

2026-2027

SCHOOL HANDBOOK



Sargent Elementary School

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Table of Contents

<u>Topic</u>	<u>Page number</u>
Arrival, School Schedule, Day Cycle, Dismissal	4
Early Release/ Delayed Openings	5
Attendance	5-6
Health Services & Medication	6-7
Food Allergies	7
Technology	7-8
Lost and Found/ Valuables	8-9
Visiting Sargent / Chaperoning	8-9
Recess and Playground Expectations	8-9
Communication	9
Grade Reporting	10
Parent Portal	10
Cafeteria & Food Service Information	11
Bus Information & Transportation Department	12
Clubs & Activities	12
iReady + Academic Intervention	13
Social Emotional Learning	13-14
PTO	15
NYS Testing	15
Dignity For All Students Act (DASA)	15-19
Beacon City School District Code of Conduct Summary	19-30
Registering for Clubs (Abriter)	31
BCSD 2025-2026 School Calendar	32

ARRIVAL & SCHOOL SCHEDULE

Grades Pre-Kindergarten through Fifth

Doors open at 8:30 AM (Breakfast is begins at 8:30 AM)

Homeroom begins at 8:50 AM

Dismissal at 3:10 PM

Morning Point of Entry:

Parent/Guardian Drop Off (Grades PK-K)	Parent/Guardian Drop Off (Grades 1-5)	Bus Area	Late Students (after 9:10 AM)
<i>Enter the building through <u>gymnasium doors.</u> Parents/Guardians can park in the lower lot and walk students to meet their classroom teacher.</i>	<i>Enter the building through <u>cafeteria doors.</u> Parents/Guardians drop students off at traffic circle and keep traffic moving by exiting via 9D/Sargent driveway.</i>	<i><u>Upper parking lot is reserved for bus students only.</u> Cars cannot access the main entrance between 8:30-9:15 AM.</i>	<i><u>Late students are signed in at the cafeteria (lower lot) between 9:00-9:10 AM.</u> If dropping off later than 9:10 AM, students can be signed in the main office.</i>

Day Cycle (Rotating Schedule for Special Area Classes):

Instead of defining the week as Monday through Friday, days are given a number label (1, 2, 3, and 4). Please know that if school is not in session (either planned or weather related) a day in the cycle is never skipped. If you are ever unsure what "day in the cycle it is" you can find out by checking the Day Cycle Calendar on the Sargent Elementary School Homepage. It is important to know the cycle because it affects the specials (Art, Physical Education, Music) your student has. You will receive this information about special area class schedules from your child's teacher during the first week of school.

DISMISSAL PROCEDURES & CHANGES TO NORMAL ROUTINE

Afternoon Point of Dismissal:

Parent/Guardian Sign Out (PK-2)	Parent/Guardian Sign Out (3-5)	Bus Students	Walkers
<i>Sign out takes place with the classroom teacher outside the gymnasium. Person picking up must physically sign the student out.</i>	<i>Sign out takes place with the classroom teacher outside the cafeteria. Person picking up must physically sign the student out.</i>	<i>Bus students are dismissed between 3:15-3:35 PM.</i>	<i>Only students in grades 4 & 5 are allowed to be released as walkers. A note designating them as a walker needs to be submitted to the main office. A student's privileges to walk without adult supervision can be revoked at any time.</i>

Prior to the start of school, families will receive a form titled **"Student Authorized Release Form."** Parents/Guardians are to complete this form listing the contact information of the person(s) authorized by the custodial parent to sign the student out of school. Throughout the year, if there are changes that need to be made to the information regarding authorized releases, said changes need to be submitted by the custodial parent to the teacher/main office in writing.

Changes to the normal dismissal routine need to be communicated to the main office by 12:00 pm. Changes to the student's bus route must be reviewed and approved by the transportation department. Students are not allowed to change bus routes temporarily for playdates,, childcare, etc.

EARLY RELEASE & DELAYED OPENINGS

It is the responsibility of each parent/guardian to ensure that there is a plan in place for their child in the event of an early closing. Please also be sure that the school is aware of bus/pick up instructions if your normal daycare is unavailable. If schools are not able to open or need to close early because of inclement weather, there are several ways that the district will notify families:

1. ROBOCALL/MESSAGE via BLACKBOARD CONNECT
2. REFER TO THE DISTRICT WEBSITE at <https://www.beaconk12.org>
3. SOCIAL MEDIA - Instagram @beaconcitieschools

TWO HOUR DELAY: Doors open at 10:30 AM AND classes begin at 10:40 AM

ATTENDANCE & ABSENCES

New York State Education Law requires that all children from ages 6 – 17 attend school regularly.

