

Brewster Central School District Code of Conduct 2026-2027

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Brewster Central School District Code of Conduct

I. Why do we have a Code of Conduct?

A. Students need to be supported, engaged and feel as though they belong in school in order to promote strong character and appropriate conduct in a school setting. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:

- recognize and manage emotions;
- develop caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively and ethically.

B. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions.

C. All adults—teachers, principals, administrators, school staff, parents, and the larger community—have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

D. Appropriate conduct and strong character are reflected in a civil, respectful, healthy and caring environment.

Student discipline and support policies and practices will be implemented in a manner which is caring, equitable, respectful and based on trust among administration, staff, students, and families and holds all individuals accountable. A positive approach to behavior will be restorative and solution oriented, helping students to:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and

- understand that further consequences and/ or interventions will be implemented if their unacceptable behavior persists.

E. The District will continuously monitor results in an effort to determine strategies for improvement.

II. Introduction

A. The 2026–27 school year brings continued opportunities for growth, learning, and connection across the Brewster Central School District. The Board of Education ("Board") and the District remain steadfast in their commitment to providing a safe, inclusive, and supportive learning environment where all students have access to high-quality instruction and meaningful learning experiences that prepare them for success in school and beyond.

Brewster Vision 2030, our strategic plan, provides a clear direction for this work and reflects our shared aspirations for every student. Central to this vision is our commitment to ensuring that each student feels a sense of belonging, is valued for who they are, and has equitable access to the opportunities, supports, and relationships needed to thrive academically, socially, and emotionally.

Our Code of Conduct supports this commitment by establishing clear expectations for the students, staff, families, and community members who make up our learning community. It is intended not only to promote safety, responsibility, and accountability, but also to foster a school culture grounded in respect, learning, belonging, and positive relationships.

The Code of Conduct is reviewed and refined on an ongoing basis to ensure that it continues to reflect the needs of our schools and the values and beliefs embodied in Vision 2030. Through this process, we seek to maintain a Code that provides clear expectations and appropriate accountability while supporting the growth, learning, and well-being of every student.

B. The Board is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services 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 and social-emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

Responsible behavior by students, teachers, other District personnel, parents and other visitors is expected, as it is essential to achieving this goal.

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

C. With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect. The purpose of discipline is to preserve learning, strengthen relationships, build student capacity for responsible decision-making, and maintain a safe environment for all members of the school community.

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 while developing 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.

D. 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, mutual respect, citizenship, character, honesty and integrity.

a. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the Board adopts this Code of Conduct ("Code"), which is based upon education laws, regulations, and Board policies.

E.

a. Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. Please note that this Code remains in effect regardless of the mode of instruction that a student is participating in. The District is committed to implementing this Code consistently, fairly, and developmentally appropriately while considering individual circumstances, student needs, and applicable laws and regulations.

III. Vision, Mission & Profile of a Learner

A. Over time the Brewster Central School District has engaged in multiple collaborative processes to define our collective direction. As a result, the District has established and revised various Vision and Mission statements, as well as a Profile of a Learner, that summarizes our aspirations and goals.

a. **Vision:** *We believe that a Brewster Central School District education will be appropriate, challenging, holistic and will prepare students to be successful, productive citizens who contribute to society.*

b. **Mission:** *The BCSD, the heart of our diverse community, is committed to educating, inspiring, and empowering every student while fostering multiple pathways for success.*

B. Profile of a Learner

The Brewster Profile of a Learner defines the skills and attributes we seek to develop in every student throughout their PK–12 experience. Grounded in Vision 2030, the Profile identifies six key competencies—Critical Thinker; Creative Innovator & Collaborator; Communicator; Reflective & Future Focused; Civic Engagement, and Curious Scholar—that prepare students to navigate challenges, work effectively with others, communicate with purpose, and take ownership of their learning and growth.

C. SIX SKILLS OF A BREWSTER LEARNER:

- **CRITICAL THINKING**
  A reflective thinker who collects, assesses, and analyzes relevant information to create, innovate, change, and improve. A habitual and proactive intellectual risk-taker who leverages the intersection of interdisciplinary content knowledge and skills to the application of real-life situations.

- **CREATIVE INNOVATOR & COLLABORATOR**
  An adaptable problem-solver who uses imagination and flexible thinking to develop new ideas and products. Confidently collaborates across diverse perspectives, sharing responsibility to drive toward a shared goal

- **COMMUNICATOR**
  Clearly and confidently engages with various audiences through speaking, writing, and a variety of media. Actively and respectfully listens to different perspectives to foster understanding and build relationships.

