



Beekmantown High School
Student Handbook
2025-2026
Updated August 2025

District Mission

The mission of the district and its community is to educate every individual to be a quality contributor to society and self.

Student Handbook Table of Contents

- Beekmantown High School Directory..... 7**
 - High School Main Office (518-563-8787)..... 7
 - High School Counseling Office (518-561-4251)..... 7
 - High School Health Office (518-563-8147)..... 7
 - Other Contacts..... 7
- Important Dates..... 8**
- Marking Periods.....8**
- Bell Schedule9**
- BCSD and NYS Minimum Graduation Requirements..... 10**
 - Additional Information..... 11
- Students/Parents/Staff Rights and Responsibilities 11**
 - Student Rights..... 11
 - Student Responsibilities..... 12
 - Parents Responsibilities..... 12
 - Parental Right to Know..... 13
 - Staff Responsibilities..... 14
 1. Teachers..... 14
 2. School Counselors..... 15
 3. Other School Personnel..... 16
 4. Principals/Administrators..... 16
- Attendance Policy.....17**
 - Compulsory Education Under New York State Law..... 17
 - Philosophy..... 17
 - Expectations for Good Attendance..... 17
 - Attendance Categorizations:..... 18
 - Consequences of Excessive Absences, Tardies, Early Departures (ATEDs)..... 18
 - Attendance/Grade Policy..... 19
 - Excused and Unexcused Absences..... 20
 - Categorically Unexcused Absences..... 21
 - Absences Due to Family Vacation..... 21
 - Notification..... 21
- General Information.....22**
 - Academic Intervention Services..... 22
 - Arrival/Dismissal Procedures..... 22



Assemblies.....	23
Backpacks/Drawstring Bags.....	23
Bicycles.....	23
Books, Chromebooks, and other School-Supplied Materials.....	23
Bullying Prevention.....	24
Definitions.....	24
1. Bullying.....	24
2. Cyberbullying.....	24
3. Discrimination.....	24
4. Hazing.....	24
5. Harassment.....	24
Prevention.....	25
Intervention.....	26
Provisions for students who do not feel safe at school.....	26
Incident Reporting and Investigation.....	27
Disciplinary Consequences/Remediation.....	27
Non-Retaliation.....	28
Training.....	28
Dissemination, Monitoring and Review.....	28
Dignity Act Coordinators.....	28
District Dignity Act Coordinator:.....	28
Building Dignity Act Coordinator:.....	28
FAQ: Dignity Act.....	29
Do you want to know about anti-bullying?.....	29
What are the procedures for reporting an incident?.....	29
How do investigations occur?.....	29
Remediation/Discipline/Penalties?.....	30
What if I don't agree with the administrator's decision?.....	31
How will I learn more about the Anti-Bullying Policy and Initiatives?.....	31
Cafeteria.....	31
The Cafeteria Program utilizes a computerized register system:.....	31
Breakfast: Free to all students.....	31
Lunch: Free to all students.....	31
Counseling.....	32
Deliveries for Students During School Hours.....	32
Disciplinary Penalties, Procedures and Referrals.....	32
A. Consequences.....	34



B. Procedures.....	35
1. Detention.....	36
2. Suspension from Transportation.....	36
3. Suspension from athletic participation, extra-curricular activities and other privileges.....	36
4. In-school Suspension/Structured Study Hall.....	37
5. Teacher Disciplinary Removal of Disruptive Students.....	37
6. Suspension from School.....	39
a. Short term (five days or less) Suspension from School.....	40
b. Long term (more than five days) Suspension from School.....	41
Permanent Suspension.....	42
Procedure After Suspension.....	42
C. Minimum Periods of Suspension.....	42
1. Students who bring a weapon to school or possess certain weapons on school property.....	42
2. Students who commit violent acts other than bringing a weapon or possessing certain weapons on school property.....	43
3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom....	43
D. Referrals.....	44
1. Counseling.....	44
2. PINS Petitions.....	44
3. Juvenile Delinquents and Juvenile Offenders.....	44
Alternative Instruction.....	45
Discipline of Students with Disabilities.....	45
Corporal Punishment.....	45
Tobacco and Nicotine Violations - Tiered Approach.....	46
1st Offense:.....	46
2nd Offense:.....	46
3rd Offenses:.....	46
4+ Offenses:.....	46
Repeat Offender Policy.....	47
ISS/SSH Rules.....	47
After School Detention:.....	48
Dismissal Precautions Policy.....	49
Dress Code.....	49
Driving/Parking Privileges.....	51
Electronic Device Policy.....	53



Headphone Policy.....	53
Personal Electronic Devices and Cell Phones.....	53
Consequences for Violating Electronic Device Policy.....	54
Not Permitted.....	54
Emergency Response Drills.....	55
Other Emergency Response Drill Guidelines.....	56
Extra-Curricular Academic Eligibility Policy.....	56
Field Trips/Dances.....	58
Grading/Promotion.....	60
Course Grades.....	60
Quarterly Average.....	61
Repeating Courses.....	61
Promotion.....	61
Doubling Classes.....	61
Health Services.....	62
Homework.....	63
Honor Rolls.....	63
Independent Study.....	63
Internet Use.....	64
Library Media Center.....	64
Resources.....	65
Lockers.....	65
Pass Policy:.....	65
Pass Restriction:.....	66
Personal Records.....	66
Physical Education.....	66
Medical Excuses.....	67
Progress Notices.....	67
Prohibited Student Conduct.....	67
A. Disorderly Conduct.....	68
B. Insubordinate Conduct.....	68
C. Disruption to the Learning Environment:.....	69
D. Engage in conduct that is violent.....	69
E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others.....	70
F. Prohibited Behavior During On School Transportation:.....	71
G. Engage in any form of academic misbehavior.....	71



H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function.....	72
Public Conduct on School Property.....	72
A. Prohibited Conduct.....	72
B. Consequences.....	73
C. Enforcement.....	74
Report Cards.....	74
Reporting Violations.....	74
Schedule Change Procedures.....	75
School Events.....	76
School Property.....	76
School Psychologist.....	76
Visitor-Ware.....	76
Senior Privileges.....	77
Study Hall.....	78
Student Searches and Interrogation (Reference BOE Policy 5300.6).....	78
Student Lockers, Desks and other School Storage Places.....	79
Notification of Searches.....	79
Summer School.....	80
Visitors to the Schools.....	81
School Map.....	82



Beekmantown High School Directory

High School Main Office (518-563-8787)

Mr. Matthew Bezio – Principal

Mr. Justin Frechette - Associate Principal / Administrator of Athletics/Co-Curriculars

Mr. Marcello Reale- Associate Principal

Mr. Dave Manney – Dean of Students

Ms. Ashley Miner – Typist

Ms. Colleen Fairchild – Typist

Ms. Terrie Breyette – Typist

High School Counseling Office (518-561-4251)

Ms. Nichole Christiansen – Counselor (Class of 2029, Freshmen)

Mr. Derek Payne– Counselor (Class of 2028, Sophomores)

Ms. Marie Denis - Counselor (Class of 2027, Juniors)

Ms. Stacey Maggy – Counselor (Class of 2026, Seniors)

Ms. Jenna Reil – Psychologist

High School Health Office (518-563-8147)

Ms. Kim Chamberlain - School Nurse

Other Contacts

Mr. Justin Frechette - Associate Principal / Administrator of Athletics/Co-Curriculars (518-563-8092)

Ms. Roxann Barnes – Cafeteria Manager (518-563-8685)

Ms. Renee Gangwer – Librarian (518-563-0041)

Ms. Polly Tavernia – Asst. Supt. of Special Services (518-563-0757)

Mr. Corey Beaudet - Transportation Supervisor (518-563-8257)

Mr. Daniel Noonan - Superintendent of Buildings & Grounds (518-561-4882)

Ms. Polly Tavernia - Title IX Officer (518-563-0757)

Mr. Dave Manney - District DASA Officer (518-563-8787)

Mr. Matthew Bezio - High School DASA Officer (518-563-8787)

Important Dates

A printable 2025-2026 school calendar can be found [here](#), while on the district website calendar can be found [here](#).



September 1st	No School - Labor Day
September 2nd and 3rd	Superintendent's Days
September 4th	First Day of School
October 13th	No School - Indigenous Peoples Day
November 11th	No School - Veterans Day
November 25th	No School - Parent Conferences
November 26th-28th	No School - Thanksgiving Break
December 22nd - January 5th	No School - Holiday Break
January 5th	No School - Superintendent's Day
January 19th	No School - Martin Luther King Day
January 20th-23rd	January Regents Exams
February 16th-20th	No School - February Break
March 20th	No School - Superintendent's Day
April 6th - April 10th	No School - Spring Break
May 25th	No School - Memorial Day
June 12th, 15th, 16th	Final Exams
June 9th, 10th, 17th-26th	Regents Exams
June 19th	No School - Juneteenth
June 26th	Graduation

Marking Periods

5 Week Progress Reports 1 st Quarter Ends	October 3rd November 7th
15 Week Progress Reports 2 nd Quarter Ends	December 12th January 30th
25 Week Progress Reports 3 rd Quarter Ends	March 6th April 17th
35 Week Progress Reports 4 th Quarter Ends	May 22nd June 26th

Bell Schedules



Class Period Schedules

Period	Regular Day (M-Th)	Regular Day (Fri)	2-Hour Delay (M-Th)	2-Hour Delay (Fri)	Activity Days	Early Release Day (Period)	Early Release Day (Time)
1st	7:25-8:16	7:25-8:11	9:25-10:01	9:25-9:57	7:25-7:57	1st	7:25-7:45
2nd	8:19-9:05	8:14-8:56	10:04-10:37	10:00-10:28	8:00-8:32	2nd	7:48-8:05
3rd	9:08-9:54	8:59-9:41	10:40-11:13	10:31-10:59	8:35-9:07	3rd	8:08-8:25
4th	9:57-10:43	9:44-10:26	11:16-11:49	11:02-11:30	9:10-9:42	4th	8:28-8:45
5th	10:46-11:32	10:29-11:10	11:52-12:25	11:33-12:01	9:45-10:17	8th	8:48-9:05
6th	11:35-12:21	11:13-11:54	12:28-1:01	12:04-12:32	10:20-10:52	9th	9:08-9:25
7th	12:24-1:10	11:57-12:38	1:04-1:37	12:35-1:03	10:55-11:27	5th	9:28-9:45
8th	1:13-1:59	12:41-1:23	1:40-2:13	1:06-1:35	11:30-12:02	6th	9:48-10:05
9th	2:02-2:49	1:26-2:07	2:16-2:49	1:38-2:07	12:05-12:37	7th	10:08-10:25
After School	2:57-4:57	2:15-4:15	2:57-4:57	2:15-4:15	12:37-2:07		

LUNCH/ELT SWITCH TIMES

Period 5	11:09	10:49	12:09	11:47	10:01		
Period 6	11:58	11:33	12:45	12:18	10:36		
Period 7	12:47	12:17	1:21	12:47	11:11		

BCSD and NYS Minimum Graduation Requirements



Advanced Regents Diploma	Regents Diploma	Local Diploma Safety Net for Students with Disabilities
<p>Course Requirements:</p> <ul style="list-style-type: none"> Students must earn the following course credits in order to graduate with an Advanced Regents Diploma: <ul style="list-style-type: none"> English 4 Social Studies 4 Math 3 Science 3 World Languages 3 Art/Music/Tech 1 Health 0.5 Phys. Ed 2 Electives 1.5 <p>TOTAL CREDITS 22</p> <p>Testing Requirements:</p> <ul style="list-style-type: none"> Regents examinations listed below: <ul style="list-style-type: none"> - English - Global History - US History - Algebra I - Geometry - Algebra II - Two Science Exams - LOTE 	<p>Course Requirements: Students must earn the following course credits in order to graduate with a Regents Diploma:</p> <ul style="list-style-type: none"> English 4 Social Studies 4 Math 3 Science 3 World Languages 1 Art/Music/Tech 1 Health 0.5 Phys. Ed 2 Electives 3.5 <p>TOTAL CREDITS 22</p> <p>Regents or Advanced Regents Diploma with Math Mastery and/or Science Mastery designation: In addition to the same course and testing requirements, a score of 85 or better on each of three Regents' exams taken in the subject area.</p> <p>Testing Requirements: Regents examinations listed below:</p> <ul style="list-style-type: none"> - English - Global History & Geography - U.S. History & Government - One Math Exam - One Science Exam 	<p>Course Requirements: Students must earn the following course credits in order to graduate with a Local Diploma:</p> <ul style="list-style-type: none"> English 4 Social Studies 4 Math 3 Science 3 World Languages 1 Art/Music/Tech 1 Health 0.5 Phys. Ed 2 Electives 3.5 <p>TOTAL CREDITS 22</p> <p>Testing Requirements: State exams required for a local diploma are the same as for a Regents diploma.</p> <p>A. Students may score a 55 or above on one or more of the 5 required Regents' exams.</p> <p>B. The Compensatory Safety Net allows students to score between a 45 and a 54 on any Regents' exam except ELA and Math as long as they have a corresponding score of 65 or greater on another exam.</p>

Additional Information

A 65 is the minimum passing grade, 85-89.99 average is Honor Roll, 90-94.99 average is High Honor Roll and 95 and above is High Honor Roll with Distinction.