- Regular attendance at school is extremely important and critical for student success.
- Please note that each parent/guardian is legally responsible for seeing that his/her child reports to school in a timely manner and is responsible for calling/emailing the school whenever an absence does occur. [845-838-6900 ext. 4502 or sargentattendance@beaconk12.org]
- Also mandated by NYS is that schools retain physical copies of written excuses for every student absence from school. It is the parent/guardian's responsibility to provide written notes to the school for every absence.
 - The note should state the child's name, date of absence, and the specific reason for the absence. If a student is out more than five (5) days, he/she must submit a doctor's note. The following notes are accepted: handwritten, email from custodial parent's email we have on file, digital attendance note posted on our website.
- If the child will be absent for an extended period of time, the school should be notified in advance or as soon as possible.
- LEGAL absences recognized by the BCSD Board of Education include the following:
 - Illness
 - Religious observation
 - Required court appearance

- Death in the family
- Impassable roads due to weather
- Approved school sponsored trips
- Quarantine
- Medical/dental appointments
- We will record absences ILLEGAL if a written excuse, signed by a parent, is NOT presented upon return to school. Illegal absences become part of the student's permanent record. This can carry significant weight as part of a legal record of parents' good intentions in supporting regular attendance at school.
- The following are examples of inexcusable or ILLEGAL absences according to NYS State Attendance Law:
 - Truancy
 - Oversleeping
 - Missing the bus
 - Family business
 - Vacation
- The main office will mail attendance notices quarterly when a student's absences exceed more than 10 legal/illegal absences. This information is to make the parent/guardian aware of what attendance information is reported to NYS.

SCHOOL NURSE & MEDICATION

The role of the school nurse is to provide first aid to students and staff during school hours. The nurse cannot diagnose illness and will contact parents/guardians when a student reports feeling sick. **The school nurse can be reached at 838-6900 ext. 4510.** Extra clothing for Pre-K & Kindergarten may be kept by the nurse in a gallon size zip lock bag with teacher and student name on it.

Parents/Guardians should keep their student home from school when displaying symptoms below. Once your student is symptom free for 24 hours they may return to school.

- Temperatures of 99.6 degrees or more. If a student attends school with a temperature of 99.6 or more they will be sent home.
- Any gastrointestinal problems such as diarrhea or vomiting.
- Exhibiting any inflammation of the eye unless documentation of allergies is noted in the health record.

School Physicals - Annual school physical examinations are required for all kindergarten, second, and fourth grade students and for students entering from outside the school district. If you would like to have your child examined by the district physician, you must inform the school nurse in writing.

Immunizations - Please note that NYS has recently updated the immunization schedule for grades K-12. Please consult the school nurse and/or your child's physician for the latest requirements. (Confirmation of immunizations must be in writing and schools are not to admit students without such confirmation.)

Medications - Children may not bring medication of any kind to school including over-the-counter medications. (This includes COUGH DROPS which must be stored with and dispensed by the school nurse.)

- Children may take medication in school only under the following conditions:
 - A written order signed by a physician, with the following information: name of medication, reason for administering, dosage, time and number of days. This includes over-the-counter medication.
 - Medication must have a professional label, be in the original container, and be delivered directly to the nurse by the parent. Any over-the-counter medication must be labeled with the student's name and delivered to the nurse in an unopened, original box or container. The parent must also submit a written request.
 - Any changes in dosage must be accomplished through a written request by physician and parent.
- New prescriptions - parental consent and medication are required at the beginning of each school year.
- All medication - will need to be picked up by parent or guardian at the end of the school year. Any medication not picked up by a parent or guardian will be discarded on the last day of school.

FOOD ALLERGIES

Food Allergies are very serious and we want to promote a safe physical environment that protects children with food allergies. Keeping this in mind, please be aware of the following:

- NUT FREE TABLE - A nut free table is provided at lunch time. If your child needs to utilize this resource, please contact your child's teacher and the school nurse.
- NUT FREE CLASSROOMS - Some classrooms are designated as "Nut Free" based on students medically diagnosed allergies. All nut products are prohibited from these classrooms.
- CLASS PARTIES - Please work closely with your child's teacher to provide safe snacks at class parties and other school functions.
- FIELD TRIPS - All foods containing nut products are prohibited for field trips requiring a bag lunch.