- **REFLECTIVE & FUTURE FOCUSED**
  Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, and demonstrates responsible decision-making. Brings a sense of courage to unfamiliar situations. Exhibits resilience, perseverance, and a growth mindset by embracing feedback, taking responsibility for mistakes, and viewing challenges and setbacks as opportunities for learning and personal growth.

- **CIVIC ENGAGEMENT**
  Engages with and takes an active role in improving our local, global, and digital communities. Acts responsibly and ethically to promote and positively contribute to the interconnectedness of our world.

- **CURIOUS SCHOLAR**
  A lifelong learner with a sustained passion for knowledge and exploration. Actively takes ownership of personal growth by experimenting with new ideas, asking thoughtful questions, and applying fresh insights to make meaningful discoveries.

The Code of Conduct supports the development of these competencies by establishing expectations that encourage students to make thoughtful decisions, communicate respectfully, reflect on their choices, take responsibility for their actions, and contribute positively to their school community. In this way, the Code serves not only as a framework for behavior and accountability, but also as a tool for learning and growth.

IV. DEFINITIONS

A. For purposes of this Code, the following definitions apply.

1. “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.

2. "Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. (*Definition of "disruptive student" from §3214(2-a)(b).)*

3. “Gender” means actual or perceived sex and shall include a person’s gender identity or expression. (*Definition of “gender” comes from §11 (6).)*

4. “Gender expression” is the manner in which a person represents or expresses

gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

5. “Gender identity” is one’s self-conception of gender, as distinguished from actual biological sex or sex assigned at birth.

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

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

8. “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 and 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.

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

10. “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.

11. "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.

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

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

14. "Violent student" means a student under the age of 21 who:
    a. Commits an act of violence upon a school employee.
    b. 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.

c. 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.
d. Displays, while on school property or at a school function, what appears to be a weapon.
e. Threatens, while on school property or at a school function, to use a weapon.
f. 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.
g. Knowingly and intentionally damages or destroys School District property.

15. "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, slingshot, 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.

V. 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:

a. To 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.
b. To be respected as an individual and treated fairly and with dignity by other students and school staff.
c. To present their version of the relevant events to school personnel authorized to impose consequences.
d. To access school policies, regulations, and rules and, when necessary, receive an explanation of those rules from school personnel.
e. To be provided with clear expectations regarding:
    i. Course objectives, requirements and state standards;
    ii. Grading criteria and procedures;
    iii. Assignment requirements and deadlines; and

iv. Rules and expectations regarding behavior.

f. Not to submit to a survey, analysis, or evaluation that reveals information concerning:
   i. political affiliations;
   ii. mental and psychological problems potentially embarrassing to the student or their family;
   iii. sexual behavior and attitudes;
   iv. illegal, antisocial, self-incriminating and demeaning behavior;
   v. critical appraisals of other individuals with whom respondents have close family relationships;
   vi. legally recognized privileged and comparable relationships, such as those of lawyers, physicians, and ministers; or
   vii. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

   without the prior written consent of the student, if over 18 years of age, or without the prior written consent of the parent / person of parental relations for those students under 18 years of age. However, such survey, analysis or evaluation may be conducted on a wholly voluntary basis, provided that the student and their parent / person of parental relations have been notified of their rights and of their right to inspect all materials related to the above.

B. Student Responsibilities

a. All District students have the responsibility to:
   i. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons, to property, to one's self, and to the school environment.
   ii. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
   iii. Be familiar with and abide by District policies, rules and regulations dealing with student conduct as delivered through age-appropriate material.
   iv. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
   v. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
   vi. Respond to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
   vii. Be truthful when speaking with school officials regarding Code-violations.
   viii. Respect personal space.
   ix. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
   x. Ask questions when they do not understand and request an interpreter if

they need to better understand the situation.

xi. Seek help in solving problems.

xii. Dress appropriately for school and school functions, according to the Code of Conduct (refer to building-level student handbooks for specific guidelines).

xiii. Accept responsibility for and reflect on the impact of their actions.

xiv. 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.

xv. Address personal biases that may prevent equal treatment of peers.

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

xvii. Generative AI tools must be ethically, responsibly, and intentionally utilized to support student learning, not to bypass it. The use of AI is an evolving construct that must be studied, refined and communicated to staff, students and parents.

