and well-being.	Choose healthy food options.	Exercise good judgment. Be an upstander.	Positively support your peers in the activities they do. Encourage and invite others to participate in activities. Represent yourself, your family, and Belfast Central in a positive way. Use technology to enhance learning. Use spell check and other technology tools to ensure quality work (unless directed otherwise by teacher).

In this document, the word “parent” means a student’s parent(s), guardians(s), or caregiver(s), any person(s) in a parental or custodial relationship to a student, or the student if they are an emancipated minor or has reached 18 years of age.

Where a student is a ward or dependent of the State, identified through processes outlined in Federal or State law, notification regarding educational or disciplinary decisions made by the student’s school shall be provided to the education rights holder, foster parents or legal guardian, student’s counsel or guardian ad litem, and the student’s child welfare social worker or caseworker and, if the student has one, Probation Officer. Under no circumstances, however, shall a student who is a ward or dependent of the State be denied full access to their education rights due to an adult caretaker or rights-holder’s inability or refusal to act on behalf of the child.

Parents recognize that the education of their child(ren) is a joint responsibility between parents, the school community, and the District to optimize their child’s educational opportunities.

Parents have the right to be active and effective participants in other decisions that affect their children’s lives and education. Parents are vital to the success of the school. They have the responsibility to reinforce the learning process at home, to encourage and model polite, civil behavior, to motivate their children to be interested in school, and to see that their children attend school regularly.

They should expect the highest level of achievement that their children are capable of, as well as teacher performance that can help their children reach this level of achievement. They are welcomed and encouraged to talk to and meet with teachers to find out how their children are progressing. The more parents are involved, the higher the quality of their children’s education becomes. Students, parents, and school personnel all have a role in making schools safe and must work together to achieve this goal. Parents should expect that school staff inform them of their children’s behavior and enlist parents in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents should exhibit the behaviors that they would like to see in their children.

To ensure that parents become active and involved partners in promoting a safe, civil, caring, and supportive learning environment, they must be familiar with the Code of Conduct. Parents should expect to be informed and collaborate about their children’s behavior and be responsible for nurturing skills students need to succeed in school and society, and are encouraged to discuss their children with teachers and school staff by raising issues that may affect student behavior as well as strategies that might be effective in working with the student.

The District shall establish policies that outline clear grievance procedures that parents can use to file complaints and establish a clear process of recourse if parents’ grievances are not resolved with due process.

Parents

Parents have the right to:

1. Be actively involved in their children’s education.
2. Be treated courteously, fairly, and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Belfast Board of Education and procedures that relate to their children’s education through website postings, emails, and other communications.
4. Receive regular reports, written or oral, from school staff regarding their children’s academic progress or behavior, including but not limited to report cards, behavior progress reports, and conferences.
5. Receive information and prompt notification of persistent disruptive behaviors by their children, serious Class 3 and Class 4 infractions that impact their children and the school community, and any other serious disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children’s academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs, and mental health services within Belfast Central School District and the community.
8. Receive information about services for Students with Disabilities and English Language Learners.
9. Receive notification from the principal, principal’s designee, and/or their child’s teachers in the event that their child engages in persistent inappropriate, unacceptable, or unskillful behaviors or commits a Class 3 or Class 4 infraction of the Code.
10. Be contacted immediately and directly when a student is believed to have committed a crime and police are summoned.
11. Request a mediated conference or restorative circle with the parent of a student who has physically harmed their child. Such conference or circle will occur with the mutual agreement of involved parties.
12. Request a mediated conference or restorative circle with the school staff person or other individual who has harmed their child. Such conference or circle will occur with the mutual agreement of involved parties.
13. Receive communication through provided translators when necessary.
14. File a complaint when there has been an infraction or misapplication of a written provision of school policy.
15. Participate in decision-making affecting school policies and procedures, including, but not limited to:
 - Informing parents in a timely and clear manner as to when and how they can participate, and ensuring that all parents have equal access to information on opportunities for participation.
 - Ensuring that parents have concrete opportunities to make recommendations to schools about effective methods for participation.

- Giving parents structured opportunities to give input, get information, and help make decisions.
16. Participate in decisions affecting their individual child's education, including but not limited to:
 - Adherence by teachers, administrators, and other school staff to an "early warning" system that identifies academic or behavioral challenges as soon as possible and works with parents or guardians to identify solutions.
 - Participation in restorative discipline solutions.
 - Protection of due process rights, including as related to school discipline.

Parents have the responsibility to:

1. Give updated contact information to the Belfast Central School.
2. Make sure their children attend school regularly and on time.
3. Let the school know when and why children are absent.
4. Tell school officials about any concerns or complaints in a respectful and prompt manner.
5. Work with administrators and school staff to address any academic or behavioral problems their children may experience.
6. Support the Belfast Central School District by talking with their children about school and expected behaviors.

School Staff

Teachers have the responsibility to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity, and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn every day.
2. Be prepared to teach every day.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in accordance with Federal and State law.
6. Communicate to students and parents:
 - a) course objectives and requirements;
 - b) marking/grading procedures;
 - c) assignment deadlines;
 - d) expectations for students;
 - e) and classroom discipline plan.
7. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
11. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or DASA coordinator (Dignity for All Students Act) in a timely manner.
12. Support all students' social and emotional development by

7. Read and become familiar with the policies of the Board of Education, administrative regulations, and the Belfast Code of Conduct.
8. Provide a space for their children to do their homework and encourage and support their children to complete all of their assignments.
9. For access to Teams, please go to the Belfast Central School website and log on to: <https://www.belfastcsd.org/Page/3990>
10. Be respectful and courteous to staff, other parents, guardians, and students while on school premises.
11. Teach their children respect and dignity for themselves, and that all children have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity and expression, or sex, which will strengthen children's confidence and promote learning in accordance with the Dignity for All Students Act.
12. If your child is ill (headache, stomachache, fever, etc.), keep them home and contact their doctor or Urgent Care.

building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

13. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.

School Counselors/School Social Workers/School Psychologists have the responsibility to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity, and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn every day.
2. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
3. Initiate or support teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems and proactively set expectations moving forward.
4. Meet with students to regularly review their educational progress and career plans, as appropriate for their grade level, and provide information to assist students with career planning.
5. Maintain confidentiality in accordance with Federal and State law.
6. Encourage students to engage in extracurricular programs outside of the classroom.
7. Provide resources and information for students and families that can assist in meeting their needs within the community.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is

- lawfully on school property or at a school function.
10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
 11. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

12. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.
13. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to the counselors', social workers', and psychologists' attention to the building administrator and/or DASA (Dignity for All Students Act) coordinator in a timely manner.

Dignity for All Students Act (DASA) Coordinator(s) have the responsibility to:

1. Promote a safe, orderly, and stimulating school environment that may support active teaching and learning for all students in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity and expression, or sex, with understanding of appropriate appearance, language, and student behavior in a school setting, which will strengthen students' self-image and promote confidence to learn every day.
2. Be respectful for monitoring and reporting on the effectiveness of the District's bullying prevention program in conjunction with the building administration.
3. Investigate issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
4. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
5. Facilitate mediation or restorative circles as appropriate and when all parties agree to engage in the restorative practice.
6. Comply with all regulations in accordance with NYS Dignity for All Students Act.
7. Maintain documentation of DASA investigations, outcomes, and follow up.

The DASA coordinator (Mrs. Teresa Heaney @ 585-365-8297 or theaney@belfastcsd.org) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity and expression, or sex. The DASA coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.

School Administrator

School Administrators have the responsibility to:

1. Promote a safe, civil, caring, and supportive learning environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity, and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn every day.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
3. Maintain confidentiality in accordance with Federal and State law.
4. Evaluate on a regular basis all instructional programs to ensure the infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Support the development of prosocial skills, social-emotional learning, and career and college readiness skills.
7. Contribute actively to the ongoing revisions of the Code of Character, Conduct, and Support; disseminate and review the Code with all staff; and enforce the Code ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Investigate issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention to the DASA coordinator (Dignity for All Students Act) in a timely manner and address incidents based on the outcome of the investigation by the DASA coordinator.
12. Collect and report data on the implementation of the District Code of Conduct including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.

13. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
14. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success

Other District Staff

District Administrators have the responsibility to:

1. Create and implement policies and procedures that encourage a safe, civil, caring, and supportive learning environment for all students, school staff, and building administrators.
2. Protect the legal rights of school staff, building administrators, students, and parents.
3. Be courteous, respectful, and fair with students, parents, school staff, and building administrators.
4. Ensure a broad-based and varied curriculum to meet individual student needs.
5. Inform the community, students, parents, school staff, and building administrators about the policies of the Board of Education.
6. Ensure the protection of the legal rights of students with disabilities.
7. Provide staff who are trained to meet the needs of students.
8. Provide support and professional development training to school staff to help them support students academically, socially, and emotionally; manage classrooms effectively; and provide appropriate academic and behavioral interventions to ensure student success in school.
9. Educate and support building administrators and school staff in the fulfillment of their disciplinary responsibilities as defined by the Belfast Code of Conduct.
10. Contact and involve parents on disciplinary issues.
11. Monitor and analyze data on the implementation of the District Code, including but not limited to data on the use of in and out-of-school suspensions by student demographic characteristics.
12. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
13. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating

restorative interventions.

14. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.
15. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a staff member's attention by the building administrator and/or DASA coordinator (Dignity for All Students Act) in a timely manner.

The District Superintendent also has the responsibility to:

1. Promote safe, civil, caring, and supportive learning environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity, and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn every day.
2. Inform the Board about educational trends relating to student discipline.
3. Review the policies of the Board of Education and State and Federal laws relating to school operations and management with district administrators.
4. Maintain confidentiality in accordance with Federal and State law.
5. Work to create instructional programs that minimize the incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
10. Report or ensure the reporting of incidents of harassment, bullying, and/or discrimination that are witnessed or otherwise brought to the Superintendent's attention by the Dignity for All Students Act (DASA) coordinator in a timely manner.
11. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional

competencies; and supporting and facilitating restorative interventions.

12. Teach appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.

The Board of Education has the responsibility to:

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, language, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Maintain confidentiality in accordance with Federal and State law.
3. Develop and recommend a budget that provides programs and activities that support the achievement of the goals of the Code of Conduct and the school's mission.
4. Collaborate with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
5. Adopt and review at least annually the District's Code of Character, Conduct, and Support to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
6. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
7. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
8. Appoint a DASA Coordinator.
9. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

CONFLICT PROTOCOL

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher or adult staff member to talk to the principal. Tell them exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very

- serious.
- Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand, such as a teacher, school counselor, school psychologist, social worker, or adult mentor.
 - Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
 - In addition to alerting school personnel, a student should tell their parents about the problem.

It is important for students to know that when a report is made to the school about any incident of this nature, every effort will be made to keep the information and identity confidential.

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct. If you or someone you know is a target of one of these behaviors, you can report it by telling a staff member, who will respond quickly and provide a practical, private, and safe place to report.

If You Are Being Bullied...

- Tell someone — a parent, a teacher, a counselor.
- Calmly tell the student to stop, or say nothing and walk away

If You Know Someone who is Being Bullied...

- If you feel safe, be an “Upstander:”
 - Tell the bully to stop by saying, “We don’t do that at this school,” or, “That’s not right to treat someone like that.”
 - Say words of support to the student being bullied — Be a friend!
 - Don’t encourage the bully by laughing or joining in.
 - Tell the bystanders how to help stop the bullying.
- If it doesn’t feel safe:
 - Tell an adult.
 - Encourage the bullied student to talk to someone.

If a building administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

Getting Help with a Problem

Personal Problems

For help with personal problems which may affect a student’s school life or activities the school has several options:

- If possible, the student should discuss the problem with parents.
- If a student and their parents cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student

Levels of Behavior Concerns, Infractions, Consequences, and Interventions

may speak to a teacher with whom they feel comfortable.

- School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources they may not be aware of. On-staff counselors: Mrs. Teresa Heaney (theaney@belfastcsd.org), Mrs. Sharon McGarvey (smcgarvey@belfastcsd.org), Ms. Mary Keesler (mkeesler@belfastcsd.org), Ms. Shelby Moir (smoir@belfastcsd.org). Mr. Jered Heaney (jheaney@belfastcsd.org) or call the school at 585-365-2646.
- School administrators will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.
- If it is a personal problem not affecting school activities, consider seeking out a counselor or social worker for resources that meet the student’s needs.

Academic Problems

Solving an academic problem requires the student’s help, along with the help from teachers and sometimes parents, school counselors, and other school professionals. For help with an academic problem, the student should follow these steps:

- See the teacher who teaches the subject. Students may seek out the teachers on an individual basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and their parents.
- If the teacher is unable to help the student resolve the problem to the student’s satisfaction, the student can get further help from the school counselor.

For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with their parents and with a school administrator. Parents may wish to join the student in discussions with the principal.

Extracurricular Problems

For help with problems involving extracurricular activities, the student should follow these steps:

- See the activity advisor or athletic coach assigned to the activity at a time when they give you their undivided attention. Try not to discuss the problem during the activity period itself.
- If the activity involves athletics, see the athletic coach, then the Athletic Director.
- If the student does not know who is assigned as advisor to the activity, the student should see an administrator.