TECHNOLOGY & ONLINE SOCIALIZING

Electronic Devices

- Cell phones, smart watches and all internet enabled devices are not allowed in school. As per NYS Education Law, they need to be stored and powered off while in school buildings.
- For the 26-27 school year, Chromebooks will not be assigned to individual students in grades K-3. Those students will access Chromebooks from a laptop cart as needed and under teacher direction. Students in grades 4-12 will have an individually assigned Chromebook. In grades 4-5, Chromebooks will go home only when directed by the teacher. In an emergency, if we had to deploy Chromebooks to students for remote learning, we would have enough devices.
- The BCSD Board of Education adopted a policy on Artificial Intelligence. You can read it here: https://v3.boardpolicyonline.com/b/beacon_city/s/2082334.
- Videotaping and recording is strictly prohibited.

- Student Chromebooks are an extension of the classroom and should be used for educational purposes only.
- Electronic devices are NOT allowed to be used on the school bus and can be confiscated.
- Engaging negatively with peers on online platforms, threats to student safety, and instances of cyberbullying will yield school based consequences.
- The BCSD Technology Department can assist families with various issues regarding school issued equipment, Parent Portal Accounts, updating contact information, etc. If you need assistance from this department, email them at help@beaconk12.org. In the email, make sure to include the:
 - student's name
 - grade
 - school building
 - details of the issue/problem

STUDENT VALUABLES - LOST AND FOUND

The school is not responsible for student property that is lost or stolen. Students should not bring any items of value with them to school. When a student misplaces an item, we collect them in our “lost and found” closet - the main lobby hallway closet. Students are encouraged to check the closet often and parents/guardians may also look through this area.

VISITING SCHOOL & CHAPERONING FIELD TRIPS

All visitors are required to enter the building through the MAIN ENTRANCE. No one will be granted access to the building from any other point of entry. Upon entry via the main office, visitors must sign in with the school security monitor.

- **BADGES:** While inside the building visitors must wear a badge and have a Photo ID.
- **FIELD TRIP CHAPERONES:** If you are accompanying your child on a school field trip, you must display an official badge that has been obtained through the school Raptor system. Security is available from approximately 8:00 AM to 4:00 PM on days that school is in session. Advance planning is required to arrange for you to have your badge ready on the morning of the field trip.
- **CLASSROOM CELEBRATIONS:** Classroom celebrations are at the discretion of the classroom teacher(s). Families should coordinate with and consult the classroom teacher in order to set up a time to celebrate the student. Please keep in mind: some students may have nut or other allergies and goodie bags or other favors are not permitted.

PLAYGROUND RULES & RECESS

Students have recess every day as a part of their daily schedule. Students are expected to treat each other and the playing equipment with respect. Student safety is a top priority and students are expected to refrain from: climbing up slides, standing on top of parallel bars, climbing trees, wrestling, play fighting, and games that involve any sort of tackling or hitting. Incidents and injuries on the playground must be reported to the supervising adult immediately. Gaga Ball is a fun, competitive game available to students at recess. Students who display unsportsmanlike behavior

will not be allowed to play. Students are not allowed to sit on the walls of the gaga pit. The PE department works with the students to teach and reinforce rules and game procedures.

Students are also expected to come to school prepared for outdoor recess (jackets, appropriate shoes, hats, etc). It will be uncomfortable for students to run around on the playground wood chips with any shoe that is not fully enclosed. Outdoor recess occurs most days, students will remain inside for recess in extreme weather conditions such as: real feel cold temperatures (below 28 degrees) with wind chill/various types of precipitation taken into consideration. No student is allowed to leave the playground area without permission from a supervising adult.

The Sargent playground is closed to the public during school hours. For safety reasons, parents/guardians are not permitted to wait on the playground, before dismissal, or while the playground is occupied by students and staff. In addition, Sargent School facilities are not open outside of the regular school day. Any attempt at entering the building needs to be via the main office entrance. The Beacon Recreation Department After School Program is not authorized to grant anyone access to the school building.