VI. Essential Partners

All members of our learning community – including students, school staff, parents and engaged service providers – must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community. Those responsibilities include, but are not limited to, the following:

A. Parents

The role that parents play in their child's learning and overall development is paramount and unparalleled. In order to optimize student learning and development the school must partner with parents in support of their child's learning goals. The Code assists in providing a guide for 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.

a. To achieve this goal, all parents are asked to:

i. Recognize and embrace the necessary partnership with the school community in order to optimize their child's educational opportunities.

ii. Send their children to school ready to participate and learn.

iii. Ensure their children attend school regularly and on time.

iv. Ensure absences are excused.

v. Ensure their children are dressed and groomed in a manner consistent with the student dress code.

vi. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

vii. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.
viii. Convey to their children a supportive attitude toward education and the District.
ix. Build positive, constructive relationships with teachers, other parents and their children's friends.
x. Tell school officials about any concerns or complaints in a respectful and timely manner.
xi. Help their children deal effectively with peer pressure.
xii. Inform school officials of changes in the home situation that may affect student conduct or performance.
xiii. Provide a place for study and ensure homework assignments are completed.
xiv. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

B. Staff

The Code 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. To best support a positive and enriching learning environment, all District personnel are expected to:

a. Teachers

1. 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.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for students and student achievement.
4. Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. 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.
7. Address personal biases that may prevent equal treatment of all

students.

8. Be open to active participation in resolving conflicts through a restorative process.
9. Communicate to students and parents:
    i. Course objectives and requirements
    ii. Marking/grading procedures
    iii. Assignment deadlines
    iv. The status of student growth and achievement, especially if there is a change in academic performance or behavior.

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 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. 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.
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. 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, (including gender identity and gender 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, when called upon. Disseminate the Code and anti-harassment policies.
    g. Be responsible for enforcing the Code 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. Be open to active participation in resolving conflicts through a restorative process.

5. The Dignity Act Coordinator(s)

- Brewster High School, Assistant Principal, Ms. Lauren Cole
  (845) 279-5051 x1137, lcole@brewsterschools.org

- Wells Middle School, Assistant Principal, Mr. David Carpanzano
  (845) 279-3702 x2134, dcarpanzano@brewsterschools.org

- C.V. Starr Intermediate School, Assistant Principal, Mrs. Melissa Tirado
  (845) 279-4018 x3117, mtirado@brewsterschools.org

- JFK Elementary School, Assistant Principal, Mrs. Eileen Cruz,
  (845) 279-2087 x4114, ecruz@brewsterschools.org

Their duties are as follows:

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

6. Superintendent (or designee)
   a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
   b. Inform the Board about educational trends relating to student discipline.
   c. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
   d. Maintain confidentiality in accordance with federal and state law.
   e. Work to create instructional programs that minimize incidents of inappropriate behavior and are sensitive to student and teacher needs.

f. Work with District administrators in encouraging a positive school climate, enforcing the Code and ensuring that all cases are resolved promptly and equitably.
g. Participate in school-wide efforts to provide adequate supervision in all school spaces.
h. 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.
i. Address personal biases that may prevent equal treatment of all students and staff.

7. Board of Education
    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 gender expression, or sex.
    b. Maintain confidentiality in accordance with federal and state law.
    c. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code.
    d. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
    e. Adopt and review at least annually the District's Code to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
    f. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
    g. 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.
    h. Address personal biases that may prevent equal treatment of all students and staff.
    i. Be open to active participation in resolving conflicts through a restorative process.

For more information on reporting options for the Dignity Act, please visit this link.

VII. STUDENT DRESS CODE

A. 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 shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Ensure that underwear is completely covered with outer clothing.
3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
5. Not promote and/or endorse the use of alcohol, tobacco, marijuana or illegal drugs and/or encourage other illegal or violent activities.

Please see building-level handbooks for more specific guidelines.

Nothing in this policy shall be construed to 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 their 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 all other behavioral interventions are not effective and the student continues to refuse to cooperate.

VIII. Guidelines regarding conduct of employees, parents, visitors and contractors

A. Conduct and Language Deemed Acceptable

a. Employees – Conduct, dress and language for employees on school property shall be determined in accordance with law and collective bargaining agreements.
b. Parent(s) and Visitors – Conduct, dress and language of visitors on school property shall be governed by Sections VII, IX, and X of this Code.
c. Contractors with the school District will be required to adhere to the District policy section regarding conduct and language on school property,

as applicable. See IX and X of this Code.