4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents and with the building administrator. Parents may wish to join the student in discussions with the principal.
5. Coaches and advisors need to check school attendance to make sure players are eligible to practice and/or play.
6. Students are expected to follow the guidelines for being part of a team.
7. Coaches need to enforce all the rules per the contract.

Group Problems

For help with a group problem related to discipline, security, personal safety, or welfare: If a group of students feels they share a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or building administrator involved and present the group's point of view on the matter. Communication between one or two people and a large group is extremely difficult and is an ineffective approach to problem solving. The most effective approach is one that involves communication between representatives of the groups involved.

Complaint Procedures

Making an Informal Complaint

A student or parent with a complaint will first discuss the problem with the person who made the decision which the parent or student believes to be in error. If the student or parent is not satisfied or does not receive a decision within ten school days, a conference should be arranged between the student and/or the parent(s) and the school administrator. The conference shall take place within ten school days. If the student or parent is dissatisfied with the decision made at the informal level, the person may file a formal written complaint to the principal. Neither the Board nor any member of the administration or faculty, will make reprisals affecting any party because they participated in the complaint procedure.

Determining Disciplinary Response

Building administrators and school faculty must consult this document when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, and unskillful (unwanted behaviors that are the result of a student not yet knowing how and when to use desired behavior completely because of development delays or lack of practice) behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and developmental stage of maturity;
- the student's disciplinary record (including the nature of any prior misconduct and/or the number of prior instances of misconduct);
- the disciplinary consequences and interventions applied in prior behavior infractions;
- the nature, severity, and scope of the inappropriate, unskillful, or unacceptable behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable;
- and the student's response to intervention.

Differentiated responses to disciplinary problems are embedded within four levels of just and equitable practices under which all students are treated fairly with respect, dignity, and decency, and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, gender identity and expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and Indigenous heritage.

In practical terms, this means that....

- All responses and interventions must be accessible to every student, including Students with Disabilities.
- Based on State and Federal guidelines, the amount of due process a student is entitled to receive before an intervention and/or consequence is assigned depends on the severity and impact of the incident. In all cases, regardless of the consequence implemented, the school personnel authorized to implement the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel who assign the disciplinary consequence.
- Consequences and interventions in Classes 2 through 4 must be clear, fair, standardized, and timely across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups. Expectations, consequences, and interventions must be clear, consistent, and accurate.

Where and When the Code Applies

Belfast Central School Code of Character, Conduct, and Support applies to incidents that occur as follows:

- in school and on school property during school hours;
- before and after school, while on school property;
- while traveling in vehicles funded by the Belfast Central School District;
- at all school-sponsored events regardless of the location;
- outside of school and/or off of school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community;
- and when misconduct involves communication, gestures, or expressive behavior. The behavior infraction applies to oral, written, or electronic communications, including but not limited to texting, e-mailing, and social networking.

Classes of Behavior Concerns, Infractions, Interventions, and Consequences

Class 1 incorporates universal school-wide and classroom practices that promote healthy well-being and social and emotional learning. Through observation and immediate responses, teachers aim to prevent low-impact discipline problems from becoming major disciplinary incidents.

Class 2 involves restorative interventions and assigned consequences when Class 1 behaviors persist or when a student's behavior infraction warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences include assignment to In-School-Suspension.

Classes 3 and 4 involve more serious consequences and more intensive, individualized interventions when 1) Class 2 behaviors persist; 2) violent or dangerous behavior infractions seriously jeopardize school and classroom safety and order; and/or 3) students are experiencing multiple behavioral, academic, and physical and/or mental health concerns. Class 3 and 4 consequences are determined by the principal or Superintendent.

Consequences and interventions associated with Classes 1, 2, 3, and 4 apply to all students, K – 12, including all students

with IEPs and 504 plans. Multiple incidents or chronic infractions of the same behavior will warrant more intensive interventions and more serious consequences. Please see the Glossary for more detailed behavior descriptions.

Parents of any K-12 student who has engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

The supports, interventions, and consequences that are aligned to each level represent a menu of responses. Teachers and administrators can select one or more responses at each level. Administrators, teachers, and student support team members are not expected to select and use all interventions at each level.

Administrators, teachers, and student support team members may also use a lower-level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive while being the most effective. Interventions will be progress monitored and adjusted based on student response.

Levels of Behavior Concerns and Infractions

NOTE: Lowest class concerns are noted below; however, an infraction may be assigned a higher level of consequence depending on circumstances and whether the act is premeditated. In situations where a behavior continues and becomes persistent (occurs three to five times within a school week), or there have been multiple instances of different misbehaviors, the behavior may also be assigned a higher level of consequence. **The administration reserves the right to use its discretion regarding behavioral concerns and consequences. Code of conduct violations which are repeated will result in an increased level of discipline. For example, a Class 1 violation which is repeated 2, 3, or more times will result in a Class 2,3, or 4 consequence.**

Class 1

Immediate teacher response to re-engage student

Behavior concerns requiring teachers to use prevention strategies to address low-impact behaviors may involve consultation with administrators. Persistent behavior concerns are documented. This is categorized as "documentation."

Class 2

Assigned consequences not including suspension

These behavior infractions (including persistent Class 1 concerns) require submission of referral and may include student "send-out" from classroom and student or family conference with an administrator.

Class 3

Assigned consequences including in-school and short-term suspension

These behavior infractions present a risk to the safety, health, or welfare of adults and students and will involve in-school suspensions (partial to full day) or short-term suspensions (from 1 to 5 days) based on severity and frequency of behavior and/or occurrences; this will include student or family conference with administrator.

Class 4

Assigned consequences including request for long term suspension

These behavior infractions present a severe risk to the safety, health, or welfare of adults and students and may involve a request for long-term suspension of more than five days, up to and including a full-year suspension or expulsion from school. Request for long-term suspension is made through a recommendation for a Superintendent's hearing. There could possibly be police involvement.

Concerns and Infractions

Absences

- Missing school without permission.
- Missing (skipping) class without permission.
- Leaving school without permission.
- Leaving class without permission.
- Lateness for school without permission.
- Lateness for class without permission.

Academic Dishonesty

- Plagiarism.
- Cheating/copying
- Altering records (does not refer to records in the student management system), including forging notes.
- Assisting another student in any of the above actions.
- AI (Artificial Intelligence) to be used at teachers' discretion.

Alcohol (possible police involvement and ACASA -Allegany Council on Alcoholism & Substance Abuse, Inc.-referral)

- Possessing on school property or at a school function.
- Consuming or under the influence on school property or at a school function.
- Selling or attempting to sell on school property or at a school function.
- Distributing or exchanging on school property or at a school function.

Altercations – Physical/Verbal

- Committing an act of violence (such as hitting, kicking, shoving, punching, scratching and/or verbal threats) upon any person (student or staff) resulting in no injury or a minor injury. The level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.
- Committing an act of violence (such as hitting, kicking, pushing, punching, and scratching) upon any person (student or staff) or attempting to do so **resulting in serious bodily injury**.

Arson (possible police involvement)

- Starting a fire.
- Starting a fire causing destruction of property.

Bomb Threat (possible Police involvement)

- Making threats or providing false information about the presence of explosive materials or devices on school property.

Bullying – Verbal, Physical, Electronic, Cyberbullying (possible police involvement)

- Unwanted, aggressive behavior with intent to harm that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.
- Unwanted, aggressive behavior as noted above which occurs through any form of electronic communication. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.

Classroom Behavior Concerns

- Makes distracting or disruptive movements or noises.
- Does not follow directions.
- Does not comply with classroom rules, routines, and procedures.
- Exhibits difficulty maintaining focus on the task at hand.
- Plays around and goofs off with others during work time.
- Does not work silently as required or independently without bothering others.
- Engages in demands, argumentative or adversarial speech, confrontations, or back-talk.
- Initiates or joins in "side bar" conversations, interrupts, or blurts out.
- Engages in deliberate acts to annoy, provoke, or bother peers.
- Demonstrates difficulty working cooperatively in small and/or large groups.
- Does not bring necessary materials to class.
- Does not attempt or complete assigned work.

Damage to Personal or School Property (possible police involvement)

- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property, including graffiti and school iPad.
- Intentionally damaging or destroying school district property.

Dress Code Infractions

- 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. Any student who repeatedly fails to comply will be subject to further discipline.
- **1st violation will be requested to change your clothes or cover up the exposed area**
- **2nd violation in addition to 1st violation, parents will be notified**
- **3rd violation will result in the same consequence as violation #2, possible parent meeting along with one night of afterschool detention for the student**

BCS also reserves the right to increase disciplinary actions for repeated violations and/or egregious offenses.

Drugs (possible police involvement and ACASA referral)

- Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances and for students possessing drug paraphernalia can be found in the district Code of Conduct. Similar disciplinary measures for district staff are addressed in Education Law 1711 (5) (e), 2508 (5), 3020-a and 913. Local law enforcement agencies will be involved when appropriate.
- Students who are disciplined for any of these infractions will be mandated to the intervention services established by this policy, or, in the case of district staff, will be referred to appropriate drug and alcohol counseling agencies and/or rehabilitation programs.
- Possessing illegal and/or controlled substances, counterfeit and designer drugs, "look-alike drugs," substances such as dietary supplements, weight loss pills, or paraphernalia for use of such drugs, including vaping devices.
- Consuming or under the influence on school property or at a school function.
- Selling or attempting to sell on school property or at a school function.
- Distributing or exchanging on school property or at a school function.
- Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription drugs.
- Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging over-the-counter drugs for purposes other than intended use.

Inappropriate Use of Electronic Devices

- **Cell phones** are NOT allowed to be used during school hours. Cell phones are expected to be turned off and placed in student lockers. **Ear bud//Head phones/Air pods** are not to be worn during instructional time.
 - **first violation** will result in the cell phone being confiscated and taken to the office. The student will be able to pick their cell phone up at the end of the day.
 - **second violation** will result in the cell phone being confiscated and taken to the office. The student's parent or guardian will be notified and will need to come to the school and pick up the cell phone
 - **third violation** will result in the same consequences as violation #2, along with two nights of afterschool detention for the student.

BCS reserves the right to increase disciplinary actions for repeated violations and/or egregious offenses.

- Record the voice or image of another person or in any way that disrupts the educational environment or invades the privacy of others including stealing or using other users' passwords.

False Activation (possible police involvement)

- Making false accusations or perpetrating hoaxes regarding safety.
- Misuse of 911.
- Discharging a fire extinguisher.
- Pulling fire alarm.
- Opening AED boxes

Gambling or Trading

- Gambling and/or trading are prohibited within the school building or at any school function.

Harassment (See Definitions for description of identified groups)

- Creation of a hostile environment by conduct or by verbal, physical, or electronic threats, Intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being, based on the student's real or perceived identification with an identified group. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.
- Conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety, based on the student's real or perceived identification with an identified group. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings, or pictures (written material, cell phones, the internet, social media apps, YouTube, etc.). DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.

Inciting or Participating in Disturbance

- Using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- Engaging in any willful act which disrupts the normal operation of the school community.
- Trespassing – students are only permitted in the school building during normal operational hours.
- Instigating or encouraging another person to violate this Code of Conduct.

Non-Compliance

- Failing to comply with the reasonable directions of teachers, school administrators, or other school personnel in charge of students in a timely manner.
- Skipping detention or other assigned consequences.

Off-campus Misconduct that interferes with, or can reasonably be expected to substantially disrupt, the educational process in the school or at a school function (possible police involvement and parent notification)

Examples of such misconduct include, but are not limited to:

- Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text). DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.
- Threatening or harassing students or school personnel over the phone or other electronic medium. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.

Physical Contact/Public Display of Affection

- Inappropriate or unwanted physical touches. The class will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students this includes holding hands and kissing.
- Throwing objects that cause bodily injury or property damage. The level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.

Public Space Misbehavior

- Running, making excessive noise, loitering, or unauthorized hall-walking.
- Obstructing pedestrian traffic.
- Obstructing vehicular traffic.

School Bus Misconduct

- 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. The following behaviors will not be tolerated:
 - Excessive horseplay, throwing things in the bus, throwing things out the window, defacing the seats
 - Ignoring or refusing to follow the directions from the bus driver or any District staff on the bus including aides, coaches, monitors, and/or chaperones.
 - Excessive noise, pushing, or shoving.
 - Fighting, harassment, and discrimination.

Sexual Offenses (possible police involvement)

- Sexual misconduct.

- Selling, using, possessing, or requesting obscene material, sharing/sending sexual images
- Exposing private parts of the body/indecent exposure (exposing the private parts of the body in a lewd or indecent manner).

Technology Acceptable Use Policy Infraction (review safety issues/password security)

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parents regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees; or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers, iPads, and related equipment, including off school property if the conduct causes substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to district data, the data of others, or other networks connected to the district's system, including off-school property if the conduct causes substantial disruption to the educational environment.
- Use of the Internet or other electronic communications to threaten district students, employees, or volunteers, including off-school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually-oriented, threatening, harassing, damaging to another's reputation, or illegal including cyberbullying and "sexting" either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use email or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Theft (possible police involvement)

- Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.