A student may earn a maximum of 6 1/2 units of credit for either a Regents or Advanced Regents diploma without completing units of study of each unit of credit if:

- Based on the student's past academic performance, the Superintendent, or his designee, determines if the student will benefit academically by exercising this alternative.
- The student achieves a score of at least 85 percent, or its equivalent as determined by The Commissioner, on a State developed or State approved examination.
- The student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the principal, in the subject matter area; and
- The student attends school, or receives substantially equivalent instruction elsewhere, in accordance with section 3204 (2) of the Education Law, until the age of sixteen, pursuant to sections 3204 and 3205 of the Education Law.

All graduating seniors are required to participate in graduation rehearsal to be eligible to participate in the graduation ceremony.

Students/Parents/Staff Rights and Responsibilities

Student Rights

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

1. Take part in all district activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression) or sexual orientation or disability.
2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner, and does not disrupt the educational process.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
6. To be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines; and
 - d. School and classroom rules and expectations regarding behavior.

Student Responsibilities

All district students have the responsibility to:



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

Parents Responsibilities

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative justice approach.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.



4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Tell school officials about any concerns or complaints in a respectful and timely manner.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

Parental Right to Know

Parents/legal guardians have the right to request information about the professional qualifications of their child's classroom teachers and paraprofessionals, including: Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; whether the child is provided services by paraprofessionals and, if so, their qualifications. This includes whether the teacher has state certification for the classes being taught; and information regarding the State-mandated annual professional performance review (APPR) effectiveness scores and final ratings of the teacher(s) and Principal assigned to their child for the current school year. To inquire about or obtain this information, call the District Office at 518-563-8250, extension 5501, and request to speak with the Secretary to the Superintendent. Alternatively, to inquire about or obtain this information, write a letter to the Principal of your child's school.

Staff Responsibilities

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students do not meet expected standards of behavior or violate the school rules and policies. Concerns about safety and



school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury).

1. Teachers

To achieve this goal, all district teachers are expected to:

- a) 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, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.
- b) Be prepared to teach.
- c) Demonstrate interest in teaching and concern for students and student achievement.
- d) Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
- e) Maintain confidentiality in conformity with federal and state law.
- f) Communicate to students and parents:
 - i. Course objectives and requirements
 - ii. Marking/grading procedures
 - iii. Assignment deadlines
 - iv. Expectations for students
 - v. Classroom behavior and consequences plan.
- g) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- h) Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
- i) Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- j) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.



k) Be open to active participation in resolving conflicts through a restorative process.

2. School Counselors

- a) 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, sexual orientation, gender (including gender identity and expression) or sex.
- b) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- c) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- d) Regularly review with students their educational progress and career plans.
- e) Maintain confidentiality in conformity in accordance with federal and state law.
- f) Provide information to assist students with career planning.
- g) Encourage students to benefit from the curriculum and extracurricular programs.
- h) Make known to students and families the resources in the community that are available to meet their needs.
- i) Participate in school-wide efforts to provide adequate supervision in all school spaces.
- j) Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- k) Address personal biases that may prevent equal treatment of all students.
- l) Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
- m) Be open to active participation in resolving conflicts through a restorative process.

3. Other School Personnel

- a) 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, sexual orientation, gender (including gender identity and expression) or sex.
- b) Maintain confidentiality in accordance with federal and state law.



- c) Be familiar with the code of conduct.
- d) Help children understand the district's expectations for maintaining a safe, orderly environment.
- e) Participate in school-wide efforts to provide adequate supervision in all school spaces.
- f) Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- g) Address personal biases that may prevent equal treatment of all students.
- h) Be open to active participation in resolving conflicts through a restorative process.

4. Principals/Administrators

- a) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity and expression or sex.
- b) 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.
- c) Maintain confidentiality in accordance with federal and state law.
- d) Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
- e) Support the development of and student participation in appropriate extracurricular activities.
- f) Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
- g) Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
- h) Participate in school-wide efforts to provide adequate supervision in all school spaces.
- i) Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- j) Address personal biases that may prevent equal treatment of all students and staff.



- k) Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
- l) Verify on an annual basis that student rights, responsibilities, and code of conduct have been explained to all students. This process is conducted via ParentSquare where parents/guardians electronically sign as receipt of the document.
- m) Be open to active participation in resolving conflicts through a restorative process.

Attendance Policy

Compulsory Education Under New York State Law

School age minors, ages six to 16, must attend school regularly and for the entire time school is in session. The compulsory education law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education. A child who turns 16 years of age during a school year must continue to attend school until the end of the school year. According to state law, the school year begins July 1st.

Philosophy

Every student has a right to educational opportunities that will help develop his or her fullest potential. Regular attendance maximizes the student's interaction with his or her teachers and peers, contributes to increased academic achievement and is a prime factor in school success.

Successful implementation of any attendance policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators, and support staff.

Expectations for Good Attendance

Good attendance, along with good instruction, enables a student to:

- Learn subject matter and earn good grades
- Develop responsible work and study habits, and
- Prepare for the world of work

Under the New York State Education Law, parents are responsible for the regular attendance of their children.

Attendance Categorizations:

Satisfactory Attendance: Chronic Absence: Students who are absent more than 10% of the school year (more than 18 absences in a year, 8% or 14 absences for high school). Emergency Attendance Situation:



Satisfactory Attendance: Students who are absent less than 5% of the school year (9-10 absences in total for the year). **Attendance Concerns:** Students who are absent more than 5% of the school year (more than 9 absences).

Attendance Concerns: Students who are absent more than 5% of the school year (more than 9 absences)..

Chronic Absence: Students who are absent more than 10% of the school year (more than 18 absences in a year, 8% or 14 absences for high school)

Emergency Attendance Situation: When a student is absent more than 20% of the school year (20 absences in High School, as there is a risk of failure and 27 absences or more in all other school buildings).

****Students who are absent more than 10% of the school year are at serious risk of lower reading and math levels as well as dropping out of school.**

Students exceeding the allowable number of absences will attend a hearing with the parent/guardian, teacher, school counselor, head teacher, dean of discipline, and/or principal to make a determination relative to our attendance guidelines, along with being signed into an attendance contract with absences beyond 10 days. These contracts may include possible solutions to chronic absenteeism, next steps, possible restrictions for school related activities and the school day, along with other appropriate interventions to improve attendance (PINS, PSAF, Justice Referral, Attendance Mediation).

Consequences of Excessive Absences, Tardies, Early Departures (ATEDs)

Designated staff members will contact the student's parent(s)/guardian(s) and the student's guidance counselor in the event that a student's record reveals excessive ATED's, excused and/or unexcused. Excessive ATED's is defined as 18 ATED's in a school year and/or nine (9) in a semester. Such staff members shall remind parents/guardians of the attendance policy, explain the ramifications of excessive ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation. Interventions outlined in the district's Multi-tiered System of Supports (MTSS) plan will be implemented.

Unexcused ATEDs may result in disciplinary action consistent with the district's code of conduct. Depending on the specific circumstances, those penalties may include, for example, detention, mandatory attendance at homework lab, or denial of the privilege of participating in or attending co-curricular events (ex: driving, dances, senior privileges), a referral to a student support/child study team, a referral for counseling services, or a referral to Preventive Services For Adolescents and Families (PSAF)/ Preventive School Agency Partnership (PSAP)/Person in Need of Supervision (PINS) petition. However, absences related to homelessness shall not result in negative consequences where the district determines that it would be in the best interests of the student in retaining the student in school.



In addition, a designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and advise the Building Principal.

Attendance/Grade Policy

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, each marking period a student's final grade may be based on classroom participation as well as student performance on homework, tests, papers, projects, etc. Please reference [BOE Policy 5100 Attendance](#).

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs may affect the percentage of a student's class participation grade relative to the whole grade for the marking period. Students with properly excused ATEDs may make up the work for each ATED, with a minimum of three (3) days allowed for each. Those ATEDs will not count toward the minimum attendance standard.

To ensure that parents/guardians and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parent(s)/guardian(s) by telephone and mail at appropriate intervals prior to the student reaching five (5), ten (10), and fifteen (15) unexcused ATEDs. Interventions outlined in the District's Multi-tiered System of Supports (MTSS) plan will be implemented.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity, may arrange with their teachers to make up any work missed with a minimum of three (3) days allowed for each. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work. Students missing school for an extended time (more than two days) due to illness or family emergency may have class assignments collected by making arrangements with the counseling office.

Excused and Unexcused Absences

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved by the appropriate building administrator (including, but not limited to, absences due to circumstances related to homelessness).



All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the parent's/guardian's responsibility to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

For purposes of granting grade level promotion, there is no differentiation between excused and unexcused absences. However, excused absences with medical documentation will be considered at an attendance hearing.

All notes must be submitted within 5 days of absence; submit notes promptly and prior to first period class, or the absence will be documented as unexcused. Per district policy [Attendance \(5110-E.2\)](#): **up to 5 days may be excused by parent note(s), and only for medical excuses.**

Any medical absence greater than 5 days requires a note from a physician, counselor, dentist or other health professional office. A statement with a medical appointment is sufficient. Additionally, students with 5 days of consecutive absence for medical reasons must provide an appropriate medical note that states reasons for why the student can't attend school and/or suggests support the school may provide for the student to attend.

After reaching 5 total unspecified medical notes, specific medical documentation and communication between the school nurse medical office is required.

Students who will be absent beyond 10 days will need to contact the Building Principal or designee for possible homebound/hospital tutoring/STEAP paperwork completed and returned to the school nurse to ensure academic support during a severe medical situation. This will also ensure that the school district has all necessary information.

Homebound instruction is a service provided to students who are unable to participate in their usual educational setting, at home or in a hospital or other institution for the treatment of children (other than a school), due to temporary or chronic illness or injury for physical, mental or emotional reasons. Homebound instruction is provided to students anticipated to be unable to attend school in person for at least ten days during a three-month period, as documented by the student's treating healthcare provider (who is licensed or authorized to provide diagnosis under Title 8 of the Education Law).

Parents/guardians must make a request for homebound instruction to the district's Medical Director or designee. Such a request must include written medical verification from the student's treating healthcare provider (who is licensed or authorized by the state to provide diagnosis), and consent for the Medical Director or designee to contact the treating healthcare provider. The Medical Director will review the request, and may contact the treating healthcare provider to obtain additional information. The Medical Director must notify the parent/guardian of the district's approval or denial within five school days after receiving the written medical verification. The parent may appeal denials to the Board of Education within ten school days of receiving the denial notification. If the request is approved, or if the request is denied and an appeal is pending



before the Board, the district will provide instructional services within five school days after receiving notification of the student's medical condition or request for homebound instruction.