COMMUNICATION

Building Level Communication

1. **Principal's Newsletter** - "Sargent Sunday Scoop" is an e-newsletter that gets delivered via email to families every other week. These newsletters can also be accessed, and referred to at any time, via the Sargent Elementary School website.
2. **Backpack Flyers** - Although we try to keep hard copy paper to a minimum, some information lends itself better to letters/flyers. Please make it a habit to check your student's home/school communication folders (purple) and/or their backpack for these types of hard copy informational materials. For your convenience, when many flyers are sent home at once, the main office typically follows up with an email linking electronic copies, too.
3. **Classroom Communication** - Classroom teachers will choose the home/school communication modality that works best for them. Some commonly used platforms are Class Dojo, Remind, Bloomz, Google Classroom, and weekly email updates/class newsletters. If you are unsure of the method in which your student's teacher uses, please email them directly.
4. **Social Media & Sargent School Website** - Follow us and our PTO on Instagram! (@SargentStars + @SargentPTO) for glimpses into our school and updates on school happenings. The day cycle schedule is always updated and maintained on the Sargent Website. In the coming weeks, we will also begin to post our AM News youtube shows that get produced by students daily. The BCSD also regularly updates the district social media accounts, follow @beaconcitieschool on Instagram and Facebook.

Since a lot of the home/school communication is electronic, it is important that families have active Parent Portal accounts and take the time each year to complete the Returning Student Registration form to ensure we have up to date phone numbers, emails and mailing addresses. (If you are not receiving BCSD text messages, it may be because of a past "opt out." to OPT IN - reply START to "60680" from the phone line that has been opted out for non-emergency messages. Reply START to "54968" to OPT IN to receiving emergency messages.

Classroom Communication - Our teachers have the autonomy to choose a communication system that works best for them and their families. At the beginning of the school year, the classroom teacher will share their contact information with the parents/guardians. The classroom teacher is the first and main point of contact for families throughout the school year.

What should you do when you have a concern?

- STEP 1: Contact the teacher first to review the situation and explain your concern.
- STEP 2: Contact the school psychologist, social worker, or nurse to intervene if needed.
- STEP 3: Contact the Principal after involving all other available school resources. The Principal can help direct your concerns to central office administration if needed.

*Concerns regarding incidents occurring on district transportation should first be directed to the transportation department at 845-838-6900 ext. 2701.

GRADE REPORTING

Progress reports and report cards are a part of the student's permanent school record. The criteria for grading is based on a variety of data points, assessments, daily work habits, and social skills.

- 4 - Exceeds Proficiency Standard
- 3 - Meets Proficiency Standard
- 2 - Meets Basic Standard
- 1 - Below Standard

Grading Criteria Proficiency Standards:

- E - Exceeds Standards
- M - Meets Expectations
- P - Progressing
- N - Needs improvement

A parent/teacher conference is required following the first trimester period whereby individual report cards will be discussed and distributed. Report cards will be sent home 3x per year and parents are asked to inspect them carefully and acknowledge their review of the report card. If further explanation is desired, a conference may be arranged by calling the school.

PARENT PORTAL

WHAT IS THE PARENT PORTAL?

The Parent Portal is an important communication tool. Once you are set up, you can access your child's grades and assignments 24/7 using any computer with internet access. If you have a smartphone with access to the internet you can also access this information from your phone's web browser. If you have not received instructions to set up access to the Parent Portal, contact the main office.

WHY VISIT THE PARENT PORTAL?

The Parent Portal gives information to parents/guardians about student assignments, student progress, assignment descriptions (if available), and any teacher comments. It allows parents and teachers to have conversations that might not otherwise happen. Everyone stays connected.

[CREATING A BCSD PARENT PORTAL ACCOUNT](#)

[COMPLETING THE RETURNING STUDENT REGISTRATION FORM](#)

CAFETERIA EXPECTATIONS

[SCHOOL LUNCH MENUS - LINQ CONNECT](#)

<https://linqconnect.com/public/menu/>

In order to keep the cafeteria a clean, safe, attractive, and pleasant place to eat, the following rules must be observed:

- Respect all cafeteria aides and adults
- Walk and refrain from pushing/cutting in line
- Keep hands and feet to yourself
- Keep all milk cartons, food, and waste paper on the tray
- Empty all debris from trays into the waste containers
- Keep tables, seats, and floors clean
- Report any spilled foods or liquids to an adult
- All food must be eaten at the tables within the lunchroom
- No food (unsealed) may be taken out of the lunchroom
- Follow adult instructions for noise level

Free/Reduced applications are available on the BCSD website. We encourage all families who believe they qualify to fill out Meal applications. Although these will not be necessary for complementary meals - the data collected may help with other government funded programs. Paper applications are also available at each school. To fulfill USDA guidelines, students must take a complete meal at Breakfast and Lunch. Food service encourages all students to participate in both meals to develop healthy eating habits supported by our menus of fresh fruits, local vegetables, whole grains, fat free and low fat milk, and multiple protein options. Breakfast options are based on Menu with no pre-orders necessary.