Tobacco/Vaping/E-Cigarettes/Chewing Tobacco (possible Allegany Council on Alcoholism and Substance Abuse)

- Possessing tobacco, tobacco products, nicotine patches/pouches, nicotine gum/gummies, controlled substances, or vaping devices on school property or at a school function
- Consuming on school property or at a school function
- Selling or attempting to sell on school property or at a school function
- Distributing or exchanging on school property or at a school function

Verbal Aggression

- Lying to school personnel.
- Using vulgar or abusive language, cursing, swearing or racial slurs
- Using vulgar or abusive language, cursing, or swearing against school personnel or against other students
- Yelling, shouting, or screaming at a volume that can be heard outside the classroom door (except for classroom activities supervised by the teacher).
- Threatening harm to any student or staff.

Weapons, Firearms, Explosives (POSSIBLE POLICE INVOLVEMENT)

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. **(A firearm as defined in 18 USC Section 921 for purposes of the Gun-Free Schools Act. It also includes but is not limited to any 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 cutter, cane sword, pocket knife, electronic dart gun, sandbag or sand club, loaded or blank cartridges, throwing star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause or intended to cause physical injury or death.**

- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Possession of instrument or objects used as weapons with intent to cause injury.
- Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive materials or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm).

Aligned Supports and Interventions

The supports and interventions that are aligned to each level represent a menu of responses. Teachers and administrators can select one or more responses in each level. Staff may also use a lower-level intervention when it is appropriate. Staff will strive to match students with interventions that are the least intensive while being the most effective. Interventions will be progress monitored and adjusted based on the student's response.

Students serving an In-School-Suspension or an Out-Of-School-Suspension will participate in a reflective meeting with either the School Psychologist, Social Worker or School Counselor to process the infraction.

▶ In-School Suspension

➤ Detention

▶ Long-Term Suspension

▶ Short-Term Suspension

Class 1 Behavior Supports

Promotion

Morning Meeting / Classroom Circle.

Progress Monitoring to assess the use of desired target behaviors.

Model, Teach, Practice, and Assess Social and Emotional Competencies.

Prevention

The first response includes prompts, cues, proximity, reminders, and positive directives that invite cooperation and self-correction.

Interruption of negative, inappropriate speech and support to self-correct; prevention and de-escalation of confrontations.

Behavior check-ins and restorative questions.

Conferences during class time to solve a problem, make a choice, and self-correct.

Developmentally appropriate, sensory, motor, and space modifications that match behavior and root causes to appropriate modifications.

Helping students who are easily triggered or emotionally charged.

Submission of observation notes with no removal from classroom or other location to track possible persistent low-impact behaviors.

Class 2 Assigned Consequences

Submission of Behavior Referral when:

- 1) Behavior infractions require documentation but do not require the immediate send-out of a student from the location of the incident.
- 2) Behavior infractions require immediate attention including student send-out from the location of the incident, as well as:
 - parent notification via phone, email, text message, or letter by staff member and/or administrator;
 - conference with the teacher, additional student support, and student and/or parent;
 - assignment to In-School-Suspension interventions that match student's needs;
 - send-out from classroom or other location with Behavior Referral to ISS;
 - conference with administrator, parent, and student;
 - Incident investigation (Due Process);
 - and assignment of Administrative Detention.

Class 2 Interventions

Teacher Facilitated Class1 Behavior Supports PLUS

Academic and Behavior Problem Solving and Planning Conference.

Assignment of Detention.

Restorative Actions.

Grade-level team case conferencing.

Student Support Facilitated Interventions

Classroom check-in.

Problem-solving circles and restorative group conferences.

Student-student and student-teacher mediation.

Individual and small group counseling.

1:1 and small group behavior replacement interventions, SEL skill-building programs, and conflict resolution.

Assessment of function-based thinking.

Assignment of student support coach.

Six-week student success plan.

Reflection, Repair, and Re-Connect after student send-out.

Individualized case management for students with IEPs and 504 plans.

DASA Interventions.

Class 3 Assigned Consequences

Class 2 Consequences PLUS

Immediate student send-out from classroom or other location that results in temporary assignment to the Main Office or In- School Suspension.

Parent notification and conference with administrator, student, and parent.

Partial In-School Suspension (ISS) during the day, one day ISS, or two-day ISS.

One to five day Out-of-School Suspension.

Violence Reduction Plan.

Class 4 Assigned Consequences

Class 2 and Class 3 Consequences PLUS

Recommendation for long-term suspension of more than five days through Superintendent's Hearing.

For illegal activity, the involvement of law enforcement is required.

Class 3 and Class 4 Interventions

Class 2 Interventions PLUS

Intensive Crisis Management Plan (ICMP).

Therapeutic Crisis Intervention (TCI) (with proper certification of provider).

Referral and coordination as appropriate with community-based supports and agencies.

Comprehensive student success plan.

Alternative placement intervention and plan.

Explanations of Assigned Disciplinary Consequences

Student Send-Out from Classroom (Class 2)

When a student engages in:

- Intentional and non-stop disruption of learning through excessive movements, noises, or yelling
- Repeated teasing, taunting, or name-calling
- Low-impact physical or verbal aggression towards another (loud fussing, pushing, shoving)
- Emotional distress

Immediate Goal and Steps:

Provide students with space to cool down, reflect on what happened and the impact on others, and rehearse what to say and do when student re-enter the classroom.

1. Name what you see and hear that requires a send-out and name that this is unacceptable in the classroom. *"You are _____ and that is unacceptable in our classroom."*

After Student Is Sent Out:

- Within 24 hours of sending out, the referring teacher will complete behavior referral in the student management system.
- By the end of the day, the referring teacher will call the parent/guardian to discuss the Student Send Out.
- Within 24 hours of notification, a parent can request a phone or in-person conference with the teacher and/or administrator.
- For grades 5 – 12, the student re-connects with the referring teacher within 24 hours of the send-out.
-

Student Send-Out from Classroom (Classes 3 and 4)

When a student engages in:

- Emotionally explosive behaviors
- Highly aggressive physical or emotional
- Dangerous or reckless behaviors that seriously jeopardize the safety of students and adults

Immediate Goal and Steps:

Remove the student to a more private space and keep other students safe, for example,

1. Say, "Stop. This is not safe. Walk with me now. I want to help you."
 2. Walk with the student to a space outside the classroom door.
 3. Say, "Thank you for making a good choice."
 4. Signal an administrator or another staff member to escort the student to the office.
 5. "I'm going to ask ___ to take you to the office so you can have some space to collect yourself and cool down."
- When two students are physically fighting...
 - When a student will not accompany the teacher to the hallway
 - When a student's out-of-control behavior escalates

Immediate Goal and Steps: Separate the two students and keep other students safe, for example,

1. Say, "Stop. Separate now. This is not safe."
2. Direct one student to sit and direct the other student to walk with you to the classroom door/hallway.

Steps 3, 4, and 5 are the same as above.

Immediate Goal and Steps: Keep other students safe while another adult defuses and calms the explosive student, for example,

1. Signal an administrator to come assist the student inside the classroom.
2. Only as a last resort, escort all other students out of the classroom, by saying, "I want to make sure everyone is safe. While ___ helps ___ inside the classroom, the rest of us are going to step out of the classroom for a few minutes. Thank you for moving quickly and quietly."

After Student Is Sent Out:

- Student is escorted to an appropriate location for de-escalation.
- The administrator is contacted to complete a due process investigation.
- By the end of the day, the Administrator contacts the parent/guardian to discuss the student send-out and to inform the parent/guardian regarding applied consequences.
- By the end of the day, the referring teacher completes behavior referral in the student management system.
- In-School Suspension, Short-Term Suspension, or Long-Term Out-Of-School Suspension may be applied.

Detention

Detention is the supervised retention of students after school.

Goals:

- Increase students' self-awareness/reflection, self-management, and social skills.
- Help students understand the impact of their behavior.

Steps:

1. Administration may assign a detention to students who engage in Code of Conduct infractions. If school staff are unable to supervise detention during assigned time, the administrator may assign the location.
2. Detention may occur at lunchtime, during recess, or after school when an administrator, designated detention supervisor, or teacher is available to supervise the detention.
3. The administrator, designated detention supervisor, or teacher engages in a brief restorative conversation with students and provides opportunities for self-correction, rehearsal, and social and emotional skill building within 48 hours (not including weekends or holidays).
4. Staff who recommend detention must submit a behavioral referral in the student data management system that accompanies assignment of detention.
5. In grades 5-12, students serve after-school detention (aka ASD) from the close of the school day until 4:30 p.m. No cell phone use is allowed in ASD.

In-School Suspension

Administrators may assign In-School Suspension (ISS) for a partial day to up to two days for Class 3 concerns and infractions. Students are only allowed to use iPads in ISS for academic purposes. Paperwork/ hard copies should be sent to the ISS supervisor or the principal.

Goals:

- Address underlying behavioral issues by explicitly reflecting on what happened.
- Re-connect students to the school community through restorative practices.
- Avoid further lost instructional time by facilitating work completion and re-entry into the classroom.
- Maintain safety and order in the school building and intervene to address behavioral issues without excluding students from school. Effective implementation is critical to avoid further disconnecting students from the regular classroom.

Steps:

1. When a student is assigned an ISS, they are expected to complete academic work that teachers have assigned.
2. During a due process investigation of the incident, the administrator may determine that the infraction warrants an Out-of-School Suspension.
3. By the end of the day, the administrator is expected to notify the student's parent of the infraction and subsequent ISS.
4. A student assigned ISS is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent can request a phone or in-person conference with the referring staff member, an administrator, and/or a District official (with authority to assign ISS) to discuss the infraction and assigned consequences and interventions. No cell phone use is allowed in ISS.
5. The student re-connects with the referring staff member through a brief conversation when the ISS is completed. Student's progress and use of desired replacement behaviors will be monitored in applicable settings for at least 3 weeks within student support and progress monitoring structures.

Short-Term Suspension

Administrators may assign short-term Out-of-School Suspension (OSS) for one to five days for Class 3 and Class 4 infractions. OSS shall be assigned in accordance with the requirements of applicable law and this Code. A student's suspension may be reduced in some situations when a student agrees to complete restorative actions to restore their good standing.

OSS is a serious consequence that may only be assigned to students who engage in serious acts of violence or students whose conduct otherwise endangers the safety, moral character, physical or mental health, or welfare of others. The Board places primary responsibility for the suspension of students with the Superintendent and the principals.

Staff members will submit a behavior referral reporting a Class 3 offense. All referrals of class 3 offenses shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared by end of day by the staff member reporting the offense.

The Superintendent or principal, upon receiving a written referral of a class 3 offense, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Goals:

Temporary removal of students from the school community to ensure that the:

- Student has time away from the day-to-day experience of school to seriously reflect on the impact of their actions before returning to the school community.
- The school community has time to reflect on and recover from very serious incidents.

Steps:

1. An administrator completes a due process investigation of the incident and all other required documentation to determine the length of the suspension.
2. An administrator notifies the student's parent by phone and in writing.
3. The parent and student are expected to participate in a phone or in-person conference with an administrator before the student returns to regular classes.
4. The parent can file a written appeal to the Superintendent within five business days of the suspension. The Superintendent issues a written decision regarding the appeal within ten business days of receiving the appeal.
5. Appeals of the Superintendent's written decision can be made by the parent to the Commissioner of Education of the State of New York.

Long-Term Suspension

The Superintendent or building principal may request a long-term suspension for more than five days through a Superintendent's Hearing.

Goals:

The Superintendent's Hearing ensures that:

- The student and the student's parent are afforded due process.
- The District considers all options for the length of a long-term suspension, possible interventions while the student is serving a long-term suspension, and a re-entry plan that may include accommodations to the regular school program when the student returns.

Steps:

1. The student and the student's parent shall be given reasonable notice of their right to a fair hearing. Written notice must include time, date, and location of Superintendent's Hearing; description of alleged behavior infraction, and description of incident and student's actions; and parent's and student's right to be represented by counsel, present evidence, and question witnesses.
2. The Superintendent shall personally hear and determine the proceeding or may, at their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A digital recording shall be deemed a satisfactory record.
3. The hearing officer shall make findings of fact and recommendations as to the appropriate consequences and interventions to the Superintendent.
4. The report of the hearing officer shall be advisory only, and the Superintendent shall make the final determination.
5. An appeal of the decision of the Superintendent may be made to the Board which will make its decision solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date of the Superintendent's decision unless the parents can show extraordinary circumstances precluded them

from doing so.

6. The Board may adopt the decision of the Superintendent in part or in whole.
7. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

Model, Teach, Practice, and Assess Social and Emotional Competencies

To reduce and prevent low-impact behavior concerns, and model, teach, practice, and assess desired SEL (Social-Emotional Learning) target behaviors.