Any violation of the Code, at any point during the school year, and with respect to employees, parents, visitors and contractors, could result in the loss of privileges, including school-sponsored events, such as proms or dances, daytime or after-school events, participation or attendance in athletic events, or participation or attendance at graduation. Egregious acts, including senior pranks, may result in the aforementioned consequences, as well as revocation of school-issued employment certificates (i.e. working papers).

IX. Standards and Procedures to Ensure the Security and Safety of Students and School Personnel

A. Safety of Students

The Board of Education recognizes the District's responsibility for ensuring the safety of all students in school buildings or on school grounds, and/or participating in school activities.

The safety of all students shall be the responsibility of all staff members. In case of accident or injury, students shall receive first aid from the nurse or other trained professionals nearest the scene. The nurse or administrator/administrator's designee shall notify the parent(s) as soon as possible or, if neither parent(s) is available, the family or school physician shall be notified.

The safety of students will be assured through close supervision of students on school premises and on school buses. Special attention will be given to the following:

- maintaining a safe school environment through periodic inspection of the physical condition of all buildings and grounds;
- observation of safe practices on the part of school personnel and students, (e.g. use of personal protective equipment) particularly in those areas of instruction or extracurricular activities which offer special hazards. Section 409-a of the Education Law and the relevant sections of the Commissioner's Regulations regarding the wearing of eye safety devices in shops and laboratories, etc. will be strictly observed;
- offering safety education to students, generally and as appropriate, in subjects such as laboratory courses in science, technology education, and health and physical education;
- notifying the school nurse of all accidents. For every accident, an accident report must be completed and filed; and,
- adherence to health and safety guidelines.

In addition, all school personnel shall be conscious of suspicious strangers loitering in or near the school. The Superintendent/Building Administrator shall notify law enforcement

agencies if the circumstances seem to warrant it. Students shall be instructed to notify teachers, staff, their parents / persons of parental relations, police (school resource officer) or school officials of any suspicious strangers.

The Board recognizes its responsibility to include in the curriculum instruction that deals with student safety and welfare. Such instruction will meet state mandates in the following areas:

- fire and arson instruction;
- crisis events utilizing the SHELL Framework;
- bus emergency drills;
- disaster planning and civil preparedness;
- substance abuse prevention;
- the use of safety devices;
- energy conservation;
- environmental conservation; and
- prevention of child sexual exploitation and child sexual abuse.

B. Safety Measures

All required and mandated drills will be implemented by the District. Evacuation drills are to be conducted on a regular basis and at least as often as required by law. The Superintendent or their designee is responsible for a decision to close school or to evacuate the schools in case of emergency. The safety and welfare of the children is to be the prime consideration in such decisions.

C. Elopement

The District shall ensure that there are building policies, procedures and protocols in place to prevent and address instances of wandering and elopement, particularly for students with cognitive impairments and other disabilities. In addition, the District should identify students with known elopement behaviors to all building staff.

For students with disabilities, the District should identify if the student has the tendency to wander or elope from school property, and, if so, should ensure that the proper steps are taken to address those behaviors, including training staff assigned to work with the student(s).

D. Notification of Sex Offenders

The Board of Education acknowledges the efforts of local law enforcement to notify the District when a person with a history of sex offenses against a child is being paroled or released into the community, in accordance with the provisions of the Sex Offender Registration Act, commonly known as Megan's Law. The purpose of this notification is to protect members of the community, particularly children, by notifying them of the presence of individuals in their midst who may present a danger. Consistent with its duty

to protect students under its care, the District shall cooperate with local law enforcement agencies in this endeavor.

Any information provided by local law enforcement officials pursuant to Megan's Law shall be posted in an appropriate location in all school buildings. In addition, the Superintendent of Schools shall ensure the dissemination of any such information to all staff who might come into contact with the offender in the course of doing their jobs, including Building Principals, staff who issue visitors' passes, bus drivers, custodians, playground monitors, security personnel, and coaches. All other staff members and community residents shall be informed of the posting requirement for such information established by this policy and of the availability of the information, upon request.

Community residents shall also be reminded of the security measures and personal safety instruction provided at school. All staff requests for information provided by the law enforcement agencies shall be directed to the Building Principal. Requests for information from community residents shall be directed to the District Clerk.