Students who are excessively absent may be referred to outside agencies such as PSAF, PINS, or CPS to improve attendance.

Categorically Unexcused Absences

Unlawful Detention: This occurs when a student is absent with the knowledge or consent, stated or implied of the parent/guardian, for other than legal reasons. Such absences as the following come under this heading: "visiting", "vacation", "shopping", "babysitting", "work", "overslept", etc.

Truancy: Students not in attendance for other than legal reasons, and without the knowledge of the parent, shall be considered truant. Truancy and unlawful detention are violations of law under the New York State Family Court Act.

Absences Due to Family Vacation

While some family vacations may be educational in nature, extended absence for this reason may create an academic burden for the student and should be minimized. We do, however, realize that family schedules cannot always be matched with the school calendar. Advance notice of the absence and collection of work which will be missed is imperative. It is important to keep the district's attendance policy in mind when making such decisions: **absences due to family vacation are counted as unexcused absences.**

Board Approved Attendance Policy 5100 - found [here](#).

Board Approved Student Attendance Exhibit 5100-E.2 - found [here](#).

Notification

Parents will receive attendance notification letters at 5, 10, 15 days and/or class periods of absences. Letters will be generated from unexcused and excused absence history, unless noted by a physician. The first letter is an attempt to deter students who may become an attendance concern. Students with more than 10 absences must attend a mandatory attendance hearing with the Associate Principal, Dean of Students and school counselor to improve attendance. Parents may call the office at (518) 563-8787 to change their hearing date and/or time, but multiple attempts to change a hearing will be noted as a refusal to attend. Refusing to attend an attendance hearing may result in referral to outside agencies in order to improve attendance concerns.

Board Approved First, Second and Third Notifications of Excessive Absences and Truancies Exhibit 5100-E.1 - found [here](#).

Board Approved Attendance Brochure 5100-E.3 - found [here](#).



General Information

Academic Intervention Services

The district is required to provide academic intervention services to students who have been identified as falling below the state learning standards in English/language arts, mathematics, social studies and/or science based on New York State Assessments (3-8 Testing and Regents). Such services may include additional instruction and/or student support services such as guidance, counseling and study skills.

Arrival/Dismissal Procedures

Any student who desires to travel home other than by his/her regular transportation procedure, must have a written request from the parent/guardian. Such requests should be presented to the high school office for confirmation prior to the end of the 1st period.

Students are not to be in the building before the official beginning of the school day. Students are discouraged from arriving early, as supervision is not available. Students arriving before 7:13 AM must wait outside.

High school students are expected to go directly home at dismissal unless taking part in a supervised activity. No student is permitted inside the building without a supervising adult. Any student found in the building after dismissal, without supervision, will be asked to leave immediately.

For students getting dropped off or dismissed from school during regular bus arrival and departure, all drivers must go through the student parking lot and drop/pick up at the flagpole by the elementary school playground / athletic complex entrance.

Assemblies

At various times during the year, assemblies are held for the appreciation and enjoyment of the student body. Students are expected to behave in a polite and respectful manner. It is important that visitors leave with a positive feeling about our school and our accomplishments. The privilege to attend assemblies is not guaranteed; it is earned by the demonstration of appropriate and acceptable behavior. Students will not be permitted to bring food, drink or book bags to assemblies held in the auditorium.

Backpacks/Drawstring Bags



Students are only permitted to use a backpack to transport school related items to and from school. Backpacks are not permitted during the school day and **MUST** remain in student lockers.

Students who have oversized bags for authorized school activities must report to the High School Office to arrange for storage of their bag(s).

Students may use bags to carry school supplies and personal belongings throughout the day provided that the bag does not exceed 10 inches on its longest dimensions.

Bicycles

Racks are provided for parking bicycles. Bikes should be locked securely. The school cannot guarantee their safety. The use of skateboards and rollerblades are prohibited on school property unless it is in connection with an intramural program.

Books, Chromebooks, and other School-Supplied Materials

The school provides students with books free of charge; however, students will be charged for lost, stolen, or damaged books. Problems regarding books should be reported to the appropriate teacher immediately. It is recommended that books be covered for better protection. Students are individually responsible for the books assigned to them.

This same accountability applies to other assigned school materials; i.e., Chromebooks, calculators, library books, etc. Invoices will be sent via mail to student/families for lost/damaged school issued materials. Please see the [Acceptable Use Policy](#) for further information.

Students are expected to arrive at class with books, Chromebooks, paper, pencils and any other materials required by the teacher. Repeated violations of this regulation may result in charges of insubordination/referrals.

Please also reference the Link to district policy: [BCSD AUP](#)

Bullying Prevention

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



To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which creates or can be reasonably expected to create a material and substantial interference with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

1. Bullying.

Bullying, under the amended Dignity for All Students Act, has the same meaning as harassment (see below). The accompanying regulation provides more guidance regarding the definition and characteristics of bullying to help the school community recognize the behavior.

2. Cyberbullying.

Cyberbullying is defined as harassment (see below) through any form of electronic communication.

3. Discrimination.

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).

4. Hazing.

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

5. Harassment.

Harassment has been defined in various ways in federal and state law regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The



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

Race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as but not limited to braids, locks, and twists),

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

For the purpose of this definition the term “threats, intimidation or abuse” includes verbal and non-verbal actions.

In some instances, bullying or harassment may constitute a violation of an individual's civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

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

Prevention

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

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

In order to implement this program the Board will designate at its annual organizational meeting a Dignity Act Coordinator (DAC) for each school in the district. One of the DAC's will be designated as the district-wide coordinator whose responsibilities are described in the accompanying regulation. The role of each DAC is to oversee and enforce this policy in the school to which they are assigned.



Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to report it in accordance with this policy, refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who do not feel safe at school

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the Building Principal or DAC. The Building Principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Incident Reporting and Investigation

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to make an oral report to building principal or DAC within one school day and to fill out the district reporting form within two school days. Staff who are unsure of the reporting procedure are expected to ask their supervisors how to proceed. District employees may



be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, **[0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]** and the district's Code of Conduct. The Building Principal will prepare an annual report for the Superintendent based on complaints filed.

An equitable and thorough investigation will be carried out by DAC or Building Principal in accordance with the accompanying regulation. In addition, the results of the investigation will be reported back to both the target and the accused as specified in the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy. Verified bullying incidents that meet the criteria established by the state will be included in the statewide reporting system when applicable, in accordance with law and regulation.

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

Disciplinary Consequences/Remediation

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

Consequences for a student who commits an act of bullying will be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with the district's Code of Conduct. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

Non-Retaliation

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

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, the districtwide DAC and the District Professional Development Team will incorporate training to support this program in new



teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. The DACs will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Dissemination, Monitoring and Review

This policy, or a plain language summary, will be published in student registration materials, student, parent and employee handbooks, and posted on the district’s website. A bullying complaint form will be available on the district’s website. The district will ensure that the process of reporting bullying is clearly explained to students, staff and parents on an annual basis.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The district will ensure that reporting of information to the public in conjunction with this policy will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Dignity Act Coordinators

The Dignity Act Coordinator(s) are as follows:

DASA Building Coordinator - Building Principal/Associate Principal (Beekmantown High School)
DASA District Coordinator - Building Principal/Associate Principal
Substitute DASA District Coordinator

The Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences. Please reference BOE Policy [0115-R Student Harassment and Bullying Prevention and Intervention Regulation](#)



FAQ: Dignity Act

Do you want to know about anti-bullying?

The School Board of the Beekmantown Central School District has established an Anti-Bullying Policy for all Beekmantown Central School District students and staff that prohibits bullying and harassment – **by anyone, to anyone!**

What are the procedures for reporting an incident?

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to the Building Principal, the Building Principal's designee, or the Dignity Act Coordinator as soon as possible after the incident so that it may be effectively investigated and resolved. The district will also make a bullying [DASA Complaint Form](#) available on its website to facilitate reporting. The district will collect relevant data from written and verbal complaints to allow for systematic reporting.

Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to orally report it to the Building Principal or Dignity Act Coordinator within one school day and to fill out the district reporting form within two school days. Staff who are unsure of the reporting procedure are expected to ask their supervisors how to proceed. District employees may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains. A report may be made anonymously, using the by going to the school website at www.bcsdk12.org and clicking on the DASA tab. Or clicking the link below to access the [DASA Complaint Form](#)

How do investigations occur?

The district will thoroughly, promptly and equitably investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

In order to assist investigators, individuals should document the bullying as soon as it occurs and with as much detail as possible including: the nature of the incident(s); dates, times, places it has occurred; name of perpetrator(s); witnesses to the incident(s); and the target's response to the incident.

The principal/designee or the appropriate area/district administrator will take specific steps to investigate all complaints of bullying. The principal/designee or the appropriate area/district administrator will initiate an investigation of all reports of bullying within three days (3) school days and every investigation will be completed within twenty (20) school days after its initiation. This timeline can be adjusted based on extenuating circumstances.



What are the *Remediation/Discipline/Penalties*

Any individual who violates this policy by engaging in bullying will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling;
- Parent conferences; or
- Student treatment or therapy.

Environmental remediation may include, but is not limited to:

- No Contact Agreement
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the Code of Conduct (5300), the Extra Curricular/Co Curricular Code of Conduct Rules & Regulations for Participants (5280-R), and applicable law using a restorative practices approach as appropriate. In cases involving multiple confirmed violations of the Dignity Act, the most immediate and severe consequence may be appropriate.

What if I don't agree with the administrator's decision?

You have a right to appeal. If the resolution is not satisfactory to you, the parent/guardian, student, or employee, you have the right to appeal within twenty (20) days of the completion of investigation. You can access the appeal form by clicking the following

[DASA Appeal Form](#)



How will I learn more about the Anti-Bullying Policy and Initiatives?

Training needs in support of this bullying prevention and intervention program will be reflected in the district's annual professional development plan, new teacher orientation, in curriculum and will be considered in the budget process. The DAC(s), administrative employees and other staff, such as counselors or social workers who have specific responsibilities for investigating and/or resolving complaints of bullying will receive yearly training to support implementation of this policy, regulation and on related legal developments.

Cafeteria

The Cafeteria Program utilizes a computerized register system:

- Students scan their student access card or enter their student identification number as they approach the register. This will bring up their account.
- Money put on account will be used for snacks only, unless it is accompanied by a note from a parent or guardian denying permission for snack items to be purchased with prepayment money.
- Cash or checks can be handed directly to the cashier. Include the student's name on the check and make checks payable to: BCSD School Meals Program.
- The information regarding free or reduced price meal status is securely contained within the system and transactions are processed the same way for all students.
- Credit balances at the end of the year will carry over to the next year.

Breakfast: Free to all students.

Breakfast is served from 7:15 am until approximately 10:45 a.m. Students are expected to eat breakfast upon arrival prior to going to their lockers and then to class. With teacher permission, and use of a gray pass, students may get breakfast during class or their study hall until the end of 4th period.

Lunch: Free to all students.

All students will eat lunch at school. No off-campus privileges will be issued for the lunch period. Students are expected to clean up after themselves and follow all school rules in the cafeteria. Disruptive behavior may result in temporary or permanent exclusion from the dining area or other consequences.

Counseling

High School Counselors are available to help students gain optimum benefit from their school experience. Counselors meet with students individually and in groups to discuss concerns, plans, and achievements and are available to assist students build skills in decision-making and



interpersonal relationships when appropriate. The school counselor will also work with students on goal-setting and toward success in their post-high school plans.

Parents are encouraged to contact the Counseling Office (518-561-4251) with any questions or concerns related to student progress. Counselors collaborate with teachers, parents, administrators, learning specialists, the school psychologist, the school nurse, and outside agencies to work toward positive results regarding student issues. The Beekmantown Central School District has an established memorandum of understanding with outside agencies, for example Champlain Valley Family Center and Behavioral Health Services North, and these agencies may be called upon to provide additional supports for our students.

The Counseling Office has information available including college catalogs, educational pamphlets, and various programs available to students and also has computers and programs that students can access to explore colleges and careers.