Behavior Concerns	Desired SOCIAL EMOTIONAL LEARNING Target Behaviors
<p>Self-Control and Impulse Control</p> <ol style="list-style-type: none"> Does not follow directions. Does not comply with classroom rules, routines, and procedures. Exhibits difficulty maintaining focus on the task at hand. Plays around or goofs off with others during work time. Does not work silently when required or independently without bothering others. Makes distracting or disruptive movements or noises. Engages in demands, argumentative and adversarial speech, confrontations, or back-talk. Demonstrates difficulty accepting correction and feedback without a fuss. 	<p>Self-Control and Impulse Control</p> <p><i>I know when it is important to follow rules and norms of acceptable behavior. I follow rules, routines, instructions, and procedures.</i></p> <p><i>I sustain my focus and pay attention throughout the activity or task. I work silently without bothering others.</i></p> <p><i>I accept help, feedback, correction, or consequences with good will.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
<p>Communicating Effectively</p> <ol style="list-style-type: none"> Engages in rude, uncivil, or offensive speech, gesturing, or posturing toward peers. Engages in rude, unfriendly, provocative, or disrespectful verbal responses, gestures, and posturing directed at an adult. Initiates or joins in “sidebar” conversations, interrupts, and blurts out. 	<p>Communicating Effectively</p> <p><i>I know when it is important to follow rules and norms of acceptable behavior. I use school-appropriate language and present myself to others in a civil manner.</i></p> <p><i>I make an effort to understand the words and actions of others.</i></p> <p><i>I listen respectfully and paraphrase/summarize or questions before speaking.</i></p> <p><i>I resolve conflicts in ways that meet the important needs and interests of individuals or the group.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
<p>Healthy Relationships</p> <ol style="list-style-type: none"> Engages in deliberate acts to annoy, provoke, or bother peers. 	<p>Healthy Relationships</p> <p><i>I am friendly, helpful, courteous, and good-humored with others. I greet people in a friendly manner when they say ‘hello’ to me.</i></p> <p><i>I focus my attention on people who are speaking to me.</i></p> <p><i>I say ‘please’ and ‘thank you’ as a common courtesy.</i></p>
<p>Cooperation and Participation</p> <ol style="list-style-type: none"> Demonstrates difficulty working cooperatively in small and large groups. 	<p>Cooperation and Participation</p> <p><i>I work cooperatively with others and do my fair share of the work.</i></p> <p><i>I actively participate, share, and work for high performance in small and large groups.</i></p> <p><i>I put the goals of the group ahead of my own needs and don’t let others distract me.</i></p> <p><i>I work effectively with different students.</i></p>
<p>Academic Efficacy</p> <ol style="list-style-type: none"> Does not bring necessary materials to class. Does not attempt or complete assigned work. Does not bring an iPad to class and/or a stylus fully charged. 	<p>Academic Efficacy</p> <p><i>I manage my materials and organize myself so I’m ready to learn from the start of class to the end of class.</i></p> <p><i>I complete quality work regularly, in class and at home.</i></p>

Key Benefits

- Increases student self-awareness, self-management, and social efficacy
- Nurtures a sense of belonging in the classroom

What it Looks Like

Introducing A Desired Target Behavior

A discussion that builds awareness and knowledge about a desired target behavior is the first step toward learning it and using it regularly. One discussion option is presenting a hypothetical learning task and inviting students to identify specific behaviors that will enable them to complete the task successfully. A second option is posting a desired target behavior and using any of the question prompts below to extend the student's understanding of the behavior and its value.

- What does this behavior sound like and look like to you?

Teaching and Practicing Desired Target Behaviors

- In daily lessons, identify desired target behaviors that students will use to complete a learning task.
- If appropriate, personally model or have one or two students model the behavior.
- Incorporate a step-by-step guided practice / rehearsal the first-time students are expected to use the behavior. Allow time to break down the behavior into component parts of appropriate, pause and review what students are doing, and provide immediate correction and feedback.
- Before students engage in the learning task in which they will be demonstrating this behavior, share the "look-fors" that you will observe and students will monitor for themselves.
- Posting important desired target behaviors and even inviting students to create a brief mantra or acronym for the behavior encourages teachers and students to use positive verbal and non-verbal reminders to help students self-correct.
- While students are engaged in a learning task and practicing a target behavior, move around the room to 1) provide individual encouragement and coaching; and 2) record what you see and hear that demonstrates effective use of the behavior so you can share your observations with students after the task is completed.

- What are the benefits and interests behind getting good at this behavior? How does this behavior make it easier to _____?
- In what learning situations is this a good behavior to use?
- In what ways can it help me grow as a learner, and be successful in school and in my life?
- When is this easy to do? Hard to do?
- How would you rate your use of this behavior in the classroom? (3: I do this all the time when I need to without prompt; 2: I do some of the time when I need to; 1: I don't do this very often and usually need prompting; 0: I don't do this.)
- Fosters positive social relationships
- Reduces disciplinary problems and reduces learning anxieties when desired target behaviors are concrete and explicitly taught
- Boosts academic performance

Assessing Target Behaviors

- After students complete the learning task, invite them to reflect on how the target behavior helped them engage in the task and experience success.
- Provide value-added feedback with examples of what you saw and heard to leverage the group's strength and effort to support future commitment.
- Have students assess their individual and/or group use of the target behavior through written or oral reflection.
- Analyze the data from the teacher's observations, the students' self-assessments, and the class's reflections to calibrate how you will continue to practice this target behavior in other learning experiences.

Considerations

The most transparent way to make social and emotional competencies a vital component of daily instruction is to include a second outcome for daily lessons.

- The more traditional **learning outcome** focuses on the "what" – the content task, performance, or demonstration that students are expected to do during the lesson. (Example: Students will create and solve word problems using the designated formula.)
- Also focus on the "how" – the **desired SEL target behavior** and the learning strategy that enables students to accomplish the learning outcome. (Example: SEL target behavior → work cooperatively and do your fair share of the work. Learning strategy → Each of you will create one problem. Your partners will solve your problem and provide feedback for making the problem more challenging or more interesting.)

Alternative Instruction

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

Minimum Periods of Suspension

Students who bring a weapon to school

Any student* found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The Superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers, and/or others.
- Other extenuating circumstances.

Students who are repeatedly, substantially disrupt the educational process or interfere with the teacher's authority over the classroom

Any student* who repeatedly is substantially disrupted of the education process or substantially interferes with the teacher's authority over the classroom may be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to education law §3214(3-a) and this code on four or more occasions during any interval of 90 school days (approximately the length of one twenty-week semester).

Students who commit violent acts other than bringing a weapon to school

Any student* who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for up to five days. If the proposed penalty is the minimum five-Day Suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

*A student with a disability may be suspended only in accordance with the requirements of State and Federal law.

Pins Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
- Knowingly and unlawfully possessing marijuana in violation of §221.05. A single violation will be a sufficient basis for filing a PINS petition.

Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school, or
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20.

The Superintendent is required to refer students aged 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities who violate the District's student Code of Conduct, and/or to temporarily remove a student with disabilities from her/his current placement because maintaining the student in that placement is substantially likely to result in injury to the student or continued disruption to the school environment. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law have certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain circumstances, those protections extend, as well, to students not currently deemed to be a student with a disability but may be presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable Federal and State laws and regulations.

Corporal Punishment

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

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

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

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

Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct.

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

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

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

Student Lockers, Desks, and other School Storage Places

Student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. In addition, cars parked on school grounds may be subject to search as well.

SCHOOL GUIDELINES 5 - 12

It should be understood that the following school procedures listed below are not all-inclusive. The administration reserves the right to use its discretion regarding disciplinary issues.

ACADEMIC GUIDELINES

LATIN HONOR SYSTEM

This system honors many students:

- Summa Cum Laude GPA 95.00-100
- Magna Cum Laude GPA 90.00-94.99
- Cum Laude GPA 85.00-89.99

Students should be encouraged to meet mastery standards of 85% or higher on tests, quizzes, worksheets, assignments, etc.

Any student who has a failing grade or an incomplete in any course is not eligible for academic honors. A failing grade is below 65.

NATIONAL HONOR SOCIETY

To join the National Honor Society, the eligibility GPA is 90% for any new members.

ORGANIZATIONAL SKILLS

Good organizational skills are important because they directly relate to achievement. Students should have a good supply of paper, folders, pens, and pencils, along with a homework assignment pad or school agenda to record daily assignments. Please keep this supply fresh throughout the school year.

PREPARATION FOR CLASS

A student who is prepared for a class has:

1. Books, paper, folders, pens, and pencils.
2. Completed homework and all required books.
3. Agenda or homework pad.
4. Gym clothes/shoes for PE class.
5. Instrument for band and lessons.
6. Fully charged iPad and stylus.

HOMEWORK SUBMISSION GUIDELINES

Work must be legible, neat, and completed with proper heading. Teachers expect assignments to be done on time. Teachers and parents will encourage students to be responsible for the work that they miss. Students are responsible for obtaining assignments when they miss class or school. Students must save their homework to the Cloud using their OneDrive accounts.

POWERSCHOOL PORTAL

Students in grades 5-12 and their parents can access their current course grades and assignments via the school's website. Please contact Mrs. Green in the Guidance Office for a username and password.

PROGRESS REPORTS

Progress reports for student work and achievement will be issued to parents at five-week intervals (or more frequently, if necessary). The purpose of the progress report is to inform parents of student academic progress.

EXTRA HELP

When a student is struggling to complete work or to master course material, they should seek extra help from their teacher, and the best time is during advisement. A student is having difficulty, a teacher may request a student to stay after school for additional assistance. Students on the Deficiency List should work with the teacher during office hours advisement until the deficiency is satisfied.

COURSE LOAD

All students shall take a minimum of 6.5 credits each quarter of the school year.

SCHEDULE CHANGES

If it becomes necessary for a student to change their schedule within the first two weeks of a course, then the Guidance Office will assist in determining appropriate alternatives. Students will switch to another credit bearing course when possible. BOCES students cannot change their area of study during the school year. The principal will make the final determination for any schedule change requests.

GRADUATION REQUIREMENTS

Courses

Students must take a minimum of:

4 credits English (i.e.: English 9,10,11,12/College English or another course approved by the Administration or their designee)

4 credits Social Studies

3 credits Math

3 credits Science

.5 credit Health

1 credit Art or Music (2)

1 credit Foreign Language

2 credits Physical Education

3.5 credits from electives

Total credits must equal at least 22

In order to graduate all students must complete ten (10) hours of community service in their junior year AND ten (10) hours in their senior year. This community service is in addition to any community service requirements for students in NHS. The community service requirements will be under the supervision of the current class/club advisors.

Required Regents Examinations

**Students taking a sequence of 5 or more units in Career/Technical Education or the Arts may substitute another 3 or 5-unit sequence in place of the foreign language sequence.*

INDEPENDENT STUDY

Arrangements can be made through the Guidance Office, the subject teacher, and the principal to do independent study coursework on a needed basis.

REGENTS GRADE POLICY

Teachers of grades 9-12 will include the Regents Policy in the Course Outline for each course. All Regents exams will be worth 20% of the student's final average. A student who earns an overall average of a 75% in a Regents course is eligible to override the yearly average with the Regents examination score.

Under Certain circumstances the teacher and Principal may consider an alternative final assessment/project for any course.

Regents Diploma

Regents Diploma with Advanced Designation

Comprehensive English	Comprehensive English
Mathematics (1)	Integrated Algebra
US History and Government	Geometry
Science (1)	Algebra II with Trigonometry
Plus 1	Global History and Geography
	US History and Government
	Two Sciences

In all science courses culminating in a regents exam; all labs assigned by the teacher(s) must be completed, turned in, and students must earn at least a 65% in order to take the regents exam.

COLLEGE CREDIT

All college coursework will be calculated into the student's average on the following scale:

A = 95 102 (weighted average)

B = 85 91 (weighted average)

C = 75 80 (weighted average)

D = 65 70 (weighted average)

*Weighted average is 1.07%

8th Grade Advancement into Algebra

Students may be Advanced into Algebra while in 8th grade if:

- The students have 4 quarters with a 90% average while in 7th grade.
- The student achieves a Level 4 on the NYS Math Assessment.
- The student is ranked at grade level or above on iReady.
- The student's 7th-grade teacher and parents agree to the advancement.

ACADEMIC INTERVENTION

DEFICIENCY GUIDELINES

The deficiency measures listed below are not all-inclusive. The administration reserves the right to use its discretion regarding academic deficiency issues.

1. Students in grades 7-12 who are failing, or in danger of failing, one or more classes, or missing the required New York State science labs, will be identified as being in need of academic intervention. Those students will be assigned one week of "warning" status on the Deficiency List and should work diligently to meet course expectations. It is strongly recommended that students work daily with the teacher of the course(s) they are failing.
2. Students who do not improve their grades to passing and who remain on the Deficiency List for any two or more classes for two consecutive weeks will move to "restricted" status. (For example, a student at "warning" for English and Spanish in Week One will move to "restricted" if they are failing or in danger of failing Science and Social Studies in Week Two.) Restricted students will not be permitted to attend or participate in any extra-curricular activities; however, they are strongly urged to work with their teachers to improve their course standings and resume full privileges for the following week.
3. New Deficiency Lists are generally published on Mondays, and the lists run from Monday to Monday. Students remain at the "warning" or "restricted" status until the new list is published.
4. Every Monday by 8:30 AM, teachers report students who are failing or in danger of failing a course, along with the reason for the student's low grade. Students must consult with their teachers to determine the deadline for submitting work for the week, which will be no later than 8:15 Monday

morning. Student work submitted after this time will not change the list status until the following week.

5. When removed from the Deficiency List, students regain privileges.
6. At the end of each marking period, students in grades 7-12 who have NOT been on the deficiency list will receive a special reward.
7. Teachers will upgrade their comments each week (i.e., owe science labs, in danger of failing, etc.)

SUMMER SCHOOL (GRADES 7-12)

Students must earn at least 55% final course average during the regular school year. Final grades will be determined by weighting the grade earned during the school year (60%) and the summer school grade (40%). For example, a student earning a grade of 55% during the school year would need to earn a grade of 80% in summer school to earn an overall average of 65% in the class.