SNACKS - ALL students have the option of purchasing snacks from the cafeteria during lunch. Snack options will be offered on a schedule. Snack funds can be added via <https://linqconnect.com/main> or with deposits directly at school. Students will not be permitted to charge snacks without funds. School cashiers will accept checks or cash at the registers for snack purchases.

Classroom Snack Time: All grades will have daily snack time in their classrooms. Parents/guardians should provide a healthy snack for students each day. Your classroom teacher will provide you with more information and suggestions.

DISTRICT TRANSPORTATION

All buses in the Beacon City School District have been organized to operate with maximum safety. Drivers and monitors are responsible for the safety of the students on the bus and can not be distracted from their responsibilities for student behavior concerns. Students who cannot follow behavior rules on the school bus will be suspended from district transportation.

STUDENT CONDUCT ON SCHOOL BUSES:

1. The driver is in complete charge and must be obeyed.
2. Students will remain seated while the bus is in motion. After entering and until leaving the bus, students will keep heads, hands, and arms inside the bus at all times.
3. Littering on the bus or throwing anything from the bus is prohibited.
4. Books, backpacks, packages, coats, or any other items must be kept out of the aisle.
5. Students will be courteous to the driver, other bus riders, chaperones, and to all other persons.
6. Eating will not be permitted.
7. Chromebooks are not permitted.
8. Cell phones are not permitted. Including flash photography, recording, playing music, or video games.
9. Students will not tamper with the bus or any of its equipment.
10. Yelling, cursing, obscene language, scuffling, and/or fighting are forbidden on the bus.
11. Any action that might distract the driver is strictly forbidden.
12. In case of an emergency, students must follow the directions of the bus driver.

LEAVING THE BUS:

1. Students departing the bus must remain seated until the bus is stopped.
2. Students are to cross the road, when necessary (at least 10 feet in front of the bus), only after the driver signals that it is safe.
3. The driver shall discharge students only at the student's designated school bus stop unless he/she has proper authorization from school officials.

CLUBS & ACTIVITIES

Our goal is to use our resources to provide many enrichment experiences, outside of the school day, for our students in grades K-5 to further connect with their school community. School clubs are a commitment and it is the parent's responsibility to provide transportation to and from school for before/after school activities.

Club offerings and enrichment are run in 3 sessions throughout the year, fall, winter and spring. Families can register their students for clubs and activities online through **Family ID**.

Information about club offerings will be announced at the beginning of the school year and some information will come as the year progresses and new clubs form. If a student has an interest and wants to start a new club, the

process begins with the student preparing a written proposal. The proposal should include the student's name, grade, club description, and outline of what meetings would entail.

i-READY DIAGNOSTIC

Students in grades 1-5 (Kindergarten is 2x a year) take a diagnostic assessment 3 times per year for teachers to measure individual student growth in ELA and Mathematics. The assessment results are sent home to families with report cards. Each student has their own learning path on iReady and these benchmark assessments provide us with another data point to use to inform classroom instruction. To learn more about i-Ready and how to navigate your student's reports visit: <https://i-readycentral.com/familycenter/understand-your-students-i-ready-diagnostic-results/>

IST/RTI & ACADEMIC INTERVENTION SUPPORT

What is RTI, and why do we use it? RTI stands for Response to Intervention, sometimes also referred to as an Instructional Support Team (IST). RTI/IST is a tiered system of support designed to ensure that all students are successful in both academics and behavior through ongoing progress monitoring and targeted interventions. If a student begins to struggle with a skill, they receive additional support within the classroom at Tier 1 and Tier 2a.

These interventions are provided by the classroom teacher and are designed to address areas of need through differentiated instruction and targeted support. If a student is not making adequate progress despite these interventions, parents/caregivers are informed, and the student may receive more intensive support through Tier 2b and Tier 3 interventions. At these levels, students may work with an AIS (Academic Intervention Services) teacher in a small-group setting while continuing to receive classroom-based interventions.

It is important to note that any student being considered for a referral to the Committee on Special Education (CSE) must first go through the RTI/IST process. Classroom interventions must be implemented with fidelity, progress-monitoring data must be collected, and the student's response to those interventions must be documented. This information is a critical component of the referral process and helps ensure that students have received appropriate general education support before a special education evaluation is considered.