The Superintendent shall establish any necessary regulations for implementing this policy with the advice of the school attorney.

E. Reporting of Hazards

The Board of Education recognizes its responsibility to provide an environment which is reasonably secure from known hazards. The Board therefore directs the Superintendent of Schools and all professional and support staff members to comply with occupational safety and health regulations, including the Hazard Communication Standard and "Right-to-Know" legislation.

The Superintendent will direct appropriate personnel to develop and oversee a written hazard communication program. Such program will include the following:

- the acquisition, maintenance and review of Material Safety Data Sheets (MSDSs) for all known hazardous materials on District property;
- the compilation of a hazardous materials inventory;
- employee training in hazardous materials management and protection; and
- “Right to Know” posters and the “Labor Law Information Relating to Public Employees” posters must be posed in common areas informing workers of relevant work hazards and associated rights; and
- the recording of all incidents involving exposure to known hazardous materials.

Records of employees who have been exposed to substances with enforceable exposure standards shall be kept for forty years.

It is the responsibility of the entire school community to report any unsafe building or equipment conditions to the Main Office as soon as possible. In addition, designated

administrators will provide notice of hazardous materials to current and former employees within 72 hours of a request, exclusive of weekends and holidays.

F. Students and Staff Reporting Unsafe Conditions

The Board of Education also seeks to ensure the safety of students and employees of the District while on District property. The Board and administrative staff, in cooperation with students and employees, will take reasonable measures to prevent accidents on the school premises.

Any dangerous conditions involving equipment or buildings or any unsafe practices by anyone in the building or on the grounds of the District are to be immediately reported to the Building Principal or their designee.

Formal objective investigations of all accidents or unsafe conditions are to be immediately conducted by the Building Principal and the results of the investigation are to be presented to the Superintendent in a written report. The results of selected investigations should be communicated to employees and students for the purpose of determining how the accident might have been avoided.

G. Visitors to the Schools (and school grounds)

All visitors will be required to report to the designated reception area upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance from the building principal in order to allow teachers the opportunity to arrange their schedules to accommodate these requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits. Visitors to the schools are expected to adhere to any required procedures and protocols, including any applicable health protocols.

H. Electronic Visitor Management System

The District utilizes an electronic visitor management system (EVMS) in order to ensure the safety and welfare of its students, staff, and guests. When any visitor, including parent(s) and volunteers, wishes to enter any school building during school hours, they must present a valid state or government issued photo ID, such as a valid driver's license, or some other acceptable form of proof of identity. Prior to entry being permitted, the EVMS will check visitors against known sexual offender databases. Once the visitor's ID is scanned, the EVMS will print a visitor's badge/sticker which must be worn throughout the duration of the visit. Visitors should return this badge at the end of their visit so that they may be checked out of the building in a timely fashion. Visitors who refuse to produce IDs or fail the check of sexual offender databases, may be asked to either wait in the school building lobby or to leave school premises.

a. Visitors to the schools of the District shall be governed by the following rules:

i. Each Building Principal shall establish and maintain a safety plan outlining the process for registration and authorization for visits to their school. Such plans shall be submitted to the Superintendent of Schools for approval, and thereafter be made available in the Principal's office to anyone interested in visiting the school.

ii. The Principal of the school must be contacted by the person or group wishing to visit, and prior approval must be obtained for the visit.

iii. Parents/Persons of parental relations wishing to speak with a specific teacher concerning the progress of a child must make an appointment with the teacher. The teacher will notify the Main Office and the Building Principal (or their designee).

iv. All visitors must report to the designated reception area, sign in, and be issued a visitor's permit, which must be displayed at all times. The permit must be returned to the reception area and the visitor must sign out at the conclusion of the visit.

v. Registration shall not be required for school functions open to the public, whether or not school-related.

vi. Parents/Persons of parental relations are encouraged to visit guidance counselors, school nurses, school psychologists and other support personnel, by appointment, in order to discuss any problems or concerns the parent / person of parental relations may have regarding the student, whether or not school-related.

vii. Any visitor wishing to inspect school records or interview students on school premises must comply with all applicable Board policies and administrative regulations. The request shall only be granted in accordance with applicable law, regulation and policy. In questionable cases, the visitor shall be directed to the Superintendent's office to obtain written permission for such a visit.

viii. The Principal is authorized to take any action necessary, consistent with applicable laws and regulations, to secure the safety of students and school personnel. Unauthorized visitors shall be requested to leave school premises immediately, and will be subject to arrest and prosecution for trespassing, pursuant to the New York State Penal Law, if they refuse.