Deliveries for Students During School Hours

Students are not allowed to order food or drinks from outside vendors for consumption or delivery during school hours (7:15 am-3:00 pm). Students will not be called from class to retrieve food from area restaurants. Delivery of clothing, sporting, school materials, etc. can be dropped off at the Attendance Office. Students will be called out of study halls or lunch to retrieve their items. The High School Office staff will not be held responsible for student belongings left in the office area at any time.

Disciplinary Penalties, Procedures and Referrals

The discipline of students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

Understanding discipline as a “teachable moment” is also fundamental to a effective approach to discipline with the ultimate goal of teaching pro-social behavior. The board authorizes restorative justice practices to be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and re-entry circles to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

The main principles of restorative justice are valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.



Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

Understand why the behavior is unacceptable and the harm it caused;

- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future;
- and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.
- Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

Utilizing traditional punishments in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize restorative justice practices where appropriate in addressing student disciplinary issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

Consequences, and if needed discipline, are most effective when they deal directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Consequences and disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary



consequence, school personnel authorized to impose disciplinary consequences will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.
7. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff are empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to their disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Consequences

Practices which allow educators to address disciplinary matters as opportunities for learning are encouraged by the Board. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time, and ensuring the safety of all students and staff.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with disciplinary issues.



The list below, in conjunction with restorative practices, will be utilized to determine consequences.

1. Oral warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges - any member of the district staff
2. Written warning - bus drivers, hall and lunch monitors, coaches, school counselors, teachers, Principal, Superintendent
3. Written notification to parent - bus driver, hall and lunch monitors, coaches, school counselors, teachers, Principals, Superintendent
4. Detention - teachers, Principal, Superintendent
5. Suspension from transportation - Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation - coaches, administrators, Principal, Superintendent, Administrator of Athletics
7. Suspension from social or extracurricular activities - activity director, school administrator, Principal, Superintendent
8. Suspension of other privileges - Principal, Superintendent,
9. In-school suspension - Principal, Superintendent, school administrators
10. Removal from classroom by teacher - teachers, Principal, administrators
11. Short-term (five days or less) suspension from school - Principal, Superintendent, Board of Education
12. Long-term (more than five days) suspension from school – Superintendent, Board of Education
13. Permanent suspension from school – Superintendent, Board of Education
14. Recommendation of an arrest - Principal, Superintendent, Board of Education and School Resource Officer
15. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged inappropriate behavior and must investigate, to the extent necessary, the facts surrounding the alleged misbehavior. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.



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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified and the student has appropriate transportation home following detention. If there is parental objection, the consequences will be served the next day.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misbehavior to the building Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Director of Transportation, Building Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Director of Transportation, Building Principal or the Principal's designee to discuss the conduct and the consequences involved.

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

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the consequences involved. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences. This is also reflected in the Co-Curricular Handbook

4. In-school Suspension/Structured Study Hall



The Board recognizes the school must balance the needs of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes school administrators, Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in 'in-school suspension.' The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the consequences involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term 'time out' in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a school counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social and emotional behavior. Examples of these include using affective statements, using effective questions, establishing relationships with students, giving positive directives that state expectations, and giving positive and specific feedback etc.

On occasion, a student's behavior may become too disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.



A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. The teacher must contact parents/guardians to discuss the incident.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the students a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.



The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

Suspension from school is a severe consequence, which may be imposed only upon students who are severely insubordinate, disorderly, violent, or severely disruptive, or whose conduct otherwise endangers the safety, health or welfare of others, or whose physical or mental condition endangers the health, safety, or welfare of themselves or of other students.



Suspensions will be used to the degree necessary to promote improve student behavior, maximize student attendance and ensure the safety and education of other students.

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the district.

a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the 'suspending authority') proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misbehavior the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.



The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of the decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

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

The Superintendent will personally hear and determine the proceedings or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board, that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within thirty (30) business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances preclude them from doing so. The Board may adopt in whole or in part the decision of the



Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

Procedure After Suspension

The Board, through the appeals process, may condition a student's early return from a suspension on the student's voluntary participation in restorative conference, reentry circles, counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing. However, if the student violates the agreed-upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school or possess certain weapons on school property.

Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death 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 consequence, the Superintendent may consider the following:

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

A student with a disability may be suspended in accordance with the requirements of state and federal law.



2. Students who commit violent acts other than bringing a weapon or possessing certain weapons on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, shall be subject to suspension from school for at least one-day. If the proposed consequence is the minimum one-day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one-day. 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 teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed consequence is the minimum one-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Counseling Office shall handle all referrals of students to counseling.



2. PSAF (Preventative Services for Adolescents and Families)

3. 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 he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Being ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Engaging in prostitution in violation of Penal Law §230.00 (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee); or
- d. Appearing to be a sexually exploited child under Social Services Law §447-a(1)(a), (c), or (d), but the student must consent to filing the PINS petition.

For items ‘a’ and ‘b’ above, when filing the petition, the district must describe the diversion efforts it has undertaken or services provided to the student, and the grounds for concluding the allegations cannot be resolved without the petition.

4. Juvenile Delinquents and Juvenile Offenders

For students found to have brought either a weapon (defined in 18 USC §930(g)(2) or firearm (defined in 18 USC §921), the Superintendent may make the following referrals:

a. To the County Attorney for a juvenile delinquency proceeding before the Family Court:

All students under age 16, except student age 14 or 15 who qualify for juvenile offender status under the Criminal Procedure Law 1.20(42).

b. To the appropriate law enforcement authorities:

All students age 16 or older, and all students age 14 or 15 who qualify for juvenile offender status under Criminal Procedure Law 1.20(42).

As a reminder, a dangerous weapon under 18 USC §930(g)(2) is: any weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except for a pocket knife with a blade less than 2½ inches long. A firearm under 18 USC §921 is: any weapon which will, or is designed to, or may readily be converted to expel a projectile by an explosive; or the frame or receiver of such weapon, or any firearm muffler or silencer; or any destructive device (e.g., bomb, grenade, rocket missile, mine, etc.); however this does not include antique firearms (e.g., those from 1898 or prior, or certain replicas).

“The district may take other actions to assist students in managing their behavior, including referrals to or partnership with community resources.”



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. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board expects that this will be a sparingly used option and staff will employ conflict resolution meetings, restitution to those harmed, and group, classroom, or community circles as appropriate for a particular student. Restorative justice practices will be considered first in dealing with disciplinary issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP.

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.

Corporal punishment does not include the use of physical restraint to protect the student, another student, teacher or any other person from physical injury, when alternative procedures and methods not involving the use of physical restraint cannot reasonably be employed to achieve these purposes.

Physical restraint will not be used to prevent property damage, except in situations where there is imminent danger of serious physical harm to the student or others, and the student has not responded to positive, proactive intervention strategies.

The authorized use of timeout and physical restraint is addressed in policy 4321.8 and regulation 4321.8-R.

Tobacco and Nicotine Violations - Tiered Approach

1st Offense:

- Students are referred for an assessment with Champlain Valley Family Center (CVFC) prevention counselor.
 - It is the expectation that the student follows through with any recommendations resulting from this assessment including, but not limited to tobacco/nicotine



education programming, prevention counseling, and referrals to other community agencies.

- 1 Session with school counselor to refocus school connection and academics.
- 10 Lunch Detentions.
- 5 After School Detentions.
- 2 Weeks Pass Restriction.
- Possible additional consequences per administration (i.e ISS/SSH).
- Random Searches.

2nd Offense:

- Students are referred back to CVFC Prevention to confirm successful completion of 1st Offense programming and recommendations.
 - Prevention counselor determines next appropriate interventions, if any
 - It is the expectation that the student follows through with any recommendations resulting from this follow-up conversation.
- 1 Session with school counselor to refocus school connection and academics.
- 3 Days ISS/SSH
- 20 Days of Lunch Detention.
- 4 Weeks Pass Restriction.
- 10 After School Detentions.
- Possible additional consequences per administration (i.e ISS/SSH/OSS).
- Random Weekly Searches.

3rd Offenses:

- Students are referred back to CVFC Prevention to confirm successful completion of 1st and 2nd Offense programming and recommendations
 - Prevention counselor determines next appropriate interventions, if any
 - It is the expectation that the student follows through with any recommendations resulting from this follow-up conversation.
- 1 Session with school counselor to refocus school connection and academics.
- Mandatory Team Meeting Parents/Guardians, Counselors, Administration and Ms. Titus.
- 2 Days OSS (Complete Programming with Ms. Titus).
- 3 Days ISS/SSH (Complete Programming with Ms. Titus).
- Lunch Detention Remainder of School.
- 20 Days of After School Detention.
- Daily Random Searches.
- Pass Restriction Remainder of School Year
- Possible Youth Court Referral and Fulfillment.
- Recommendation referral to pediatrician with school nurse involvement.
- PSAF (Potential Referral)
- Intensive Family School Support Program (Potential Referral)



4+ Offenses:

- Mandatory Parent/Guardians Meeting with Administration to determine plan of action (i.e. ISS/OSS/Referrals for Supports and Interventions).
- Possible Superintendent's Hearing.

Repeat Offender Policy

This procedure is to clearly lay out the consequences of repeated disruptive behavior. Since it may ultimately lead to a student being permanently home taught or dismissed from school, it is important to document the steps that have been taken when dealing with the student. A student who becomes involved in the procedure has usually been referred from a classroom or a study hall by a teacher or by a non-instructional staff member. A student coming from a classroom has already been involved in a classroom process to correct disruptive behavior. The corrective steps, as appropriate, that have been taken by a teacher before a student is referred to the office as listed on the office referral form are:

1. Counseling/warning.
2. Student kept after school.
3. Student has been asked to come up with a plan to improve his/her behavior.
4. Parent contact.
5. Teacher has conferred with counseling.
6. Other.

It is recognized that there may be circumstances such as threatening and/or violent behavior that make it necessary to refer the student immediately without taking any of the corrective steps.

ISS/SSH Rules

Any violation of these rules may result in additional time in SSH or ISS. Violations should be reported to the appropriate administrator. Severe violations may result in out-of-school suspension. The nature of the punishment will be determined by the administrator.

1. Students assigned to ISS for the day or to SSH for a period are to be in their seat before the second bell rings. If a student is held up by a teacher or an administrator, the student must present a pass. Then the lateness will be excused.
2. No communication of any sort is to be allowed among students, this includes whispering or passing notes, and asking for paper, pencils, books, etc.
3. Students may not be allowed out of their seats other than to speak to the teacher.
4. Students must work. Work includes reading, writing or other school related work such as art work or computer work required by teachers. Students may read magazines or newspapers or other educational material. If assignments have not been provided, students may read the paper or a book from the bookshelf.
5. Students may only eat during their designated lunch periods. School



staff will escort students to the cafeteria. No snacks or drinks are allowed during other periods of the day. Students may not go to lunch twice in one day.

6. Students having ISS on days of early dismissal will serve the remainder of ISS upon their return.
7. No annoying behavior will be allowed. This includes tapping hands, feet, pencils, etc. and slamming books or doors, or vocal noises such as humming. Students are not to initiate conversations with teachers other than to request a pass or to ask for help on an assignment.
8. Students must sit properly in the seats and face in the appropriate direction. They must not sleep, lounge, or put their feet on tables or chairs.
9. Students are not allowed to leave the structured study hall to go to their lockers, to the library, or to see teachers or other students regarding work. Students will follow the gray pass policy for use of the bathroom. The only exception to this rule will be if the students have a need recognized by the Nurse's Office.
10. Desks and tables will be inspected at the beginning and end of each period. Vandalism to the room or furniture will result in suspension from school and payment to the school for damages.
11. Students will treat each other and the staff with respect.
12. Students who refuse to follow the guidelines for ISS may be suspended from school for the day.
13. Per approval of administration, a student may be allowed to attend core classes during the day.