The summer school attendance policy states that a student missing more than three days of summer school may not receive credit for the course. (A committee of two classroom teachers and the principal may consider extenuating circumstances causing poor attendance. Appeals should be directed to the Principal's Office.)

Students wishing to take Driver's Education in summer school must pass all courses during the school year. It is expected that students receiving a non-passing grade will enroll in academic summer school, and therefore be unavailable for Driver's Education.

SCHOOL PROCEDURES

LOCKERS

Belfast Central School cannot be responsible for lost or stolen valuables and/or materials.

1. Lockers and combinations are issued to students at the beginning of the year. Students should keep lockers locked at all times and lock all valuables in them. Students should not share their combination with others.
2. Students must not change lockers or move to an empty locker without administrative approval.
3. Students are responsible for the organization, upkeep, and appearance of their lockers. Students may not use markers or stickers on their lockers and must not store food items in their locker (beyond their lunch bag for that day). Students will be held financially liable for any damage to school lockers, including stickers, writing, graffiti, etc.
4. Under no circumstances should students open another's locker without permission.

STUDENT RELEASE PRECAUTIONS

1. In order to ensure students' safety, the school maintains a list of individuals who are authorized to obtain the release of students. No student will be released to the custody of any individual who is not the parent or guardian of the student unless the individual's name appears on the list.
2. Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment.
3. A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing. Certified copies of any court orders or divorce decrees that restrict a parent's ability to seek the release of his/her child must be provided to the school by the custodial parent. All such orders/decrees shall be maintained in district offices.
4. If anyone seeks the release of a student, they must report to the main office and present satisfactory identification. School officials reserve the right to verify notes, forms, court orders, and decrees before releasing a child to someone other than the parent or guardian.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

Parents, legal guardians, or other non-district personnel who wish to transport students in a private vehicle to or from a District-sponsored activity must provide a written request for permission to the principal or designee for approval.

Those persons transporting students in private vehicles to and from district-sponsored events assume liability and costs for any accidents or injuries that may occur.

EXPECTED STUDENT BEHAVIOR

DRUG-FREE SCHOOL ZONE

Drug-Free School Zone signs have been placed in the community surrounding the school. The courts double most penalties when Drug-Free Zone signs are posted.

DRUG AND ALCOHOL POLICY

The Board of Education of the Belfast Central School District is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of the District and the program elements the District will use to promote healthy lifestyles for its students and staff and to inhibit the use/abuse of alcohol and tobacco, including but not limited to cigarettes, e-cigarettes, vaping devices, chewing tobacco, and other substances. Students' prescription and over-the-counter medicines must be stored with the school nurse, except for EpiPens and inhalers when doctors' orders and parental consent are provided.

No person may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except medications prescribed by a physician. The school health

officer should be informed regarding all prescribed medications that students need to take during the school day. The terms "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including but not limited to alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs refers to circumstances where students have been known to take someone else's prescriptions or to take excessive amounts of these drugs to get high or achieve some other effect.

Additionally, any person shall be prohibited from entering school grounds or school-sponsored events that exhibit behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other substances.

CARE OF SCHOOL PROPERTY

Students should not mark school furniture, walls, ceiling, floor, desks, equipment, buildings, playground equipment, bleachers, buses, or any other item, structure, or space on school grounds or owned by the school district. Students should not tamper with fire alarms, fire extinguishers, school cameras, or electrical systems. Anyone willfully destroying school property through vandalism, arson, or larceny, or who creates a hazard to the safety of students, will be referred to a law enforcement agency and be required to pay for damages or to clean or replace the damaged property. If a student damages school property, the student and parents will be required to pay the District for the value of the damaged property to the limit of the law; State law permits parental liability up to five thousand dollars.

OUTDOOR ATHLETIC EVENTS

Spectators attending scheduled athletic events on either the upper or lower athletic fields must not cause a disruption in any unsupervised side games such as football, soccer, basketball, etc., during the course of the scheduled sporting event. Guests must also clean up after themselves by placing trash in the appropriate places. BCS cannot be responsible for students who become injured as a result of not following these guidelines. A parent or guardian must accompany elementary school students.

GUIDELINES FOR DANCES

1. Because dances are a school sponsored activity, Code of Conduct rules apply.
2. Students possessing, using, or suspected of using alcohol or drugs will be asked to leave school grounds, and parents will be contacted.
3. If a student leaves a dance, they must also leave school grounds. There is no re-admittance to a dance.

4. Admission will be limited to students of Belfast Central School unless guests are pre-registered. Sponsors must register guests in the principal's office no later than two days prior to the dance. A BCS host student must accompany guests. All students must be under 21 years of age.
5. Students who are one-year graduates are allowed to attend as a guest of a current BCS student with administration approval.
6. No one will be admitted to a dance after one hour past the starting time unless pre-approved by the administration.

GUIDELINES FOR RESPONSIBLE USE OF THE BCS COMMUNITY PLAYGROUND

1. Playground hours are from sunrise to sunset.
2. Help keep the playground free from papers, food wrappers, and bottles.
3. Enjoy the facilities, and do not roughhouse or throw stones or other objects.
4. Possession or use of alcohol, tobacco/vapes, or other drugs is prohibited.
5. Please ensure that equipment is cared for and free of vandalism or misuse.

ATTENDANCE

ATTENDANCE POLICY PHILOSOPHY

School attendance is both a right and a responsibility. Education Law requires that students enrolled in the Belfast Central School attend school every school day unless legally excused. The District believes that the student's presence and classroom participation are critical to the educational program and, as such, are properly reflected in a student's final grade. The regular contact of students with one another in the classroom, and their participation in a well-planned instructional activity under the tutelage of a competent teacher, are vital to this purpose. Absences have an adverse effect on the student as well as the educational program. The Board of Education urges parents to make every effort to ensure their children's attendance.

Therefore, regular, punctual attendance is expected of all students. Any absent student will be required to make up missed work in assigned classes.

Finally, the School District is an active partner with students and parents in the task of ensuring that all students meet or exceed New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, the District has developed, will review, and, if necessary, will revise the Comprehensive Student Attendance Policy to meet the following objectives:

ATTENDANCE POLICY OBJECTIVES

- a) To increase school completion for all students.
- b) To raise student achievement and close gaps in student performance.
- c) To identify attendance patterns in order to design improvement efforts.
- d) To know the whereabouts of every student for safety and other reasons.
- e) To verify that students are complying with Education Laws relating to compulsory attendance.
- f) To have students aspire to positive expectations for productive citizenship.
- g) To determine the District's average daily attendance for State aid purposes.

DESCRIPTION OF STRATEGIES TO MEET OBJECTIVES

The School District will:

- a) Create and maintain a positive school-building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted district Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents, and the community.
- c) Maintain accurate recordkeeping to record attendance, absence, tardiness, and early departure of each student. (More than twenty minutes late to class will be considered an absence from that class.)
- d) Utilize data analysis systems for tracking individual student attendance and group trends in student attendance problems.
- e) Develop early intervention strategies to improve school attendance. These strategies will be in place of our make-up policy. When a student exceeds the 22 absences for a full-year course or 11 absences for a half-year course, the student will be enrolled in an online credit recovery program.
- f) Inform staff, students, and parents regarding expectations and procedures associated with the Comprehensive Student Attendance Policy.
- g) The District will do everything within its power to support a positive academic environment that promotes and recognizes academic success.

EXCUSED ABSENCES/TARDINESS

The reasons listed below are considered acceptable (i.e., legal) reasons for students to be tardy and/or absent from school. Due to the fact that it is impossible to foresee every set of circumstances when determining excused vs. unexcused absences, the school principal or designee has the right to make a determination whether an absence or tardiness is excused or unexcused. These judgments should reflect the Philosophy and Attendance Policy Objectives of this policy.

A note explaining each absence or tardiness must be handed in within 24 hours of returning to school.

1. Students who are legitimately sick or incapacitated will be excused.
2. Students 16 years of age or older will be excused to take a New York State Driver's Exam.
3. Students will be excused for medical, dental, counseling, or legal appointments. A note from the professional's office is required to verify appointments.
4. Students will be excused for pre-approved college visits. A note from the college admissions office is required.
5. Students on In-School Suspension will receive attendance credit for their classes that day. Students on Out-of-School Suspension who do not refuse to work with a school-appointed tutor will receive attendance credit for their classes that day.
6. Students who are absent/tardy from school due to impassable roads will be excused.
7. Students fulfilling legitimate military obligations will be excused. Absences must be pre-approved and verified by a note from appropriate military personnel.
8. Students on school-sponsored field trips will be excused.
9. Students who attend funerals of close friends or family members will be excused for their absence. Pre-approval for absences should be obtained from the principal or designee.
10. Students may be given an excused absence for family emergencies. Frozen pipes, sickness of a family member, and emergencies with pets or farm animals constitute examples of family emergencies.
11. Students attending school-sponsored sporting events will be excused.
12. Students practicing religious observances will be excused.

LATE ARRIVAL TO SCHOOL

Students who arrive at school after **8:05 a.m.** will sign in at the **Main Office**. After the student(s) have signed in, they will receive a pass to present to their teacher upon arrival in the classroom.

Students are expected to be at school on time every day. If a student is absent from school or late to school (arriving unexcused after 11:30 am) the student shall not participate in any after-school, non-credit bearing activity on that day or weekend if on a Friday. If a student is tardy (arrives at school after 8:05 am but before 11:30 am) the student must sit out half of the practice/game/activity. A student who has a note from a physician/counselor/ lawyer etc.... leading to a partial day of school may participate in an extra-curricular activity.

STUDENT ATTENDANCE/ RECORDKEEPING/ DATA COLLECTION

The record of each student's presence, absence, tardiness, and early departure shall be kept in an attendance register in a manner consistent with the Commissioner's Regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the district code for the reason.

Attendance shall be taken and recorded in accordance with the following:

1. For students in non-departmentalized kindergarten through grade two (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.) such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch.
2. For students in grades three through twelve or in departmentalized schools at any grade level (i.e., students pass to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction, except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "1" above.
3. Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
4. In the event that a student at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities,

insufficiency of water supply, shortage of fuel, electric power outage, destruction of or damage to the school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Educational Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure shall be coded on a student's record in accordance with the established District/building procedures.

STUDENT ATTENDANCE—COURSE CREDIT

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and is reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period, a percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc., as determined by the school administrators and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

APPEAL PROCESS

Only in the event of an unforeseen circumstance may a student or parent request a review of this policy. A committee made up of the principal or designee and two teachers appointed by the Superintendent will have the authority to permit additional make-up days if warranted.

Course Credit Interventions (making up seat time): Grades 5-12 (admin discretion)

- a) Students who exceed .55 days of absence per week will be expected to make up their missed seat time. This is equivalent to students missing 22 days of school or more for a full-credit/full-year course and/or 11 days of school for a half-credit/half-year course. Students who exceed this number for any reason (excused or unexcused) may not receive credit for the affected course unless missed days have been made up.

- b) Students who have to make up their seat time will have three consecutive weeks to make this time up. If the student fails to make up this time in the three weeks period, they will be given an incomplete for the course(s) which they have exceeded the attendance requirement and they will show as restricted on the D list. Students who need to make up seat time will be tracked and recorded on the D list each week.
- c) Students who fail to make up their seat time by the 5th week of the next marking period, will be given a 50% for the previous quarter's class average for the class in which the students have not made-up seat time
- d) The Principal will review the attendance records for students needing to make up their seat time and send out letters on a bi-weekly basis
- e) On or near the student's 23rd day of absence from a full-credit course (12 absences from a half-credit course), the Superintendent will send a certified letter to the parent stating that the student may no longer take exams in this course and outlining the process for making up days.
- f) Students will have the opportunity to make up four days of absence from each class weekly. Students will make up this time through extended school hours either in the Study Center or After School detention. All make-up days must be completed by the final exam time in either January or June and must be verified in writing using the Attendance Policy Make-up Day form. If the student loses the Make-up Day form, the student may serve a detention or begin the process again.

On or near the 27th day of absence, (14th absence from a half-credit course), the Superintendent will send out a letter explaining that the student has lost credit for the course. The letter will also notify the family that they may bring the matter to the Appeal Committee.

Course Credit Interventions: Grades K-6

Students in grades K-6 who miss more than 22 days will be referred to the Retention Committee. The Attendance Officer will review attendance records for each student around the 15th and 30th of each month, and the Principal will inform the family when a student accumulates the following number of absences from school.

- Stage 1:** On or near the 7th day of absence.
- Stage 2:** On or near the 12th day of absence.
- Stage 3:** On or near the 23rd day of absence.

On the 23rd day of absence, the student will be referred to the retention committee or one or more of the listed intervention strategies will be implemented.

ATTENDANCE INTERVENTION: GRADES 5-12

Upon referral by the Attendance Officer, the principal will review a student's absence record. When students in grades 5-12 are identified as having patterns of unexcused absences, tardiness, or early departures, the principal will do one or more of the following:

1. Letters of notification
2. Formal conference with parents
3. Refer the student for counseling
4. After-school detentions
5. Possible detentions for repeated tardiness
6. Report the child's situation to Child Protective Services and/or a PINS referral

ATTENDANCE INTERVENTION: GRADES K-4

Upon referral by the Attendance Officer, the principal will review a student's absence record. When students in grades K-4 are identified as having patterns of unexcused absences, tardiness, or early departures the principal will do one or more of the following:

1. Letters of notification will be sent at appropriate intervals
2. Hold a formal conference with parents
3. Refer the student for counseling
4. After-school detentions
5. Report the child's situation to Child Protective Services and/or a PINS referral.