POSITIVITY PROJECT

"I can sum up positive psychology in just three words — other people matter. Period. Anything that builds relationships between and among people is going to make you happy." -Dr. Chris Peterson

What is The Positivity Project? The Positivity Project (P2) is an organization whose mission is to empower students to build positive relationships and become their best selves. Positive psychology's 24 character strengths serve as its foundation.

How can families help? Family involvement is an integral part of student success, and we would love for you to take an active role in your student's character strength education. P2 for Families (password: P2) provides an easy, accessible way to reiterate the character strengths vocabulary and have meaningful discussions about the importance of relationships at home. Families can also award "stellar strengths" to their kids based on the P2 traits!



Social Emotional Learning Overview



LEARN MORE



How we structure the school day

- Classroom Set Up
- Morning Meeting
- Energizers
- Modeling
- Closing Circle



THE
POSITIVITY
PROJECT



LEARN MORE

Curriculum Materials

- Daily Lessons
- Character Strengths of the Week
- Project Based Learning
- Tier 2 and 3 Resources



LEARN MORE

SEL LEARNING COMMUNITIES HOUSE SYSTEM

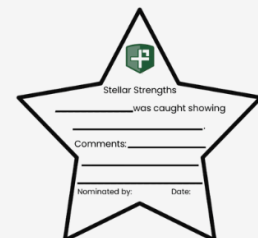
- Humanity (Red) ❤️
- Transcendence (Orange) 🍊
- Wisdom (Yellow) 🟡
- Courage (Purple) 🟪
- Justice + Temperance (Green) 🟢

BUILDING ON STRENGTHS

- Stellar Strengths
- School-wide star jar
- School staff and families can award
- Exhibiting Character



LEARN MORE



PARENT TEACHER ORGANIZATION (PTO)

The Sargent PTO's goal is to support the students, teachers, administration, and staff at Sargent Elementary School through volunteerism, fundraising, and idea fulfillment. The PTO meets monthly and can be contacted by emailing hello@sargentpto.org

The PTO is always looking for new members and every Sargent parent is encouraged to participate. Find out more by visiting: <http://www.sargentpto.org/>

NEW YORK STATE TESTING (GRADES 3-5)

Students in grades 3-5 take New York State Assessments in English Language Arts, Mathematics, and Science. The results of the NYS assessments are released in the fall of the next school year and are ONE of the many data points we use to help inform our instruction. NYS testing in ELA and Math for the 24-25 school year is computer based at all levels. The district selects testing dates within the windows announced by the state below.

2026–27 School Year Elementary- and Intermediate-level Testing Schedule

Operational Test	Administration Window
NYSAA English Language Arts, Mathematics, and Science	Monday, March 8 - Friday, June 11
Grades 3–8 English Language Arts* Grades 3–8 Mathematics* Grades 5 & 8 Science*	Monday, April 5 - Friday, May 14

DIGNITY FOR ALL STUDENTS ACT (DASA)

The Board of Education is committed to providing an educational environment that promotes respect, dignity, and equality. The Board recognizes that discrimination, such as harassment, hazing, and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate in and/or witness such acts. To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, and bullying on school grounds, school buses, and at all school-sponsored activities, programs, and events as described in this policy. The Board also prohibits discrimination, harassment, hazing, or bullying that takes place at locations outside of school grounds, including cyberbullying, which

creates or would foreseeably create a risk of substantial disruption within the school environment where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

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

Cyberbullying - Cyberbullying is defined as harassment or bullying through any form of electronic communication. In order to be actionable under this policy, cyberbullying that occurs off campus must create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

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

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

Harassment - The creation of a hostile environment by conduct or by threats, intimidation or abuse, whether verbal or non-verbal, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Discrimination or harassment within the meaning of this policy shall include a single severe incident or multiple incidents that are pervasive in nature that creates a hostile environment or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

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

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

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

Prevention

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

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

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

Intervention

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

Training

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

Incident Reporting and Investigation

Students who have been bullied, parents whose children have been bullied or other students who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in

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

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

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

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

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

Confidentiality

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

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

1. The request may limit the district's ability to respond to his/her complaint;

2. District policy and federal law prohibit retaliation against complainants and witnesses;
3. The district will attempt to prevent any retaliation; and
4. The district will take strong responsive action if retaliation occurs.