I. Reporting Harassment, Discrimination and/or Bullying

The Board of Education is committed to providing a safe and productive learning environment within its schools. 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.

The Title IX Coordinators are:

Mrs. Maggie Andriello, Assistant Superintendent for Curriculum, Instruction & Assessment, (845) 279-8000 x6119

Mr. Stephen Hancock, Assistant Superintendent for Human Resources, (845) 279-8000 x6125

The Title VI Coordinator is:

Mrs. Maggie Andriello, Assistant Superintendent for Curriculum, Instruction & Assessment, (845) 279-8000 x6119

X. Provisions for the Removal from the Classroom and from School Property, Including a School Function, of Students and Other Persons Who Violate the Code

A. For purpose of this Code, the following definitions apply:

a. Disruptive Pupil – One who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
b. Removal –Students are precluded from returning to the class of the teacher from which they were removed.

B. Process for Removal of a Disruptive Student

a. If the student does present a danger or an ongoing threat of disruption to the academic process, removal can be immediate, but the school administrator must provide the removed student an opportunity to present their version of the events within 24 hours of removal.
b. If the student does not present a danger or an ongoing threat of disruption to the academic process, before removal the school administrator must provide the student with explanation as to why being removed, and an opportunity to present their version of the events.
c. Within 24 hours of removal, parents / persons of parental relations must be notified by principal or their designee of removal and reasons for removal.
d. Informal conference – If the student denies the charge, an opportunity for informal hearing must take place with parents / persons of parental relations and principal or their designee within 48 hours of removal.

e. Principal's determination – The principal must make a determination by close of business on the day following the informal conference to either uphold or reverse determination (determination can only be reversed if finding lacks substantial evidence, is inconsistent with Code, a violation of law, or if conduct warrants suspension). The principal may designate a school District administrator (e.g., an assistant principal) to carry out the principal's functions in this regard. A student may return when: (a) the principal or designee makes a final determination, or (b) the period of removal expires, whichever is less.

C. <u>Continued Educational Programming</u>

In the event of a disruptive student in accordance with this Code, continued educational programming will be provided during the period of removal as soon as is practicable. The type of continued educational programming will vary depending upon the student's individual needs but may consist of, for example, in-school suspension, or other instruction as provided by the teacher and determined by the principal.

<u>1) Staff</u>

Removal shall be determined in accordance with applicable law and collective bargaining agreement.

<u>2) Visitors and Contractors</u>

Removal of visitors and contractors will be accomplished in accordance with section IX(H) of this Code.

XI. Student Discipline

A. "Violent" students – Teachers shall report and refer a "violent" student to the principal, or their designee, for appropriate action under the Code, and a minimum suspension period in accordance with section XVII of this Code.

B. Serious and/or flagrant breaches of the District's Code at school or school functions can result in an immediate Superintendent of Schools' hearing. The following list of prohibited conduct is illustrative and the building principal, or their designee, reserves the right to discipline for other conduct as appropriate. A student may be suspended from school or subjected to other disciplinary action when such student:

a. engages in conduct which is:

i. disorderly, e.g.,

1. fighting or engaging in violent behavior, threatening another with bodily harm;

ii. intimidation or bullying of students or school personnel;

iii. making unreasonable noise;

iv. using abusive, hateful, or aggressive language or gestures, including racial or ethnic remarks which are improper;

v. recklessly engaging in conduct which creates a substantial risk of physical injury;
vi. defaming individuals, including making false statements or representations about an individual or group;
vii. creating and/or possessing and/or distributing sexually explicit, nude, or semi-nude images or videos of oneself and/or others (e.g., sexting); or is insubordinate, e.g.,
    1. failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student;
    2. missing or leaving school without permission; or
    3. making an audio and/or video recording and/or transmittal, including Ai-generated, digital, or print photographs during any portion of the school day, or on buses, or at school related activities without the express authorization of appropriate school personnel;
    4. failing to comply with school rules related to cell phones and/or other electronic devices; or