After School Detention:

- Students will be required to turn in their cell phones and/or any electronic device to the detention supervisor prior to the start of after school detention. These will stay with the detention supervisor for the duration of detention.
- If a student is assigned After School Detention, the student will have to serve the detention within two days, unless previous arrangements have been approved by an administrator.
- Students must bring enough work and materials to stay busy for the entire duration of detention.
- Students will remain seated while observing the following behaviors: feet on the floor, head up, and eyes open at all times. Sleeping is not permitted. A silent non-disruptive environment is expected at all times. Eating, drinking, sleeping, note passing, and other disruptive activities will not be permitted.
- Students who choose to disrupt detention will not receive credit for the time served and will serve the detention again. In addition, further disciplinary action may result.
- When a student is not in detention on the assigned day without prior approval by an administrator, it will be considered a skip of detention.
- Skipping detention may result in being assigned In-School Detention the following day. Failure to attend ISD will result in suspension from school.



- A student who needs to see a teacher, has AIS, Homework Club or has a review class must request permission from an administrator or office staff before attending, and then report to after school detention with a pass immediately afterward.

Dismissal Precautions Policy

Our policy allows students to be released to either parent unless a custodial parent supplies the school with a certified copy of a court order or divorce decree to the contrary. No student may be released from school to anyone other than the parent, guardian, or child protective services personnel and law enforcement officers pursuant to law, unless the individual's name seeking release of the student appears on a list provided by the parent or guardian. SchoolTool contact information will be updated to include all authorized persons to release students from school. Please ensure that SchoolTool contacts and emergency contacts are kept up to date.

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. A parent/guardian may amend a list submitted pursuant to this regulation at any time, in writing. Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of his or her child, shall be maintained in the district offices. If anyone seeks the release from school of a student, he/she must report to the school office and present satisfactory identification to school personnel.

It is the parent's responsibility to make the school aware of any legal custody agreements pertaining to their child. A copy of legal custody papers should be submitted to the registrar's office.

Dress Code

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

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

1. Be unlikely to injure people or damage property, appropriate according to this code, and not substantially disrupt or materially interfere with the educational process.
2. Recognize that chest, midsection and buttocks shall be covered at all times. Recognize that extremely brief and see-through garments are not appropriate.
3. Ensure that undergarments are completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not including pajamas or slippers, excluding spirit week and special activity days.



6. Not including hats and hoodies. This includes any head coverings that hinder identification, during the instructional day, except for a medical or religious purpose, Not cover the student's face to the extent the student is not identifiable, except for a medical or religious purpose.
7. Bandanas can be worn only as a headband
8. Not include items that are vulgar, derogatory, obscene, libelous, or denigrate others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks and twists), color, weight, religion, creed, national origin, ethnic group, gender (including gender identity and expression), sexual orientation or disability, religious practice.
9. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities or include sexual innuendo.
10. Not include, but are not limited to, spikes, chains, wallet chains, pins and other sharp objects.
11. Shall not carry/use backpack during the instructional day.

This policy will not limit the ability of students to safely express their gender identity, through clothing, jewelry, makeup, or nail color or styles, or to discipline students for doing so. Likewise, nothing in this policy will restrict students from safely wearing hairstyles as a trait historically associated with race (such as hair texture and protective hairstyles like braids, locks, twists, and religion) or to discipline them for doing so.

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

Enforcement of this dress codes must be approached with careful consideration and sensitivity, with the goal of supporting students in reaching their full potential, not shaming or criminalizing them, and to minimize loss of instructional time. Staff, preferably those who have a positive relationship with the student, are expected to address dress code violations with students privately, determine if there are factors impacting the student's ability to meet the dress code, and help address these issues. Students whose appearance violates the student dress code are 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 will be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code will be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.

Driving/Parking Privileges

While senior applications will be given priority for applications before the school year begins, the process is otherwise determined by first come first served. This privilege is mostly for students in grades 11 and 12. Students in 10th grade may request privileges at the beginning of the 3rd



quarter and will be granted permission if parking is available and they are in good standing. All privilege requests are reviewed and determined by the Administration.

Parking privileges are applied for annually - there is no automatic rollover from Junior to Senior year. Parking is contingent on available spaces in the lots. There are a limited number of spaces. Once the available spaces are assigned, applications will be put on a waiting list for a potential opening, based on timing and completed applications. Must have a copy of valid driver's license attached and all signatures. Applicants must be in good standing - applying while in violation of any of the rules will result in a denial of application. **DRIVING IS A PRIVILEGE which may be revoked at any time for failing to maintain good standing.** Applications are available in the High School Front Office.



Driving/Parking Privileges Application 2025 -2026

Name _____ Grade _____ Date _____

Parking privileges are applied for annually - there is no automatic rollover from Junior to Senior year. Parking is contingent on available spaces in the lots. There are a limited number of spaces. Once the available spaces are assigned, applications will be put on a waiting list for a potential opening, based on timing and completed applications. Must have a copy of valid driver's license attached and all signatures. Applicants must be in good academic and behavioral standing - applying while in violation of any of the rules will result in a denial of application. **Please review all rules and expectations of a student applying for driving/parking privileges.** By signing below the student and the parent/guardian acknowledge they have read and agree to abide by the rules and expectation described and that the student will accept consequences as outlined below if found in violation of any of the rules/expectations. **All consequences will be determined by the Administration.**

***This contract is also sufficient verbal/written warning for consequences. DRIVING IS A PRIVILEGE.**

Rules/Expectations	Violations/Consequences		
	1st Offense	2nd Offense	3rd Offense
Students understand that by signing this form that he/she consents to and will permit a search of his/her vehicle while on school grounds upon the request of an administrator, if deemed necessary.			
1. Students will NOT arrive at the student parking lot prior to 7:00 a.m. and NO LATER than 7:20 a.m. There will be no Horseplay or Loitering in the parking lot.	Verbal/Written Warning	5 Weeks Loss of Privileges Parent Notification	Revocation of Privileges for School Year Parent Notification
2. Students will prominently display their parking permit on the front passenger side of your windshield just above the dashboard. Student is responsible for updating any vehicle change information with Mrs. Fairchild.	Verbal/Written Warning	5 Weeks Loss of Privileges Parent Notification Sticker on Vehicle	Revocation of Privileges for School Year Parent Notification Sticker on Vehicle
3. Students will park in the appropriate student parking area (Students will be assigned to a parking lot and will be required to follow guidance for parking in that area). Parking in any faculty parking lot is not permitted. Students will follow appropriate parking traffic patterns and will not block the flow of traffic in any manner.	Student will move vehicle /and receive a Verbal Warning & Parent Notification	5 week Suspension of Privileges Parent Notification Sticker on Vehicle	Revocation of Privileges for School Year Parent Notification Sticker on Vehicle
4. Students will drive responsibly in the school zone at all times. Students will obey the speed limit (10 mph on school grounds) and use extreme caution in giving pedestrians the right of way. (Please note the consequence is subject to change depending upon the seriousness of the infraction.)	Referral with disciplinary action. 1 Week Loss of Privileges SRO Involved	Referral with disciplinary action. 5 Weeks Loss of Privileges SRO Involved	Referral with disciplinary action. Revocation of Privileges for School Year SRO Involved
5. Students will not leave the building to go to their vehicle during the day without Administrative permission and/or escort.	Verbal/Written Warning	5 Weeks Loss of Privileges Parent Notification	Revocation of Privileges for School Year Parent Notifications
6. Students will not leave school grounds at any time or transport any other students during school hours (this includes CV-TEC) without administrative permission.	1 Week Loss of Privileges Parent Notification	5 Weeks Loss of Privileges Parent Notification	Revocation of Privilege for School Year Parent Notifications
7. Students will not smoke, consume alcohol or do unlawful drugs or allow any other student to do the same in his/her vehicle on school grounds, including arriving to or leaving from school grounds.	Referral with disciplinary action. Possible loss of Privileges (SRO Involved)	Referral with disciplinary action. Possible loss of Privileges (SRO Involved)	Referral with disciplinary action. Possible loss of Privileges (SRO Involved)
8. Students must be in attendance on time for their first scheduled class. Students who have an unexcused absence, unexcused tardy and/or unexcused dismissal (ATEDs) will lose driving/parking privileges. <small>Per district policy (5110-E.2): up to 5 parent notes may be written. . . All notes must be submitted within 5 days of absence.</small>	5 cumulative = unexcused absence + unexcused tardy + unexcused dismissal 1 Week Loss of Privileges	10 cumulative = unexcused absence + unexcused tardy + unexcused dismissal 5 Weeks Loss of Privileges	15 cumulative = unexcused absence + unexcused tardy + unexcused dismissal Revocation of Privileges for School Year
9. Students understand academics are important and if the student is failing classes they risk losing their privilege. a. Failing 5 week progress report b. Failing 10 weeks quarter grade	First offense: For either (a) or (b) Loss of privileges for 5 weeks or next progress report (whichever is first)	Second offense: Loss of privileges for 10 weeks	Third offense: Revocation of Privileges
10. Students understand school wide behavior is important and if the student receives accumulated referrals, they risk losing their privileges.*Administration may determine certain consequences for privileges depending on the severity of the behavior referral.	*3 total referrals 1 Week Loss of Privileges	*5 total referrals 5 Weeks Loss of Privileges	*7 total referrals Revocation of Privileges for School Year

By signing this document, you understand and agree to the terms and conditions of these driving privileges.

Student Signature: _____ Parent/Guardian Signature: _____

Please list any and all cars you may use throughout the school year.

Make/Model of Car _____ Color _____ Plate _____

Make/Model of Car _____ Color _____ Plate _____

Office Use Only:

Tag No. Assigned: _____ Date: ____/____/____ Associate Principal Signature: _____



Electronic Device Policy

As required by Education Law §2803, this policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility), unless under an exception (e.g., IEP/Section 504 or as permitted below).

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct and/or policy 5695. Student Use of Electronic Devices. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

During the school day, to minimize distractions, parents (which, for purposes of this policy, includes persons in parental relation) may contact their children via the following methods: calling the school office. Students may contact their parents by: using the designated phone in the main office.

Please reference BOE Policy [5695 Students and Personal Electronic Devices](#)

Headphone Policy

Headphones/earbuds are only permitted for educational purposes with teacher permission with student Chromebooks. Use of headphones/earbuds with cell phones is strictly prohibited.

Students are not allowed to wear headphones around their neck or in their ears during hallway transitions or when not approved. Only headphones/earbuds that are not noise blocking are allowed for use during school hours. Students with IEP/504 accommodations will still have access to headphones in accordance with their plan.

Personal Electronic Devices and Cell Phones

At the high school level, student devices must be powered down, and stored in assigned student lockers: Students are not permitted to carry devices, including cell phones, in their pockets or in their Chromebook cases and should not use them during the school day, including during class transitions.

Students are discouraged from bringing other personal electronic devices to school. If students do bring such devices to school, they must be stored for the entire school day in assigned student lockers], and they must be powered down, and not used during the school day unless permission is granted by the school. Students must secure their cell phone in their assigned school locker upon their arrival to school and retrieve it at the conclusion of the school day prior to dismissal. Cell phones should not be used during the school day, including



during transitions. Locks are available via the Eagle Mart for purchase of \$8.00.

Administrators and staff may also restrict use of electronic devices during school events and activities held outside of the school day and/or off school grounds.

Consequences for Violating Electronic Device Policy

Students that are found using their cell phones/electronic devices/earbuds during school hours will have them confiscated and brought to the main office. Violations of electronic devices and headphones will follow this format:

1st Offense: Teacher confiscates student cell phone/electronic device/earbuds and turns it into the office. The student will be asked to power down their cell phone. The student will receive their cell phone/electronic device/earbuds after they have served a night of detention. In extenuating circumstances where the student cannot serve that day's detention, the parents/guardians may pick up the student's device from the High School Office.

2nd Offense: Teacher confiscates student cell phone/electronic device/earbuds and turns it into the office. The student will be asked to power down their cell phone. The student will serve two nights of detention and their parent/guardian will have to pick up their cell phone/electronic device/earbuds from the HSO. The student may also be asked to turn their cell phone/electronic device/earbuds into the HSO upon arriving at school for a period of time, instead of their locker.