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

Disciplinary Consequences/Remediation

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

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

Non-Retaliation

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

Dissemination, Monitoring and Review

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

BEACON CITY SCHOOL DISTRICT CODE OF CONDUCT

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

I. INTRODUCTION

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

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

Responsible behavior by students, teachers, other district personnel, parents, and visitors is essential to achieving these goals. For this to happen, everyone in the school community must demonstrate and offer respect to others. Learning from their mistakes is an important part of a child's development. Schools must recognize that all children make mistakes as part of growing up and approach these instances with care and as potential learning opportunities. School discipline policies should support students and teachers to ensure that everyone is treated with dignity and respect.

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

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, dignity, service, inclusivity, integrity, and equity. Keeping in mind that the goal is not to penalize, but to teach students that there are consequences to actions and choices,

The Board recognizes the need to:

- Clearly define expectations for acceptable student conduct on school property
- Identify the developmentally appropriate, graduated consequences of unacceptable conduct

- Ensure that discipline is administered promptly and fairly when necessary.

To this end, the Board adopts this code of conduct ("code"), which is based upon education laws, regulations, and Board policies. Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

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

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

"Destructive act"

1. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
2. Knowingly and intentionally damages or destroys school district property.

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

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

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

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

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

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

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

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

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

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

"School function" means any school-sponsored extracurricular event or activity.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"Violent student" means a student under the age of 21 who:

1. Commits an act of violence upon a school employee.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
3. Possess, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), sex, sexual orientation or disability.

2. To be respected as an individual and treated fairly and with dignity by other students and school staff.
3. To express one's opinions, either verbally or in writing as long as it is in accordance with the code of conduct.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations, and rules and receive an explanation of those rules from school personnel.
6. To be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines;
 - d. School and classroom rules and expectations regarding behavior.
7. To supportive services to meet social and emotional challenges such as counselors and social workers.

B. Student Responsibilities

Beacon City School District students have the responsibility to:

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

15. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. STUDENT DRESS CODE

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

Student dress shall adhere to the following:

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

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

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.

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

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

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

The four levels are:

Level 1: Uncooperative/ Disorderly Behavior

Level 2: Disruptive Behavior

Level 3: Harmful Behavior

Level 4: Violent Behavior

Level I Infractions

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

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect (e.g. refusing to do work).
2. Making unreasonable noise.
3. Lateness for, or missing school without permission.
4. Skipping detention.

5. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
6. Engaging in verbally rude or disrespectful behavior toward any member of the learning community.
7. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
 - a. Running or otherwise unsafe behavior in hallways.
 - b. Using language or gestures that are profane, lewd, or vulgar.
 - c. Obstructing vehicular or pedestrian traffic.
 - d. Engaging in any willful act which disrupts the normal operation of the school community.
 - e. Trespassing; students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - f. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 - g. Leaving school without permission.

Level II Infractions

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

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

Level III Infractions

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

1. Attempting to engage in or perform an act of violence.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.

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

Level IV Infractions

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

1. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.

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

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

BCSD Code of Conduct Supports & Consequences Chart

Level I Response

<u>Supports and Interventions</u>	<u>Range of Possible Disciplinary Actions</u>
● Positive directives ● State expectations; ● Positive and specific feedback; ● Increase teacher proximity; ● Verbal prompt, redirection and/ or correction ● Student/Teacher Conference; ● Parent/Teacher Conference ● Intervention by Guidance/Social Workers ● Development of Individual Behavior Contract ● Behavioral Progress Report ● Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)	● Student/Teacher Conference ● Formal meeting between student and supervisor to address behavior and understand consequences. ● Parent – Teacher Conference ● Removal from the classroom by teacher ● (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). ● Restorative Practice

Level II Response

<u>Supports and Interventions</u> • Positive directives • State expectations; • Positive and specific feedback; • Increase teacher proximity; • Verbal prompt, redirection and/ or correction • Student/Teacher Conference; • Parent/Teacher Conference • Intervention by Guidance/Social Workers • Development of Individual Behavior Contract • Behavioral Progress Report • Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)	<u>Range of Possible Disciplinary Actions</u> • Student/Teacher Conference • Formal meeting between student and supervisor to address behavior and understand consequences. • Parent – Teacher Conference • Removal from the classroom by teacher (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). • Restorative Practice • In school suspension • Principal’s suspension (1-5 days) • Superintendent’s suspension (6 days or more)
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Level III Response