ANNUAL REVIEW

Attendance regulations require that the Board of Education review the attendance records each year, and, if attendance significantly declines, direct revisions to this policy.

Student Dress Code

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

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. Any student who repeatedly fails to comply will be subject to further discipline.

A student's dress, grooming, and appearance, shall:

1. Be safe, appropriate, and decent, and not disrupt or interfere with the educational process.
2. Clothing must not include items that expose private body parts including shirts that will expose their midriff when their arms are down.
3. Clothing must cover all undergarments at all times.
4. No see-through clothes.
5. Include proper footwear at all times. Footwear that is a safety hazard will not be allowed, especially in Technology and Science classes.
6. Students are permitted to wear head coverings (hats, hair bands, hoods) that do not interfere with learning. For example, a student can wear a hood, but if the student pulls the hood down over their eyes and face and does not engage in learning, the student will have to take the hood off.
7. Sunglasses that are not prescribed by a physician are not permitted.
8. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
9. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities including weapons or slurs, or be politically affiliated.
10. Not include inappropriate items that could be used as a weapon.

The principal or designee shall be responsible for informing 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. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline.

TECHNOLOGY

NETWORK ACCEPTABLE USE POLICY

Belfast Central School recognizes the value of computers and other electronic resources (no cell phones) to improve student learning and enhance the administration and operation of its school. To this end, the Belfast Central School encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the Belfast Central School.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, we have adopted this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on Belfast Central School-owned equipment or through Belfast Central School affiliated organizations.

Belfast Central School Rights and Responsibilities

It is the policy of the Belfast Central School to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the Belfast Central School recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the Belfast Central School retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.
- To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Belfast Central School-owned equipment and, specifically, to exclude those who do not abide by the Belfast Central School's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Belfast Central School reserves the right to restrict online destinations through software or other means.
- We will provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

Staff members will supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online and shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of Belfast School.

User Responsibilities

The use of the electronic media provided by the Belfast Central School is a necessity that offers a wealth of information and resources for research. Where it is available, this resource is

offered to students at no cost. In order to maintain usage, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

- All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Belfast School.
- Proper codes of conduct in electronic communication must be used. In newsgroups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature. Bullying on e-mail, which is supplied by this school, will not be tolerated.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
- From time to time, the Belfast Central School will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
- For assistance in accessing Teams, go to the Belfast Central School homepage:
<https://www.belfastcsd.org/Page 3990>

Unacceptable Use

- Giving out personal information about another person, including home address and phone number is strictly prohibited.
- Any use of the network for commercial or for-profit purposes is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
- The unauthorized installation of any software, including shareware and freeware, for use on Belfast Central School computers is prohibited.
- Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or

files dangerous to the integrity of the local area network is prohibited.

- The Belfast Central School network may not be used for downloading entertainment software or other files not related to the mission and objectives of the Belfast Central School for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Belfast School.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Use of the network for any unlawful purpose is prohibited.
- Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
- Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
- Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Disclaimer

- The Belfast Central School cannot be held accountable for the information that is retrieved via the network.
- Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- Belfast Central School will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
- Belfast Central School makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges

incurred as a result of seeing or accepting any information.

- Any costs, liability, or damages caused by the way the user chooses to use their access to the network.
- The Belfast Central School reserves the right to change its policies and rules at any time.

STUDENT HEALTH

HEALTH OFFICE

If a student becomes ill or injured in school or during a school activity, they should report to the school nurse, who will then make an assessment. When students are ill, they may not leave the building without permission. If the nurse is not in, students are to report to the Main Office. All students must be signed out with the Main Office before leaving school.

SCHOOL HEALTH/ACCIDENT INSURANCE COVERAGE

If a student is injured during a school activity, an insurance claim should first be made to the family's health insurance plan. Any costs not covered by that plan can be submitted to the Belfast Central School's Accident Insurance. Claim forms are available in the Health Office. Not all school accident charges submitted through the school's insurance plan can or will be covered.

PHYSICALS

New York State law requires students entering Pre-K or K; all students entering into the 2nd, 4th, 7th and 10th grades; and all students entering the District to submit a health examination certificate within 30 days of entering school. Please pick up a physical form from the Health Office. Students may have their family physician provide the physical and complete the health examination form for school records. If the school's Health Office does not receive this form, or the appointment date of a physical, then the school physician with the assistance of the school nurse will do an exam. Sports physicals meet the state requirement, and an additional physical is not needed. Parents will be notified only if abnormalities or concerns are discovered.

SCREENINGS

The district will provide scoliosis screenings for students in grades 5 through 9. Vision screenings are provided to all students who are enrolled in school including color perception, distance acuity, near vision, and hyperopia within 6 months of admission into the school. In addition, all students shall be screened for distance acuity in grades Kindergarten, 1, 2, 3, 5, 7 and 10 and at any other time deemed necessary. Hearing evaluations will be provided to all students within 6 months of admission to the school and in grades Kindergarten, 1, 3, 7 and 10.

Any problems found during these screenings will be reported in writing to the student's parent. Please be aware that these screenings should not take the place of a professional exam.

STUDENT MEDICATIONS

All medications taken in school must have a current doctor's order. State law requires that a parent must bring medication to and from school. Each school year, a new authorization form must accompany each medication. Medications will not be given without the proper forms on file in the Health Office. This includes over-the-counter medications. Inhalers for asthma and Epinephrine pens for anaphylactic reactions may be carried by students with the approval of the physician and school nurse. Parents must see the school nurse to complete the required paperwork.

EXCUSE FROM PARTICIPATION IN PHYSICAL EDUCATION

If a student needs to be excused from PE, a note from the parent must be presented to the school nurse. The note should contain the student's name, date, nature of illness or disability, and length of excuse. If the excuse is to be for longer than one week, a physician's excuse will be needed. If a student is excused from gym class, they cannot be allowed to use the playground equipment or participate in games or sports that day.

IMMUNIZATIONS

Immunizations must be up-to-date. Students cannot attend school until the school nurse receives proof of immunizations. There are new regulations regarding diphtheria, tetanus, pertussis, and varicella (chicken pox) for students entering grade 6. A list of required immunizations is available in the Health Office. Please keep a copy of your child's immunization record. If you need a copy, contact the school nurse.

HEALTH PROBLEMS

If your child has any health problems, please let the school nurse know. This information will only be shared with those who need to know. If students have had illnesses or injuries over the summer, please inform the nurse.

SPORTS

An interval health history form must be filled out for a student playing or practicing a sport if:

1. Their physical was 30 days ago or more.
2. There has been an injury since the last physical.
3. They are beginning a new sport.

The forms can be obtained from the coach or the school nurse. Students must have completed and submitted their physicals to the nurse prior to attending practice and/or playing sports. Please call the Health Office at 365-2053 with questions.

FIELD TRIP GUIDELINES

Periodically, students will be invited to participate in a field trip. Younger students are often invited to attend dramatic performances or special exhibits, and older students may visit museums, musical performances, or colleges, among many other opportunities. Students are expected to demonstrate outstanding behavior while representing our school. Some trips require that students meet certain standards in order to be eligible for participation, and should students violate the Belfast Code of Conduct while on their field trip, they may be sent home immediately at their parent's expense. Eligibility to attend the field trip will be at the discretion of the administration based on deficiency list, attendance, grades, discipline, and other criteria as deemed by the administration.

MIDDLE SCHOOL ACTIVITIES (GRADES 5-8)

To be eligible to participate in special Middle School activities, students must be:

1. In good academic standing (not restricted)
2. Have no more than one disciplinary referral or one ISS or any Out-of-School Suspension(s) two weeks preceding the trip.
3. For activities scheduled beyond the regular school day, a student must be in attendance for school the day of the activity (or the day before, for Saturday activities, unless granted express consent by a school administrator).
4. Middle School Activity Day Trips (i.e., ice skating, bowling) require money and permission slips in by the due date or the student will not be permitted to attend.
5. Each year a student is in Middle School they will contribute \$25.00 toward the Middle School Student Council fund by January 1st. If a student does not have \$25 in during 5th grade, they will not be eligible to attend the end-of-the-year trip (i.e., Camp Duffield). If during the 6th grade year, they do not have \$50 in, they will not be eligible to attend the trip (i.e., Niagara Falls). If they do not have \$75 in during their 7th grade year, they will not be eligible to attend the year-end trip (i.e., Letchworth State Park). If they do not have \$100 **and** the minimum number of fundraising shares contributed from their seventh-grade year, they will not be eligible to attend the 8th-grade trip (i.e., Washington). This money is to offset the cost of the Washington, DC trip in 8th grade.

5TH – 7TH GRADE TRIPS

In order for a 5th - 7th grade student to be eligible to participate in field trips they must meet the following behavioral, academic, and attendance requirements:

1. Must not have more than two disciplinary referrals or have served an ISS or an OSS in the two weeks preceding the trip.
2. 7th Grade students must not be listed as "Restricted" on the Deficiency List. Students in 5th and 6th grade must have all of their work caught up by the time of the trip.
3. Students must not have to owe any seat time.

8th GRADE OVERNIGHT TRIP

The following guidelines are for 8th-grade students who participate in the BCS-sponsored Washington, DC trip. These guidelines take effect on the first day of the school year, and students begin with a clean slate. A committee of students and faculty developed these guidelines, and the numbers were prorated for Middle School students. Please direct questions or concerns to the Principal's Office.

I. Attendance

- a) Students cannot have more than 12 absences prior to the trip.
- b) Students cannot have more than 5 tardies prior to the trip.

* A committee selected by the trip advisor and the principal will entertain appeals regarding attendance criteria.

II. Discipline

Students' discipline files will be reviewed prior to the trip to verify compliance with the standards listed below:

No more than 5 After School Detentions (ASD)

No more than 2 In-School Suspensions (ISS)

No OSS and no more than 1 level III or IV write up

SENIOR TRIP POLICY

The following guidelines are for seniors to participate in the senior class trip. The guidelines were developed by a class advisor working with a committee of seniors and approved by the Shared Decision-Making Committee of Belfast Central School. Specific information regarding the destination and length of the trip will be shared with students and their families early in their Senior year. Seniors are required to participate in fundraising activities to cover their graduation expenses.

I. Attendance (Senior Year)

- a) Students cannot have more than 12 days of absence prior to the trip.
- b) If students exceed the attendance policy, they will be required to make up their time with administrative approval.

II. Discipline

Seniors will have their senior discipline files reviewed for compliance with the standards listed below:

- a) Minor infractions, (Class I) No more than 8 referrals.
- b) Major discipline issues, (Class II) No more than 4 referrals.
- c) In-School Suspensions, (Class III or higher) No more than 2.
- d) Out-of-School Suspensions, (Class III or higher) No more than 1 referral.

SCHOOL SAFETY

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the signal is given, everyone is to clear the building by the prescribed route, as quickly and quietly as possible. The teacher in each classroom will give instructions to students. Junior Firefighters will remain with their assigned class until attendance is taken. At that time, the Superintendent may dismiss them to report to their coordinator.

EMERGENCY MANAGEMENT PLAN ALL STAFF SHOULD HAVE CONTACT INFORMATION FOR ALL OF THEIR CLASSES

Evacuation On Campus

1. Listen for instructions about the situation and your actions.
2. Use the closest emergency exit and walk to the bus garage.
3. Use a secondary route if necessary.
4. Close the classroom door after exiting.
5. Take attendance when safe to do so.

Off-Site Evacuation

1. Listen for instructions about the situation and your actions.
2. Use the closest emergency exit and walk your class to the Town Barn on South Street.
 - a. Use secondary routes if necessary.
If the evacuation is a prolonged event, students will be transported to the Belfast Town Hall, 13 Merton Avenue, by school buses.
 - b. Families will be able to pick up students at the Town Hall after showing proper identification and signing their child(ren) out with BCS personnel.

Emergency conditions during school hours when students may be dismissed from school will be handled as follows:

In the event of an emergency dismissal of students, the teachers will ride buses to ensure elementary children under

the age of twelve will be supervised in the home. When no supervision is available, the student will be returned to school, the identified alternative emergency location, or to an early dismissal location identified by the parent. Parents of students in grades K-3 who walk to school will be called. In the case where there is no phone or parents are not home, students will remain in school or be escorted to a home pre-designated by the parent as an emergency dismissal location.

Emergency conditions during school hours when the school has to be evacuated for an extended period:

When students arrive at the alternative community location, attendance will be taken, and names of missing students will be reported to the administration and emergency personnel. Elementary homeroom teachers will keep lists of students who walk to school or ride the bus, including phone numbers and emergency dismissal locations. Teachers will ride buses to escort children home. Teachers will remain with children who walk, and school personnel will call parents. Teachers will keep a record of where each student went, and with whom. High school students will be allowed to pick up younger siblings with permission from the teacher in charge.