3rd Offense: Teacher confiscates student cell phone/electronic device/earbuds and turns it into the office. The student will be asked to power down their cell phone. A parent/guardian will be required to pick up the cell phone/electronic device/earbuds at the end of the school day, meet with administration, and the student will be required to turn their cell phone/electronic device/earbuds into the HSO at the beginning of each day for the remainder of the quarter. Students who violate the policy will be assigned additional consequences by the administration.

****Students who refuse to surrender the device when a staff person asks will be considered insubordinate and will serve a day of In-School Suspension. Parents/guardians will be notified and required to pick up the device.***

Not Permitted

Students are not to record, take pictures of, or post images or videos of classmates, faculty, administrators and/or staff without their knowledge or with mal intent. Any video, audio, or still frame pictures of violence including fighting, bullying, harassment are prohibited and will result in disciplinary consequences and potentially a DASA investigation, if posted online. Exchange or



possession of sexually explicit content is strictly prohibited. In these cases phones will be turned over to law enforcement.

***BCSD is not responsible for any lost, damaged, or stolen electronic devices.**

Students who violate these policies, but are not caught at the time may receive consequences if it is determined at a later time that they violated the policy. For example, if a student posts a video on YouTube/Snapchat, etc. that was taken in a classroom, the student will receive consequences if it is brought to the attention of school personnel.

In addition to the school having the right to search an electronic device to determine if it has been used to commit a crime such as sexting or harassment, confiscated electronic devices may be reviewed by school staff in the same way that a confiscated note would be reviewed. Devices may be turned over to the school resource officer for review. These items may be stolen or damaged while at school, therefore BCSD is not responsible for any lost or stolen electronic devices. While the school makes no commitment to investigate the loss of electronic devices, the school will cooperate with local law enforcement officers to recover items stolen on school grounds.

Emergency Response Drills/Terms

Hold - means the restriction of movement of students and staff within the building while dealing with short term emergencies.

Secure - (formerly Lockout) means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside of the school.

Lockdown - means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

Evacuate - means to move students for their protection from a school building to a predetermined location outside of the school, in response to an emergency.

Shelter - means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.



IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

OCCUPANTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

STAFF

Close and lock door
Account for occupants and staff
Do business as usual



SECURE! Get inside. Lock outside doors.

OCCUPANTS

Return inside
Do business as usual

STAFF

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for occupants and staff
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

OCCUPANTS

Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

STAFF

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for occupants and staff
Prepare to evade or defend



EVACUATE! (A location may be specified)

OCCUPANTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

STAFF

Lead evacuation to specified location
Account for occupants and staff
Notify if missing, extra or injured people



SHELTER! Hazard and safety strategy.

OCCUPANTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

STAFF

Lead safety strategy
Account for occupants and staff
Notify if missing, extra or injured people

© Copyright 2009-2020. All Rights Reserved. The "I Love U Guyz" Foundation, Corral, CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guyz" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use". SRP BIZ 2021 Poster_BN [V.3.2]
Revised: 08/30/2020 | <http://loveugays.org>



Other Emergency Response Drill Guidelines

A variety of other emergency response drills will be conducted throughout the year.

Extra-Curricular Academic Eligibility Policy

Beekmantown High School offers numerous organizations for student participation. Participation in one or more of these clubs contribute to the well-being of the school and of the individual involved. Students choosing to participate in extracurricular activities take on added responsibility. Extracurricular activity participation is a privilege, not a right. Each student receives equitable and fair treatment. High academic standards for students in extracurricular activities are an achievable goal. Parents, teachers, coaches, advisors, administrators, counselors and staff must provide students with a realistic view of the future and support a solid academic foundation. Students are expected to pass all subjects.



This policy is meant to help students achieve passing grades, by requiring that they do their work and show efforts to improve. Coaches, advisors and teachers will work together to identify and guide students at risk of being ineligible to participate in extracurricular activities. Advisors are responsible for getting a list of the members of their activity to the faculty, Administrator of Athletics, and the principal within a week of the club's first meeting and are to send names down as students join.

Students failing, having incompletes, or a no grade (NG) in any subject in whom he/she is currently enrolled will be warned that he/she is at risk of being ineligible for extra-curricular activities. The following procedure will be initiated when a student is academically deficient as described above. This process is on-going from the beginning of the school year until the end and is not driven only by progress reports and/or report cards.

When a teacher becomes aware that a student is failing, he/she will check the club and athletic lists. If the student is on a list, the teacher will issue a Warning Notification Form which informs the student that he/she is at risk of being ineligible to participate in extracurricular activities. Once the student has received a warning notification, he/she is responsible for devising a plan for improvement with the teacher. Criteria for demonstrating an effort to improve include some or all of the following:

- Submit homework on time.
- Student obtains extra help from a teacher.
- Student is cooperative and do as directed.
- Student is prepared in class.
- Student has appropriate materials for class.
- Student adheres to other plans agreed upon with the teacher.

The student and teacher will sign an agreement to follow the plan. For students involved in an extracurricular only, the plan is to be sent to the Advisor and parent(s). For the students involved in athletics, the plan is to be sent to the Administrator of Athletics,, who will then notify the Coach and the parent(s).

The student will then have until the Friday of the following week when school is in session to demonstrate an effort to improve by following the plan. If the plan is not followed, the student becomes ineligible the following school day.

The student may continue to participate in all activities as long as he/she is meeting the terms of the plan for improvement.

If a student has not met all the terms of the plan that he/she developed with the teacher, he/she becomes ineligible. For students involved in an extracurricular only, the teacher will notify the Principal, Advisor, and parent(s). For students involved in athletics, the teacher will give a “status report” to the student informing him/her that they are not following the plan for improvement



and are ineligible. The teacher will then forward a copy of the “status report” to the Administrator of Athletics,, who will then notify the Principal, Coach, and the parent(s).

If a student has not met all the terms of the plan that he/she developed with the teacher, he/she becomes ineligible. The teacher will notify the student and the Administrator of Athletics, or Principal by sending each a copy of a status report that states "that the student is not following the plan for improvement, is ineligible."

When ineligible, the student remains a member of the group or team and continues to participate with the group or team, but will not be allowed to participate in any games (or be in uniform) in the instances of athletics, or participate in shows, performances, or scheduled club field trips until effort to improve is shown in all deficient courses. The student cannot miss class time to travel with the team or club.

Once notified of ineligibility, the student will receive a “Status Report” when eligibility has been regained. If the teacher does not submit a “Status Report”, the student will be considered ineligible until such a report has been filed.

This policy does not address or include attendance as a spectator or attendance at events which require paid admission, such as dances and sporting events, etc.

Field Trips

Field trips are viewed as an extension of the student's educational day. However, students must meet the following expectations in order to participate:

- Display responsibility towards property.
- Demonstrate the appropriate manners and politeness.
- Follow directions.
- Demonstrate trust and good behavior
- Students must collaborate with their teachers to make-up all work missed.
- Students who are failing two or more classes on the Friday, prior to the field trip will not be eligible to attend the trip.
- A student who has any outstanding disciplinary referrals, is suspended during the date that the field trip is held will not be eligible to attend the field trip.
- Students who do not follow field trip expectations may not be able to attend future field trips.

Behavior resulting in office referrals and absenteeism may exclude a student from participating in field trips. Attending a field trip is considered an extension of the school day. Students who interrupt a field trip are therefore interrupting the educational process and will be dealt with accordingly. Students who are not invited to attend field trips are not to interfere with those students who are on the field trip.



Homecoming/Dances Eligibility

- If a student has any outstanding disciplinary referrals or has been suspended during the date the event is held on, that student will not be eligible to attend.
- Eligibility for the Homecoming Dance/Dance is based upon course grades, 1 week prior to the homecoming dance.
 - Students who are failing two or more classes on the Friday, prior to the Homecoming Dance/Dance will not be eligible to attend the Homecoming Dance/Dance.
- Students must not have an unexcused absence on the day prior to the dance.
- Students are not permitted to leave the event for any reason. If a student decides to leave, that student will not be allowed reentry.
- Middle school students, guests, and individuals, on or over the age of 21, are not allowed to attend the Homecoming Dance/Dance.
- Outside guests must complete and submit the Homecoming and Dance guest paperwork 1 week prior to the dance.
- Students must be currently enrolled as a Beekmantown High School student to attend Homecoming Dance/Dance, excluding being an enrolled student's guest.

Prom Eligibility

- Eligibility for the Prom is based upon 3rd quarter grades. Students who are failing two or more classes at the end of the 3rd quarter will have 10 days to bring their grades up to passing to meet the eligibility requirements.
- A student who is still failing two or more classes after the 10 day period will not be allowed to attend the Prom and or any other school sponsored events.
- Students must not have an unexcused absence on the day prior to the dance.
- A student must be signed up (with a guest's name if applicable), be academically eligible, and have purchased the necessary number of ticket(s) at least five days prior to the Prom. If all of these criteria are not met, the student (and guests) may not attend.
- If a student has signed-up to bring a guest to prom, the guest will not be allowed to enter unless the sponsoring student is present to check the guest in.
- Students are not permitted to leave the venue where the Prom is being held for any reason. If students leave the designated area, a no re-entry policy will be applied.
- A student who has any outstanding disciplinary referrals, is suspended during the date that Prom is held will not be eligible to attend the Prom.
- Middle School students and guests 21 years of age or older are not eligible to attend Prom.
- Students arriving after 8:00 PM will not be permitted to enter the dance without prior approval from an administrator.
- Students must be currently enrolled as a Beekmantown High School student to attend prom, excluding being an enrolled student's guest.



Senior Banquet Eligibility

- Eligibility for the Senior Banquet is based upon course grades, 1 week prior to the Senior Banquet.
 - Students who are failing two or more classes on the Friday, prior to the Senior Banquet will not be eligible to attend the Senior Banquet.
- Students must not have an unexcused absence on the day prior to the Senior Banquet.
- A student who has any outstanding disciplinary referrals, is suspended during the date that Senior Banquet is held will not be eligible to attend the Senior Banquet.
- Students must be currently enrolled as a Beekmantown High School student to attend Senior Banquet, excluding being an enrolled student's guest.

Grading/Promotion

Course Grades

Course grades are determined by a number of factors: attendance, class work, homework, tests and other factors unique to a given course. The passing mark for students in grades 9-12 is 65.

Final grades are based upon quarterly averages (80%) and the final exam or Regents Exam (20%).

Example: Suppose that a student's grades for four quarters were 80, 90, 91 and 79. The local exam grade was 70 and the Regents Exam was 92. The final grade would be computed as follows:

1. Add the quarterly grades: $80 + 90 + 91 + 79 = 340$
2. Add either the local exam or Regents Exam Grade. $340 + 92 = 432$
3. Divide by 5 to get a final grade: final grade equals $432/5 = 86$

Anyone enrolled in a Regents course must take the Regents Exam. Any student who does not take the Regents exam will receive a zero for the final exam until the exam is taken. The course's final grade will also show as a zero until the exam is taken and a final course grade can be calculated.

Students who failed a required Regents exam must receive AIS services and will continue to receive these services until the student passes the Regents exam and can prove competency in the subject area.

All students are required to take the class final. It will be included in their average. The exception to this policy is if a Regents exam is offered. In that case, the student must take the Regents exam and their Regents exam must be used in place of the final exam.



Quarterly Average

The quarterly average is determined by dividing the accumulated number of points earned by the total number of possible points. The number of periods the course meets during the week will determine the weight it will have in your average.

Courses meeting two or three periods per week will be counted once.
Courses meeting five to seven periods per week will be counted twice.
CV TEC grades count six times. An average would be figured as follows:

English	85	Meets five (5) times per week
Math	80	Meets five (5) times per week
Social Studies	90	Meets five (5) times per week
Art	75	Meets five (5) times per week
CV-TEC	85	Meets more than 10
Average:	$85+85+80+80+90+90+75+75+85+85+85+85+85+85= 1170/14 = 83.6$	

Repeating Courses

Students in grades 9-12 who are repeating a course may have to repeat the entire course. However, students may "pass out" of the class at the end of the first semester providing that they meet the following criteria:

The new two- quarter grades may replace two quarter grades of the previous year. The new grades will be averaged with the other quarter grades as well as a final exam or Regents exam grade from the previous year. For students to achieve course credit, the class average must equal 65 or greater.