<u>Supports and Interventions</u> • Positive directives • State expectations; • Positive and specific feedback; • Increase teacher proximity; • Verbal prompt, redirection and/ or correction • Student/Teacher Conference; • Parent/Teacher Conference • Intervention by Guidance/Social Workers • Development of Individual Behavior Contract • Behavioral Progress Report • Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)	<u>Range of Possible Disciplinary Actions</u> • Parent – Teacher Conference • Removal from classroom by Teacher ○ (4 removals in one semester will require a formal parent conference and may lead to an in-school suspension). • Restorative Practice • In school suspension • Principal’s suspension (1-5 days) • Superintendent’s suspension (6 days or more)
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Level IV Response

<u>Supports and Interventions</u> • Positive directives • State expectations; • Positive and specific feedback; • Increase teacher proximity; • Verbal prompt, redirection and/ or correction • Student/Teacher Conference; • Parent/Teacher Conference • Intervention by Guidance/Social Workers • Development of Individual Behavior Contract • Behavioral Progress Report • Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP)	<u>Range of Possible Disciplinary Actions</u> • Principal's suspension (1-5 days) • Superintendent's Suspension (6 days or more)
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VISIT: hello.students.arbitersports.com/home

SELECT:

Log IN or CREATE ACCOUNT



Sargent Elementary School Clubs & Activities

Registration Deadline 10/11/2024

Sargent Elementary School has many before and after school club options for students in Kindergarten through 5th Grade! We will be using Family ID throughout the year for club and activity sign ups.

When registering for clubs, please keep in mind that club advisors put a lot of work into planning for their activities and some activities build skills as the weeks go on. "Switching" clubs throughout and alternating between clubs is **not permitted**. We plan to run popular clubs in more than on season to give students as many opportunities to do what they like!

Students who register for more than one club that meets on the same day will be removed.

Before the club session begins, you will receive an email from the club advisor confirming your student's participation and providing specific details about activities, pick-up and dismissal.

[Register Now](#)

Organization

Beacon City School District

[Read More About Us](#)

Contact Us

Cathryn Bjord

Principal, Sargent Elementary

bjord.c@beaconk12.org

Tina Lentini

lentini.t@beaconk12.org

Share this organization

[Send Us a Message](#)

Locations

Sargent Elementary School

29 Education Dr

2

DO NOT HAVE AN ACCOUNT?

Enter your student's information and follow the prompts to create an account if you do not already have a Arbiter account associated with your student. BCSD uses Arbiter for Modified Sports registration, Beacon Players, and registration for a lot of district wide events.

ALREADY HAVE AN ACCOUNT?

Log IN to your existing account.

3

SIGN UP FOR CLUBS!

The image shows a screenshot of the ArbiterSports User Sign Up form. At the top, there is a language dropdown menu set to 'English'. Below this is the 'User Sign Up' title. The form contains several input fields: 'First and last name' (with a note that both fields are required), 'First name', 'Last name', 'Email' (with a note that it must be a valid email), 'Email', 'Retype email', 'Password' (with a note that it must be 8 characters with one letter and one number), 'Password', 'Retype password', and 'Mobile phone number' (with a note to enter the user's phone number). There are also checkboxes for 'Join the Arbiter Registration email list. We'll keep them interesting and infrequent.', 'I agree to the Arbiter Sports Terms of Service. * Read the Terms of Service.', and 'I want to create a NEW organization'. At the bottom, there are 'Back To Home' and 'Submit' buttons. A note at the very bottom says 'If you already have an account, log in' with a link to 'Contact our support@arbiter.com (US: 1-800-440-4400)'. Social media icons for Facebook, Twitter, and YouTube are also present.

**RECEIPT OF SARGENT ELEMENTARY SCHOOL
HANDBOOK
&
BEACON CITY SCHOOLS CODE OF CONDUCT
SY 2026-27**

I have read a copy and am aware of the contents of the **Sargent Elementary School Student handbook**, the **BCSD's DASA Protocol** and the **Beacon City School District Code of Conduct**.

Handbook and Code of Conduct can also be accessed by visiting the website address as follows:

<https://www.beaconk12.org/domain/398>

I have reviewed the information with my child as applicable.

Student (print name)

Parent/Guardian (print name)

Date

Parent/Guardian Signature

STUDENT SIGNATURE – Grades 2-5

I have received a copy of the **Sargent Handbook and the Beacon City School District Code of Conduct**.

Student Signature

Date

*Failure to return this form will not relieve the student or the parent/guardian from responsibility to know the contents of the **Outline Summary of Major Sections with the Beacon City School District Code of Conduct** and will not excuse non-compliance with the Code of Conduct*