Information regarding emergency procedures, school closings and delays, will be announced on: WGR (550AM), WHDL(1450AM), WHAM (1180AM), WPIG(95.7FM), WLSV(790AM), WJQZ(103.5FM), WKSE(98.5FM), WBEN (930AM or 102.5FM), WTSS (102.5FM), WEDG (103.3FM), WGRF (96.9FM), WHTT (104.1FM), WHTK(1280AM), WVOR(100.5FM) and television Channels 2, 4 and 7.

BUS SAFETY

1. Students who live more than one (1) mile from school on a regular bus route will be transported. No child living less than one mile from school will be transported unless they live on a hazardous state highway where no sidewalk is provided.
2. No one is allowed to ride unless they are either a student in the Belfast Central School District or connected with the school in some official capacity. Students are not allowed to ride on the bus beyond their homes or regular meeting point and should not be discharged at any other point unless written permission is granted from the office. Such permission will be granted upon the written request of a parent. Students should deliver bus notes to the District Office. Notes will be recorded, and written permission from the office will verify that the change has been approved.
3. Students having to cross the road must prepare to cross ten feet in front of the bus, then stop and await the signal from the driver. Students crossing the road to get on the bus should await a signal from the driver before crossing.

4. Each driver has absolute authority to maintain proper order and discipline on their bus and to arrange the seating of students as they see fit. Drivers are asked to report to the office any student who is discourteous or disorderly.

KEYWORDS AND PHRASES

Academic Dishonesty: Includes plagiarism; copying another's work; altering records and cheating by providing, receiving, or viewing answers to quiz or test items or independent assignments, using texts, documents, notes, or notebooks during tests without permission from a staff member.

Attack on Student: A student or students set upon another student in a forceful, hostile, or aggressive way with or without provocation.

Behavioral and Academic Problem Solving and Planning Conference: A teacher, student support, or administrator engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

Behavior Infractions: Student behaviors that are inappropriate (not appropriate in a school setting), unacceptable (not unacceptable in any setting), or unskillful (behavior not yet learned or demonstrated skillfully) that warrant clear, fair, timely, and standardized consequences and interventions.

Behavior Referral: Written documentation of 1) Class 2 and some Class 3 behavior infractions that do not require the immediate send-out of a student from the location of the incident or 2) Class 2, 3, and 4 behavior infractions that require immediate attention including student send-out from the location of the incident.

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

Bullying, Harassment, Discrimination, and Intimidation: refer to any material incident of harassment, bullying, and/or discrimination including a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property, at a school function, or off-school property where such acts 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. All definitions related to bullying, harassment, and intimidation and the Dignity for All Students Act are included in this section for easy reference.

Bullying: Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the

potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet. Bullying generally involves repeated intentional acts done willfully, knowingly, and with deliberation, by individuals or an individual, that targets and harms another person physically or emotionally. Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation but instead considered a “conflict” between the two students. Because the act of bullying involves repeated actions intended to target, intimidate, or harm an individual, it is different than a one-time “Attack on a Student”.

Cyberbullying: Harassment or bullying that occurs through any form of electronic communication. The regulation of harassment in the form of cyberbullying may involve free speech, including constitutional matters regarding the ability of a school district, BOCES, or charter school to restrict these forms of speech and expression and to discipline individuals for engaging in them.

Discrimination: Unfavorable treatment or action taken against any person based on the protected group, class, or category to which a person belongs. This includes a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Electronic Bullying or Harassment: The use of information and communication technologies- e-mail, cell phones, pagers, chat rooms, text messages, instant messages, personal websites or blogs, personal polling sites, or a combination of these or any other electronic means – to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating and/or harming others. Electronic bullying or harassment includes, but is not limited to the following misuses of technology:

- harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological tool, such as sending or posting an inappropriate or derogatory email
- messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).
- sending mean, vulgar, or threatening messages or images;
- posting sensitive, private information about another person;
- pretending to be someone else in order to make that person look bad.

Electronic bullying or harassment involving District students may occur on School Property, or off School Property. It may involve student use of the District internet system, or student use of personal digital services including, but not limited to: cell phones, digital cameras, personal computers, and electronic tools.

Incidents considered to be electronic bullying or harassment can have any of these effects:

- Causing physical, social/relational, emotional, or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional, or mental harm;
- Placing a student in reasonable fear of damage to, or loss of, personal property; and/or
- Interfering with a student’s educational performance and/or denying or limiting a student’s ability to participate in or to receive benefits, services, or opportunities in District programs.

Emotional Harm: In the context of **Harassment** or **Bullying** means harm to a student’s emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

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

Harassment: The creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation, or abuse, includes, but is not limited to conduct, verbal threats, intimidation, or abuse based on a person’s actual or perceived:

- **Color:** Refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race
- **Disability:** (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions that prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of District Policy dealing with employment, the term must be limited to disabilities which, under the provision of reasonable accommodation, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held. Education Law §11(4) and Executive Law §292(21)

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

Gender: The socially constructed roles, behaviors, activities, and attributes that a given society attributes to men and women (masculine and feminine denotes “gender”); actual or perceived sex and includes a person’s gender identity or expression: The way in which people self-identify and present their masculinity and femininity to the world. Gender identity is an individual’s sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal and is not necessarily visible to others. (Education Law §11(6))

Inappropriate: Inappropriate behavior refers to a kind of behavior that is offensive, or a form of harassment. Activities such as sexual misbehavior, malicious complaints, and so on fall under this category.

National Origin: A person’s country of birth or ancestor’s country of birth

Race: A group of persons related by a common descent or heredity; For purposes of enumeration, the U.S. Census Bureau uses terms such as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos”, etc. to describe and classify the inhabitants of the United States.

Religion: Either religious or spiritual belief or preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual tenets.

Religious Practice: Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities.

Determining whether a practice is religious turns not on the nature of the activity, but on the person’s motivation.

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

Sexual Orientation: The sex to which a person is sexually attracted; Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual. Actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11(5))

Weight: Refers to a person’s size

Hazing: A specific form of harassment among students defined as any humiliating or dangerous activity expected of a student in order to join a group or be accepted by a formal or informal group, regardless of the student’s willingness to participate. Hazing 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. Hazing behaviors include, but are not limited to, the following general categories:

- (a) Humiliation: socially offensive, isolating or uncooperative behaviors;
- (b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs;
- (c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

The term “hazing” includes, but is not limited to: any activity that intimidates or threatens a student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is an infraction of State or Federal law or District policies/regulations.

Offensive Touching: Any unwanted physical contact, including grabbing or pinching, that is perceived as offensive or harmful to the person being touched.

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

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

Sexual Offenses:

- (a) **Inappropriate Sexual Behavior:** Physical touching of intimate body parts of another or one’s self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.
- (b) **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures, or auditory recordings, or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands, or otherwise attempts to induce another individual to have sexual contact sexual intercourse, or unlawful sexual penetration knowing that it is likely to cause annoyance, offense, or alarm to that individual.
- (c) **Sexual Assault:** Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
- (d) **Rape or Attempted Rape:** which includes forced or attempted forced sexual contact without the consent of the victim.

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

Upstander: A person who speaks or acts in support of an individual or cause that advocates for human dignity and often refers to someone who intervenes on behalf of a person being attacked, stereotyped, ridiculed, harassed, or bullied.

Child Protective Services (CPS): The local governmental agency responsible for providing child protection, which includes responding to reports of child abuse or neglect.

Circle: A process that brings together individuals in a circle format where everyone can be seen and heard. Teachers facilitate circles informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns. Student support team members and administrators facilitate circles to bring conflicting parties together to resolve conflicts, repair harm, heal relationships, and provide support to address serious concerns.

Clear, Fair, Timely, and Standardized Consequences:

These attributes support the consistent application of consequences as much as possible given that individual factors must be considered in determining all disciplinary responses.

Community Service: An unpaid service for the benefit of the public that is performed as part (or all) of the intervention associated with a specific behavior infraction.

Consequence: A result that follows from an action or condition.

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

Criminal Behavior: Any behavior that is considered an infraction against municipal, State, or Federal laws.

Cutting Class: Unauthorized absence from a mandatory class or school activity or function.

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

Denial of Bus Transportation: The temporary or permanent withholding of bus transportation. During the period of denial of school bus transportation, parents or legal guardians are responsible for transporting the student to and from school.

Denial of Driving Privileges: The removal of permission to drive on school property for a specified period of time.

Detention: The supervised retention of students during the school day or after school for the purposes of increasing student's self-awareness, self-management, and social skills and helping the students to understand the impact of their behavior, re-teach Wild Cat Ways, provide real-time

opportunities to correct behavior, and set goals to improve behavior and restore relationships.

Discipline: A system of rules of conduct, training, practice, and instruction that supports and sustains positive behaviors and self-discipline.

Disruptive, Disorderly, Disobedient, Disrespectful, Defiant, Insubordinate, or Violent Student: The revised Code discourages the use of these descriptors to label students because they are open to wide interpretation by individual staff members. These descriptors do not provide useful data that can help determine the right consequences and interventions that match a specific behavior. The revised Code encourages all staff to use the most precise language possible to describe specific behavior concerns and infractions.

These terms may be used, as necessary, for compliance with procedures under the Education Law.

Due Process: Due process is a fundamental, constitutional guarantee of basic fairness, particularly in regard to disciplinary proceedings. Due process ensures that students will be afforded notice of the proceedings; an investigation that solicits information from all parties involved, an opportunity to be heard in a meaningful way in a timely manner, and an evidence-based decision that is reasonable and proportional to the incident.

Electronic Devices: Include cell phones or other telecommunication devices with phone, IM, and/or text messaging; electronic games; or other viewing or listening devices (iPods, iPads, headphones, cameras, camcorders, etc.)

Employee: Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the New York State Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11 (4) and §1125(3)).

Equity: Refers to the principle of providing students access to fair, appropriate, and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school and achieve equitable outcomes.

Expectations: An expression of strong beliefs about what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how we should present and express ourselves, how we should behave, how we learn, and what we should achieve. Positive language is always used to craft expectations.

Extortion: Theft using coercion, which includes obtaining money or property from another student through coercion, intimidation, or threat of physical harm.

Hallway and Public Space Misconduct: Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school

building including but not limited to hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Public space misconduct includes, but is not limited to:

- bringing in unauthorized pets or animals,
- shoving, horseplay, play-fighting,
- clustering in groups in ways that impede the movement of students from one place to another,
- making unreasonable and excessive noise,
- obstructing vehicular traffic or pedestrian movement,
- running in hallways,
- running away when a school staff member is asking a direct question or making a direct request to a student, and
- unauthorized presence in any prohibited school area.

IEP (Individualized Education Program): A legal written document required for children who are eligible to receive special education services. The members of the IEP team provide detailed information on children's performance, offer direct support and services to students, set annual goals, and evaluate student's progress on a regular basis.

Illegal Drug: A controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law.

Illegal Substances: Substances, including, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

Instigating: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

Intentional Destruction to Personal or School Property or Vandalism: Damage, destruction, or defacement of property belonging to the school or any individual person.

Interventions: Specific programs, strategies, restorative conferencing protocols, skill-building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs, and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

Leveled Consequences and Interventions: Leveled consequences and interventions communicate an increasing sense of urgency and seriousness to the student and the parent by:

- increasing the degree of involvement and communication for the student and parent as consequences and interventions intensify,
- involving other teachers, student support team members, and/ or administrators in behavioral

conferences and contracts with students and parent, and

- increasing the levels of adult supervision and monitoring of the student through daily check-ins, progress reports, and teacher feedback.

Leveled consequences and interventions move from teacher responses to behavior concerns to more intense and comprehensive interventions and consequences when a) the same behavior becomes chronic; or b) the intensity, frequency, or severity of cumulative behaviors and incidents continues to escalate or c) a single incident warrants Class 2, Class 3, or Class 4 consequence.

Makeup Work: When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up these assignments without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets.

Material Incident of Harassment, Bullying, and/or Discrimination: A single verified incident or a series of related verified incidents where a student is subject to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such a term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property. A Material Incident of Harassment, Bullying and/or Discrimination is the subject of a written or oral complaint to the Superintendent, principal or their designee, or other school employees. Such conduct shall include but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

Non-authorized or Inappropriate Use and Misuse of School Equipment, School Materials, and Electronic Devices:

This includes:

- **Misuse of Technology:** Any situations in which a student or students deliberately tamper with, damage, alter, access, crash, or corrupt the computer or communications system for a class, school or the District resulting in the loss or corruption of information, the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.
- **Computer Misuse:** Any unauthorized or inappropriate use of computers, including the Internet, specific programs, or hacking (i.e., sharing of obscene, pornographic, lewd, or illegal images or photographs, unauthorized use of computers, software, or Internet/intranet accounts, accessing inappropriate web sites).
- **Non-Authorized Use and Misuse of Electronic and Other Devices:** This includes the non-authorized use of any of the following on school premises during the

school hours of any school day: electronic communication devices, cellular phones, pocket pages, laser pointers, personal music devices (Walkman, MP3 players, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Misuse includes, but is not limited to, texting, sexting, blogging, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, and posting on websites. Students may not engage in electronic communication that demeans or ridicules on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other legally protected status (electronic bullying).

Parent: Refers to student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) or any person(s) in a parental or custodial relationship to the student, or the student if he/she is an emancipated minor or has reached 18 years of age.

Persistent: When the same behavior is repeated three to five times or more within a week.

Plagiarism: Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgment.