Promotion

Passing certain Regents Exams will meet mandated graduation requirements. In order to be promoted to the next grade level students need to earn a certain number of credits:

- A student will be considered a ninth-grader (freshman) if he/she was promoted from eighth grade.
- A tenth grader (sophomore) must have a total of 4 credits.
- An eleventh grader (junior) must have a total of 10 credits.
- A twelfth grader (senior) must have a total of 14 credits.

Doubling Classes

Guidelines for the Approval for the Limited Doubling of Classes:

- The student failed the course due to academic reasons. The student was not denied credit due to an attendance policy and was not removed from the class for disciplinary reasons.



- Example - A student failed English 9 at BCS and attended summer school and failed English 9 again. The following school year, the student would be allowed to take both English 9 and 10. The student can double until January, if not passing either class; student must drop the higher of the two.
- The student may not ever triple courses.
- The student may not double math or science classes.
- The student would be allowed to double in either English or Social Studies in a school year.
- Students may double classes in order to take AP classes or electives.
- The student's grades will be reviewed by the school counselor every five weeks. The principal will also review grades when report cards are published. If the student is failing one of the doubled classes at the five-week mark, he/she will receive a warning. If the student is failing either of the classes at any subsequent review, the student will be removed from the higher level of the paired classes.

Students may request to double up (only) the following classes:

- Social Studies 9 & 10 or English 9 & 10 plus PE and Electives
- English 10 & 11 or Social Studies 10 & 11 plus PE and Electives
- English 11 & 12 or Social Studies 11 and the required Senior Social Studies Classes plus PE and Electives
- Students will take whatever they need to in order to meet graduation requirements

Health Services

Two certified nurses serve grades 6-12. The nurses may check students returning from absence, dispense medication, administer to ill students during the day, supervise physicals and immunizations, and generally oversee the health of the students. Except in an emergency, a student must obtain a pass from the teacher to visit the nurse.

All students leaving school before the end of the school day due to illness must be excused through the Health Office. Notes for early dismissal must be brought to the Attendance Office prior to the dismissal. A parent or guardian must sign the student that they are responsible for out through the Attendance Office.

Any student who needs to take medicine during school hours should adhere to the following procedure:

1. Parents/Guardians must obtain a written prescription from their physician to be directed to the school nurse.
2. The prescription should include the student's name, diagnosis, type of medicine and the time and dosage
3. All medications will be properly secured.



4. Non-prescription medication should not be sent to school without a doctor's permission. Use of prescription and non-prescription medication without consent or the supervision of the nurse may be a violation of our Drug and Alcohol Policy.
5. Parents are personally responsible for bringing medication to the nurse

Homework

Homework is recognized and encouraged as an extremely valuable activity and as an appropriate extension of classroom instruction. Research indicates that homework provides excellent opportunities for enhancing the educational experience and improving achievement. Homework can and should be used for increasing or developing:

1. retention of factual knowledge;
2. understanding of course material;
3. good study habits;
4. preparation for class participation;
5. time management and organizational skills;
6. responsibility;
7. critical thinking, concept formation, and information processing;
8. inquisitiveness and improved attitude toward school;
9. student self-direction, self discipline, and self-initiative;
10. Independent problem solving; and
11. parental appreciation of and involvement in their child(ren)'s schooling.

Honor Rolls

Students with a quarterly average of 95 and above with no incompletes will be placed on High Honor Roll with Distinction. Students with a quarterly average of 90-94.99 with no incompletes will be placed on the High Honor Roll. Students with a quarterly average of 85-89.99 with no incompletes will be placed on the Honor Roll. All Honor Rolls are published in the local newspaper, quarterly certificates will be issued to all students with an 85 or higher, and Eagle Pride Cards to students with a 90 or higher at the end of 1st and 3rd quarter each year.

Independent Study

All students in grades 9-12 will be allowed to pursue independent study programs upon application and approval by an advising teacher, the counseling department and the high school administration. Independent study will not count as one of the required courses unless prior approval has been received from the High School Principal. Students may sign up for only one course per semester, and they may not drop a course to take another one during that semester.

Students select a staff member who will act as an advisor in his field of interest, register in the counseling office; and before the end of the two weeks in each semester, and submit in writing a



detailed description of the study project agreed upon. This must be attached to the application form on file in the counseling office. For the remainder of the project, the student shall keep his advisor informed of the progress or problems encountered. A weekly meeting of at least one period in length with the advisor is required of the student.

The teacher will complete part II of the application form. He or she will meet with the student at least once a week and will inform the High School Principal or his representative bi-weekly of the student's overall performance.

Teachers supervising independent study courses must report bi-weekly to the High School Principal or his representative on the student's progress, frequency of meetings with the teacher and the methods of evaluation.

Students will not be allowed to drop independent study after the first five weeks or a semester without receiving a "withdrawal-fail" grade. A student may receive an incomplete at the first marking period, but all projects must be completed by the last week of the semester or no credit will be given.

The student will file a copy of the project completed to the counseling department who will then file it with the High School Principal.

Regularly scheduled courses ordinarily do not qualify for independent study. In these courses, all students must meet at regularly scheduled times.

All requests for independent study must obtain all required approvals within the first five weeks of each semester.

Internet Use

Only students who have returned a copy of the district's Acceptable Use Policy, which has been signed by both the student and their parent/guardian will be permitted to access the internet. Violations of the Internet Use Policy may result in suspension of said privilege. (Please see Attachment A - last page of the handbook for the list of consequences established per BOE policy.)

Library Media Center

The goal of the Middle/High School Library Media Center is to support the middle and high school curriculum and instruction by:

- Providing access to quality information in both print and electronic format.
- Teaching the research skills necessary to retrieve information and use of critical thinking skills to evaluate information found.



- Fostering a love of literature and reading.

Resources

The Middle/High School Library Media Center has a large collection of books, magazines, audio books, and newspapers, both in print and online. Books may be signed out for four weeks at a time; audio material circulates for two weeks. Students are responsible for all materials signed out. Lost material must be paid for or replaced. Overdue notices are distributed through classroom teachers, and letters are sent home periodically. Library privileges are restricted until an overdue or lost item is cleared. Unless it is on reserve for another student, material may be renewed by bringing the item to the library circulation desk.

Lockers

Students are assigned lockers located in the hallway near their respective 1st period class. Only one locker, the one assigned to the student at the beginning of the school year, is to be used. Locks can be purchased at the Eagle Mart. Only in rare circumstances are other types of locks to be used.

The school will accept no responsibility for any lost or stolen items or damage to belongings kept in a locker. Should a student bring a valuable item to school for educational purposes, the article should be left in the office, except during the class period when it is needed.

Although lockers are for a student's personal use, they remain the property of the school and may be opened for inspection at any time, this includes any items in the locker. Students are responsible for items in their lockers, as well as keeping lockers clean, safe and secure. The school reserves the right to use K-9 search teams to search school facilities, including lockers.

Pass Policy:

- Students will be provided a gray pass every Monday during their first period class (i.e. 1st period senior privileges obtain the pass from the attendance office).
- The pass will grant each student **3 personal passes** per day for the following purposes; use of the bathroom, going to their locker, reporting to the Eagle Mart, Cafe', Beek Snacks, counseling office, Beeksquad, front office, nurses office. Students will be allotted passes outside the 3 for emergencies only.
- **5:5:2:40/2:00 Rule:** Passes are only provided the first and last 5 minutes of each class period and no passes after 2:40 pm (Monday-Thursday) and 2:00 pm (Friday) (unless an emergency)
- Students must obtain a pre-signed yellow pass from a teacher for passes outside their 3 personal Gray passes for the following purposes; obtain extra help from a teacher/staff,



make-up assignments with a teacher/staff, library during lunch/study hall, make-up a PE class. These passes must be pre-assigned by the staff member issuing the pass.

- Students called to an office by staff (counseling, high school, or nurse's offices/medications) should have a yellow pass issued by their classroom teacher. Office staff will sign and return the student with a yellow pass.
- Students must get to their destination and return to class promptly. A pass is not an opportunity to visit or wander!
- Students with 504/IEP's/IST Plans will be allowed the passes indicated on their individual plans.

Pass Restriction:

- Students will be placed on pass restriction if they abuse the above pass policy or if there is a safety or behavior concern.
- Students on pass restriction may only use their 3 personal passes, but **MUST BE ESCORTED**.
- Students on pass restriction may **ONLY** use their gray pass to go to the bathroom, counseling office and nurse's office - but still **MUST BE ESCORTED**.

Personal Records

Beekmantown Central School maintains a complete permanent record of each student. Such records would include grades, progress reports, standardized test results, disciplinary records, attendance information and medical information that are pertinent to a student's academic program.

Students 18 years of age or older and any parent/guardian of a student below 18 years of age may inspect that student's records. Such inquiries should be made in a timely fashion.

Student records may not be released to any other officials/agencies without the written consent of the student, if 18 or over, or the respective parent/guardian.

Physical Education

Physical education is a participatory class and attendance as well as active participation is required for success.

Any student missing a physical education class will be afforded the opportunity to make-up the class during the following ten (10) school days immediately after the absence. In making up the class, the student should receive prior approval from their teacher. Students may earn full credit for a made-up class. If a student does not make-up his/her missed class within the ten (10) school day period, he/she will not receive physical education credit for the day. The maximum number of classes a student may make up is three per week.



For health, hygiene and safety, all students must be appropriately attired for physical activity. Appropriate attire includes: a full length (to the hips) T-shirt that is unaltered (has sleeves and neck, no rips or tears in any form) and the short length has to reach midway between the hip and knee. They may be worn under shorts but the outer shorts must be of the length stated. Sweat/wind pants are acceptable. Sneakers that are tied or use hook and loop fasteners are mandatory for every class.

Students may lose participation credit without proper attire. They will receive a zero for each day they are not changed and on the third no change the student will be sent to SSH, receive an office referral, receive one additional day of SSH and parents will be notified.

Students should keep all items locked in their locker at all times. **Don't bring valuables into the locker rooms. BCSD is not responsible for any lost or stolen items.**

Report all injuries that occur in physical education class to the physical education teacher.

Medical Excuses

One or two day excuses: students should report to the nurse's office with a note from a parent/guardian stating the medical reason for being excused from activity.

More than two days: a note from a physician is required and should be presented to the school nurse.

Extended excuses: students will either be given written assignments or an adaptive program may be assigned by the physician. Unless written work or an adaptive program is assigned, students will be expected to make-up classes missed due to medical excuses.

Progress Notices

Progress notices are sent home at approximately 5, 15, 25 and 35 weeks. Such notices inform parents and students regarding academic standing. All notices will also be available via School Tool Parent Portal and ParentSquare.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when



necessary to protect the safety of students and staff or when all other measures have been exhausted.

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

The Board recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior.

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from school, when they:

A. Disorderly Conduct:

A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing.(Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.)
7. Computer/electronic communications misuse, including any unauthorized use of computers, software or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 1. Link to district policy: [BCSD AUP](#)
8. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

B. Insubordinate Conduct:

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



1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
2. Tardiness or missing or leaving school without permission.
3. Skipping detention.
4. Failing to follow building specific policies, expectations and procedures.
5. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

C. Disruption to the Learning Environment:

Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Engaging in disorderly conduct which significantly interferes with a teacher's classroom instruction. Examples of this type of behavior include, but are not limited to and interferes with the educational process, failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

1. Inappropriate public sexual contact
2. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
3. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

D. Engage in conduct that is violent:

Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee or attempting to do so., another student or any other person lawfully on school property.
2. 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.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
6. Intentionally damaging or destroying school district property.



7. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others:

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

1. Attempting to engage in or perform an act of violence noted in Section D.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks and twists), color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking a cigarette, cigar, pipe, electronic cigarette, vaping, or using chewing or smokeless tobacco, any type of oral pouch (i.e., nicotine, THC, Caffeine)
12. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. 'Illegal substances' include, but are not limited to, inhalants, marijuana, cocaine, K2, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as 'designer drugs' which are substances designed and synthesized to mimic the intended effects and usages of, which



are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.

13. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Gambling.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Knowingly making false statements or knowingly submitting false information to school staff.
18. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

F. Prohibited Behavior During On School Transportation/Pick-Up/Drop-Off Locations:

Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated. Students should remain seated at all times when the bus is in motion, and follow the reasonable commands and instructions of the bus driver at all times. Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

The Transportation Department will issue emergency passes on an as-needed basis. Bus stops are assigned based on the primary address from SchoolTool. Families may request a second location with a provided pick-up and drop-off schedule to ensure that students are routed properly and that students are placed on the correct route based on the pick-up and drop-off schedule. If a schedule is not provided, we will be unable to set a second location within our transportation routing software.

Students who do not follow the appropriate pick-up and drop-off address locations will be subject to the following consequences.

First Offense - Transportation Department calls parents/guardians to let them know that their child(ren) boarded a bus that they were not assigned to without an emergency pass. Parents/Guardians will be informed that future incidents may result in disciplinary action at the building level.



Second Offense - Transportation Department/Bus Driver submits a referral for documentation. The building administrator will call home and remind parents/guardians that future incidents of this behavior without an emergency pass will result in disciplinary action such as Lunch Detention, Structured Study Hall, or After School Detention.

Third Offense - Transportation Department/Bus Driver submits a referral on the incident. Administration will administer one of the following (Lunch Detention, Structured Study Hall, After School Detention) with a phone call home.

Repeated Offenses - May result in the suspension from transportation for 5 days, following all applicable policies and regulations.

G. Engage in any form of academic misbehavior:

Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.
6. Please reference [Artificial Intelligence Policy 8636](#)

Students found to be in violation of academic misbehavior may have the following consequences:

1st Offense:

- The teacher has the right to provide consequences of a zero, make-up of assignment and/or alternative assignments.

2nd Offense:

- The teacher submits a discipline referral and the student receives a zero for the assignment.

H. Engage in off-campus misbehavior:

Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and



cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention). Cases involving multiple founded Dignity for All Students Act violations will result in severe consequences.

Public Conduct on School Property

The district is committed to providing a welcoming, engaging, respectful, orderly environment that is conducive to learning. The district invites the members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to maintain this kind of environment, the public must also adhere to the expectations of the district. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function, including students, teachers and district personnel.

The expectations for the public’s conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks and twists), creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.



10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions, excluding raffles, 5050 that benefit BCSD students.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or use chewing or smokeless tobacco, or smoke/vape/ingest cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp.

B. Consequences

Persons who violate this code shall be subject to the following consequence:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn, and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to being escorted from school property.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate removal and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

In every case, the use of or visitation to the Beekmantown Central School District campus may be revoked if visitors, volunteers, students, staff, BOE members, or others engaging in conduct that fails to comply with any District expectation or the directions of teachers, principals, or other school personnel regarding the health and safety of students, including, but not limited to expectations and requirements of the District, New York State Education Department, or the Department of Health during any health emergency situation.

C. Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this code.



When the Principal or his or her designee sees an individual engaged in actions not conducive to achieving the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination , misconduct or otherwise not allowed behaviors, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the behavior is not allowed and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the Principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student staff member and/or visitors as appropriate, with the 'Consequences' section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

Report Cards

Report cards are issued at the end of each ten-week marking period. Report cards show quarterly grades and teacher comments. Report cards and student academic progress can be accessed through the "Parent Portal" on our district's website.

Reporting Violations

Because the district's goal is for making school a community free of violence, intimidation, bullying, harassment, and discrimination, all students are expected to promptly report violations of the code of conduct to a teacher, school counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building Principal, the Principal's designee or the Superintendent of Schools.

Students are prohibited from knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

All district staff who are authorized to impose disciplinary consequences are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, , who shall in turn impose appropriate disciplinary consequences if so authorized, or refer the matter to a staff member who is authorized to impose appropriate consequences.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary consequences, if warranted, which may include permanent suspension and referral for prosecution.



The building Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Schedule Change Procedures

Student schedules are available via School Tool prior to the start of the school year. Students will have the opportunity to make schedule changes on announced add/drop days which are offered before school starts by the counseling team.

Counselors will adjust for errors, under-enrolled classes, and conflicts. Once school starts in the fall/2nd semester courses, all students must follow their assigned schedules for the first 5 days of class unless serious schedule problems exist (i.e. "double-booked", wrong level, missing a required course, etc.). Schedule changes may not be made after the 2nd full week of classes.

Underclassmen may drop a course only if it is replaced by another course. Special circumstances will be reviewed by your counselor, teacher and subject supervisor. Students should talk to their counselor and teacher to initiate the course drop process. The same process will be followed at the start of the 2nd semester.

Students have until the end of the fourth week of the school year to add or drop a full-year course and until the end of the third week of each semester to add/drop a half-year course.

Students can drop a course after the drop/add deadline only if it is not required for graduation. A Request for Course Withdrawal form is required for these changes and a Withdrawal, Passing (W/P) or Withdrawal, Failing (W/F) will be added to the student's transcript for the appropriate course.

Students may not change their schedule for social reasons, senior privileges or to take a class with a different teacher. No study hall or lunch changes should be made except when requested by school personnel. Changes necessitated by Committee on Special Education decisions are exceptions to the above. Any student removed from a course for disciplinary reasons will be assigned to Structured Study Hall and provided alternative instructions for the duration of the course.

School Events

School events take place after school and in the evenings during the year at the school or at other locations. Every student is expected to demonstrate "Eagle Pride" in himself/herself, the school and the community. Anyone who cannot behave appropriately may be refused admission to school



events. Only students involved in approved school activities are permitted on school property after dismissal. Only BCSD students may attend social functions at our school. Visitors from other schools are not permitted to attend such functions without the consent of the building administrator. Students who receive a referral which requires administrative action may not be permitted to attend the next social function.

School Property

The building, equipment, furniture, books, computers, graphing calculators and general school supplies in our school belong to the residents and taxpayers of the school district. Each student has an obligation to care for those materials and not to damage or waste school property. Students who deface school property, or who are responsible for damage to school property or equipment, will be required to make restitution.

School Psychologist

The school psychologist's duties involve working with students who are having a difficult time adjusting to school. The school psychologist administers various tests and works in concert with counseling and networking with other agencies to assist students and/or their families.

Visitor-Ware

Visitor-Ware is a computerized program we are using for the public who visit our school during school hours. All visitors are required to have a picture ID with them at the time of their visit. Students will be required to carry and use their school ID for this purpose. All students are issued a school ID at no cost when they enter high school. There is a replacement cost for lost ID badges. *Securly* is also utilized to track students usage and access on their individual Chromebooks.

Senior Privileges

Seniors may apply for the privilege to check in later or check out earlier under certain conditions. Applications are in the High School Front Office. Please review the application information:



Senior Privileges

2025-2026

Please review all rules and expectations of a student applying for senior privileges. By signing below the student and the parent/guardian acknowledge they have read and agree to abide by the rules and expectation described and that the student will accept consequences as outlined below if found in violation of any of the rules/expectations. **All consequences will be determined by the Administration.**

***This contract is also sufficient verbal/written warning for consequences. Senior Privileges are PRIVILEGES and can be revoked.**

Student Guidelines:

Students in violation of any of these guidelines may have their senior privilege revoked at the discretion of the HS administration.

- All students are required to carry a 5.5 credit load per school policy. Schedules will **NOT** be changed through the counseling office to accommodate Senior Privileges.
- Senior privileges will not start until Monday, September 22, 2025** All paperwork must be completed and approved by the HS administration. Please bring all paperwork to Mrs. Fairchild.
- Seniors with a study hall at the beginning or end of the day are eligible for late arrival/early dismissal (**periods 1, 2, 8 & 9 only**). *Support, Thrive, Learning Center, and AIS are considered a mandatory class and cannot be used as an eligible class for this senior privilege.*
- Students understand academics are important and if the student is failing classes they risk losing their privileges.**

a. Failing 5 week progress report	First offense: For either (a) or (b) Loss of privileges for 5 weeks or next progress report (whichever is first)	Second offense: Loss of privileges for 10 weeks	Third offense: Revocation of Privileges
b. Failing quarter grade			

- Students must be in attendance on time for their first scheduled class. **Students who have an unexcused absence, unexcused tardy and/or unexcused dismissal will lose senior privileges (ATEDs).** Per district policy (5110-E.2): up to 5 parent notes may be written. All notes must be submitted within 5 days of absence.

5 cumulative – unexcused absence – unexcused tardy – unexcused dismissal 1 Week Loss of Privileges	10 cumulative – unexcused absence – unexcused tardy – unexcused dismissal 5 Weeks Loss of Privileges	15 cumulative – unexcused absence – unexcused tardy – unexcused dismissal Revocation of Privileges for School Year
-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

- Students understand school wide behavior is important and if the student receives accumulated referrals, they risk losing their privileges. *Administration may determine certain consequences for privileges depending on the severity of the behavior referral.

*3 cumulative referrals 1 Week Loss of Privileges	*5 cumulative referrals 5 Weeks Loss of Privileges	*7 cumulative referrals Revocation of Privileges for School Year
-------------------------------------------------------------	--------------------------------------------------------------	--------------------------------------------------------------------------------

- Late arrivals/early dismissals must enter/exit school property via the High School Main Lobby. All late arrivals/early dismissals must sign in/out at the Attendance Office. This means students must be **acknowledged** by the attendance clerk before entering/exiting.
- Throughout the year, there may be events that require all students to remain in attendance for the entire day. Senior privileges will be suspended for those days. Early dismissal/late arrival on those days must be documented with a legal excuse note.

By signing this document, you understand and agree to the terms and conditions of these senior privileges.

Student Name (Print) _____ Do you drive to school: Yes No _____

Student Signature _____

Parent Name (Print) _____



Study Hall

1. Students are to report to study hall on time.
2. No loud talking during study hall.
3. Students must have a pre-signed pass to go to the gym, band room, or to see a teacher during study halls.
4. Students should utilize study hall as a means to work on academic coursework.

Student Searches and Interrogation (Reference BOE Policy 5300.6)

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 consequence on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes all administrators to conduct searches of students lockers and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with the exceptions set forth below in A. and B., if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as using a wand metal detector, viewing camera footage and touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

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/camera footage. if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or 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 practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

Notification of Searches

Parents guardians will be contacted any time a student is searched and it will be documented within the referral, if applicable.

The Building Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Summer School

Summer school will be offered at Beekmantown High School. Please note that in order to be eligible for summer school you must meet the following requirements.

If a student fails a course, the options are:

1. Enroll in summer school (if the student qualifies and the course is being offered).
2. Enrolled in the course the following academic school year.

If a student fails a Regents exam, the options are:

1. Attend summer review sessions and retake the exam during the August regents exam administration.
2. Enroll in AIS for the next academic year until passing the exam and participate in the following Regents exam administrations (January, June, August).
3. Possibly re-enroll in the course in the next academic year.

Minimum Grade and Minimum Attendance requirements for Summer School:

1. Students who have excessive absences may be denied the privilege of attending summer school.



2. A student who has a course average of less than 50 will not be allowed to attend the summer school course for credit.

Visitors to the Schools

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the designated single point of entry and report to the office upon arrival at the school. There they will present photo identification, and follow standard protocol, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the main entry point before leaving the building.
3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
4. Parents or citizens who wish to observe a classroom or school activity while school is in session must arrange such visits in advance with the classroom teacher(s) and Building Principal.
5. Teachers are expected to teach and will not be able to not take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to meet the expectations for public conduct on school property contained in this code of conduct.



Beekmantown High School Map

Beekmantown Main Campus
1st Floor