Poisoning: Putting any substances in another person's food or drink that poisons or contaminates that food or drink, or on a person's body that causes injury or harm, or would likely cause injury or harm, to the person.

Progress Monitoring: Progress monitoring involves the assessment of a student's regular use of desired target behaviors that support improved behavior and academic performance. The process usually lasts for three to six weeks during which the teacher and the student use a tool with an easily measured rating scale to reflect on the students' performance and use of specific behaviors from day to day and week to week.

Reckless Endangerment: Conduct that creates a substantial risk of serious physical injury or death to another person.

Reportable to Police: Certain offenses require police reports while reporting of others depends on whether the activity is considered criminal behavior. Police reports are required when an offense is an illegal offense if illegal or causes injury to persons.

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

Restorative Group Conference: Process in which the offending student or group meets with all parties affected by a high-impact incident in order to share their perspectives, acknowledge the act and its impact on others, and agree on a resolution that will promote healing, repair harm, and restore relationships.

Rules: An explicit set of enforceable regulations or principles that govern or guide conduct. They provide specific instructions

about what to do and not to do in specific contexts; thus, rules are stated using either positive or negative language. Typical school rules provide direction for personal deportment: What you may wear; what you may bring to school; where you can go and when you can go there. Rules foster a sense of order, calm, and purposefulness, prerequisites for establishing a learning-focused culture.

Safe, Civil, Caring, and Supportive Learning Environment:

This phrase is used throughout the Code to name the critical qualities of a learning environment that enable every student to behave responsibly and succeed academically.

School Bus: Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers, and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. Education Law § (1) and Vehicle and Traffic Law §142.

School Function: Any school-sponsored extra-curricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the District, including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other District-sponsored trips. Education Law § 11(2).

School Property: Outside grounds, all structures, and any space 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.

School-wide: Rules, policies, practices, procedures, and routines that involve every student and every staff member during every period of every day.

Serious Bodily Injury: Bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Serious bodily injury will be verified by the school nurse.

Social and Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Stakeholder: A committed member of the Belfast Central School community that includes students, families, all District and school employees, community partners, and invested citizens who reside in the Belfast Central School District.

Student Send-Out: A staff member may send out a student from the classroom or other location when a student behaves in a way that seriously jeopardizes her/his safety or the safety of others. Students are not sent out of the classroom for Class 1 behavior concerns.

Student-Student Mediation: An adult, a student, and adult, or student co-mediators facilitate a mediation to resolve conflicts between two students or a group or groups of students who have engaged in a verbal or physical inter-personal or inter-group conflict with each other.

Student-Teacher Mediated Conference: An adult third party facilitates a conference that will enable the student and teacher involved in a protracted conflict to come to a resolution that involves positive words and actions that repair the relationship, and promote positive student behaviors and supportive adult behaviors.

Student Support Coach: A student support team member (counselor, social worker, psychologist, student behavior specialist, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

Tardiness: Arriving late to school or class. Arriving at school after 8:15 am, arriving to class later than 5 minutes late.

Theft: Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use; Robbery, which includes obtaining or attempting to obtain money, goods, services, or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon; Theft/possession/transfer of stolen goods, which includes the act of possessing or transferring the property of another without the consent of the owner.

Tobacco Infractions: Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, or smokeless tobacco.

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

Unskillful: Unskillful describes some unwanted behaviors that are the result of a student not yet knowing how and when to use desired behavior competently because of developmental delays or lack of practice.

Violent Student: A student under the age of 21 who:

- commits an act of violence upon a school employee, or attempts to do so,
- commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so,
- possesses, while on school property or at a school function, a weapon,
- displays, while on school property or at a school function, what appears to be a weapon,
- threatens, while on school property or at a school function, to use a weapon,

- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property, or at a function,
- knowingly and intentionally damages or destroys school district property.

Weapon: 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, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, sandbag or sand club, loaded or blank cartridges, throwing 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.

Acknowledgment of Reviewing the Code

Please review the Students' Rights and Responsibilities and Classes of Behavior Concerns and Infractions, Interventions, and Consequences with your child. These sections will also be discussed in school at the beginning of the new school year. These policies are an important part of daily student life, supporting a safe, civil, caring, and supportive learning environment and your child's academic success and social and emotional development.

It is essential that the school and family work together to ensure that all students meet the high expectations for behavior established in the Belfast Code of Conduct. This enables students to succeed in school and the community. Your support is vital in this process.

Emergency Response Protocols

Classroom doors must be closed and locked at all times.

In case of an emergency, push the panic button on the back of your door.

Shelter -in-Place	Lockdown	Lockout	Evacuation
Used to limit movement of students and staff while dealing with short-term emergencies.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to evacuate students and staff from the building.
<ol style="list-style-type: none"> 1. Listen for instructions about the situation and your actions. 2. Students in hallways should return to their assigned classroom, if possible. 3. Keep your classroom door closed. 4. Classroom teachers take attendance. 5. All other staff assist students as needed. 6. Listen for updates. 	<ol style="list-style-type: none"> 1. When you hear the lockdown announced, you should move quickly to execute the following actions. 2. If safe, gather students from hallways and common areas near your classroom. 3. Keep your door closed and locked. Barricade if possible. 4. Move students to a safe area in the classroom out of sight of the door. <ol style="list-style-type: none"> a. If your class is on the playground, go to the bus garage. b. If your class is on the athletic fields, go to the lower fields. 5. Leave lights, windows, and blinds as they are. 6. Keep everyone quiet, silence cell phones. **If you hear a real threat, call 911 and stay on the line** 7. Take attendance, if possible. 8. Do not communicate through the door or answer the room phone. 9. Do not respond to P.A. announcements or fire alarms (except if it's a drill) 10. Stay hidden until physically released by <u>law enforcement personnel</u>. 	<ol style="list-style-type: none"> 1. Listen for instructions regarding the situation and your actions. 2. Lock all exterior windows. 3. Leave blinds/lights as they are. 4. Take attendance. 5. After initial instructions listen for updates. 6. Classroom instruction continues as normal. 7. All outdoor activities are terminated. <ol style="list-style-type: none"> a. If your class is on the playground, return to school immediately. b. If your class is on the athletic fields, return to school immediately. 8. Listen for updates. 	<ol style="list-style-type: none"> 1. Listen for instructions about the situation and your actions. 2. Lead students to the designated assembly or announced assembly area. Use a secondary route, if necessary. 3. Bring an attendance list and class roster. 4. Close the classroom door after exiting. 5. Take attendance when safe to do so. 6. If evacuating off-site, take attendance before moving from and upon arrival at the offsite location. 7. Listen for updates.

Ambulance

1. **Call the Main Office** (Mrs. Green)
2. The office will **call 911**.
 - a. Identify which entrance the ambulance should go to upon arrival at the building when calling.
3. The office will initiate a **Hold-in-Place**.
 - a. Keep all students in your room and listen for any further directions.
4. The office will contact any additional support needed for the medical emergency.
5. The Hold-in-Place will be lifted after the ambulance squad has left the building.

Threat of Suicide

1. Under no circumstances should a potentially suicidal youth be left alone or ignored!
2. **Inform the Administrator, Counselor and/or School Psychologist** of the situation and your location.
3. Calmly talk to the student to determine if the student has any life-threatening instruments and/or substances on his or her person.
4. If possible and you can safely do so, calmly remove any such instruments and/or substances from the student and the immediate environment. Do not attempt to do so if it is unsafe or if you meet resistance from the student. Retain item(s) for Administration.
5. After regular school hours call 911 if no administrator is available

CPS Report

1. Any mandated reporter making a hotline report as a Belfast Central employee must complete the **Belfast Central School Child Abuse Hotline Report Summary Form** prior to making the call. (The form contains information that will be requested when making the report. Log on to the BCS web page to access the form if you need a copy- under the employees only tab.)
 - a. After the Hotline call has been made, the Belfast Central School Child Abuse Hotline Report Summary Form must be given to the **Guidance Office** for record keeping.
2. If the Hotline report is accepted, the mandated reporter must also complete the NYS LDSS-2221A report and give the report to the Guidance Office. The Guidance Office will retain a copy of the form and will mail the official form to the Allegany DSS/CPS.

3. If you have made a call as a mandated reporter, inform an administrator immediately.
4. Create a log entry in PowerSchool, identifying whether the report was accepted.

****If you are not sure if you should make a hotline report, talk to an administrator, counselor, or nurse.****

Illegal Substances

1. Any staff suspicious or aware of possession or use of drugs or alcohol by students or visitors (or finding such materials anywhere on campus) will **notify the Administration immediately** upon discovery.
2. Only Administrative staff will contact the suspected student(s) on reasonable suspicion and conduct an appropriate investigation/search.
3. If drugs are found, the Principal or designee will contact law enforcement.
4. Staff is not to get involved further than reporting suspicion and providing for the safety of students. This is to allow for further investigation and not tip off the individual.

Weapons

1. **Notify the Principal immediately** upon discovery.
2. Only the Principal or Administrative Staff will contact the suspected student(s) on reasonable suspicion to conduct an appropriate investigation/search in accordance with district policy and statute.
3. If a weapon is found, turn it into the Administration immediately, only the Principal or designee will contact law enforcement.
4. Staff is not to get involved further than reporting suspicion and providing for the safety of students

Fire Drill

1. ALL fire alarms are treated as REAL EMERGENCIES.
2. Stay calm; stop what you are doing immediately
3. Students are to listen carefully and follow all directions provided by any STAFF or ADULT in the room
4. No talking at all until students and STAFF have returned to the classroom – it is important that we are all quiet, so ADMINISTRATION and/or STAFF

can give directions as needed – students who do not follow this direction will receive disciplinary consequences.

5. DO NOT RETURN TO BUILDING OR ALLOW STUDENTS TO RE-ENTER UNTIL NOTIFIED BY P.A. THAT BUILDING IS SAFE.

Evacuation- On Campus

1. Listen for instructions about the situation and your actions.
2. Use the closest emergency exit and walk your class to the **bus garage**.
 - a. Use secondary route, if necessary.
 - b. Close the classroom door after exiting.
3. **Bring attendance list and class roster.** Take attendance when safe to do so.
4. If you are missing a student immediately report the student to an administrator or office staff member.
5. **Office staff will bring the emergency go bags.**

Off-Site Evacuation

1. Listen for instructions about the situation and your actions.
2. Use the closest emergency exit and walk your class to the **Town Barn on South St.**
 - a. Use secondary route, if necessary.
 - b. Close the classroom door after exiting.
3. **Bring attendance list and class roster.** Take attendance when safe to do so.
4. If you are missing a student immediately report the student to an administrator or office staff member.
5. **Office staff will bring the emergency go bags.**
6. If the evacuation is a **prolonged event**, students will be transported to the **Belfast Town Hall** by school buses.
 - a. Families will be able to pick up students at the Town Hall after showing proper identification and signing their child(ren) out with BCS personnel.

Additional Information for Emergency Situations

Mass Communication with Families

- The **Superintendent or designee** will send out a **mass notification to first responders immediately** and to parents and staff as soon as possible, but only after it is safe to share information.

Traffic Control

- The Belfast Volunteer Fire Department will oversee traffic control in the event of an emergency.

Incident Command

- The primary command center for an incident for school personnel, law enforcement, and first responders will be the **BCS Bus Garage**.
- If the Bus Garage is not safe, the secondary incident command will be in a **mobile command unit** located off school grounds.

Media

- The media will not be permitted in an emergency at Belfast Central.
- All media will be directed to gather at the **corner of Routes 19 and 305**.
- **New York State Troopers** will be responsible for the release of information to the public.
 - The **Superintendent** will oversee **all media releases** by the District during an emergency.

Faculty and staff are not to post information about an emergency incident on behalf of the school district.

The Code of Conduct committee consisted of:

Teresa Heaney (School Counselor)

Jered Heaney (School Safety Officer)

Beth Hazelton (2nd Grade teacher)

Danielle Bainbridge (5th & 6th Grade Science Teacher)

Aran Heaney (MS/HS Social studies)

Jessica Grottanelli (MS/HS Science)

Mark Sullivan (PK – 12 Phys Ed.)

Logan Estabrook (student)

Jenna Hill (student)

Kyle McCumiskey (student)

Richard Bull (Principal 5 – 12)

Acknowledgment of Reviewing the Code

Please review the Students' Rights and Responsibilities and Classes of Behavior Concerns and Infractions, Interventions, and Consequences with your child. These sections will also be discussed in school at the beginning of the new school year. These policies are an important part of daily student life, supporting a safe, civil, caring, and supportive learning environment and your child's academic success and social and emotional development.

It is essential that the school and family work together to ensure that all students meet the high expectations for behavior established in the Belfast Code of Conduct. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed these sections with your child, please sign and return the signed form to your child's teacher. If you do not understand or need help, please call your school principal. Additional copies of this Acknowledgment will be provided to you in the back-to-school communication from your principal(s) for families with children in more than one grade level and/or school.

I understand that the Code of Conduct and the policies and regulations it references apply to all students at all times on all district property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

I have read, understood, and will abide by the Belfast Central School District Code of Conduct with my child. I understand my parent/guardian rights and responsibilities. My child understands her/his rights and responsibilities.

Parent's/Guardian's Name _____

Date _____

Student's Name _____

Date _____

Belfast Central School District
1 King Street
Belfast, NY 14711
585.365-2646
Board of Education (2023-2024)
Superintendent
Dr. Wendy Butler