b. engages in any of the following forms of academic misconduct:
    i. submitting another's work as your own (electronically or otherwise) and/or other Responsible Use Policy (RUP) violations;
    ii. plagiarism;
    iii. using artificial intelligence tools for the sole purpose of creating, modifying or submitting work that is not the student's, and/or
c. engages in conduct violative of the Board's rules and regulations for the maintenance of public order on school property or at school events, e.g.,
    i. vandalism or graffiti,
    ii. arson,
    iii. theft,
    iv. sexual misconduct
    v. truancy,
    vi. weapons and explosive devices
d. Students are prohibited from the possession, use, sale, transfer or facilitation thereof of alcohol, drugs, drug paraphernalia, cannabis, tobacco products/synthetic tobacco products/paraphernalia, e-cigarettes, vaporizers or other devices used to inhale non-prescribed substances. Further, a student shall not be under the influence of alcohol and/or drugs on school property or at school events.
e. trespassing; loitering
f. is a "violent" student as defined in Section IV.
g. is "substantially disruptive" as defined in Educ. Law § 3214.
h. intimidates, bullies or defames others in word, action or dress;
i. bullying is generally the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, as defined by the Dignity for All Students Act.

j. harasses others on the basis 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 or other legally protected category.
k. engages in off-campus speech which materially and substantially disrupts the work and discipline of the school, including instances of: severe bullying or harassment targeted at particular individuals; threats aimed at the school community; speech concerning the failure to follow school rules, including lessons, the writing of papers, the use of computers or participation in other school related online activities; and breaches of school security devices.

C. Disciplinary responses for violations of the student discipline Code shall be dependent on the nature of the violation and may be progressive. This means that as a general rule, when applicable, a student's first violation may normally merit counseling or other restorative practices (see below) and subsequent violations may result in a more strict response. However, such a rule may not be applicable in all contexts, for example when dealing with possession of a weapon or drug-related offenses. Disciplinary penalties may be imposed either alone or in combination. The Board of Education expects all staff members imposing disciplinary penalties to take into consideration all relevant factors in determining the appropriate penalty.

D. The range of consequences that may be imposed for infractions of the student disciplinary Code, including incidents involving the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights and threats of violence, includes, but is not limited to, the following: student conference, verbal warning; written warning; written notification to parent(s); detention; suspension from transportation; suspension from athletic participation; suspension from social or extracurricular activities; suspension of other privileges; exclusion from a particular class for a specified period of time; in-school suspension; and out-of-school suspension; Superintendent's hearing; referral to appropriate authorities; drug testing (for incidents involving the use of illegal substances). Any testing would follow the requirements stipulated in Education Law 912-a, which includes parental consent).

In addition, if a criminal offense has been committed such as pulling a false fire alarm, vandalism, or use and possession of weapons, the police shall be notified and the District will cooperate with authorities as to the filing and prosecution of criminal charges against the student as deemed necessary.

Once an out-of-school suspension is assigned, all privileges for co-curricular and extra-curricular activities are denied immediately. The District also reserves the right to suspend students for additional time from co-curricular and extra-curricular activities, as

these are privileges. The above penalties may be imposed either alone or in combination.

E. District-sponsored field trips are considered to be educational endeavors. Therefore, student exclusion from such trips will not be used as a response to student misconduct, except for any student, based on a review of disciplinary referrals, who is considered to be a threat to the health, safety, and welfare of other students. Other exclusions may be made at the discretion of building administration. No exclusion will occur without first reviewing concerns with the parent(s) / person(s) of parental relations of the student in question.

F. Alternatives and Restorative Justice

a. Historically, 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.

   As aforementioned, "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.

   We believe that understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the board authorizes restorative justice practices to be employed where appropriate, including the use of 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:

   i. Who has been hurt?
   ii. What are their needs?
   iii. Whose obligations are these?

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

   i. Understand why the behavior is unacceptable and the harm it caused;
   ii. Understand what could have been done differently in the same situation;
   iii. Take responsibility for their actions;
   iv. Make reparations and or restitution to repair the harm done;
   v. Be given the opportunity to learn pro-social strategies/skills to use in the

future; and

vi. Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional consequences 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 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.

Some examples of restorative practices include, but are not limited to: individual coaching, individual/group conferences, community building circles, setting of classroom agreements or norms, respect agreements, time in a Mindful Moment Room (or other similar space), explicitly teaching conflict resolution, restorative inquiry, reentry circles, check ins/check outs, peer mediation, grade level assemblies - specific to expectations, proactive behavioral discussions, mentor program, referrals to community service providers/counseling services/treatment centers, and offering opportunities to make amends.

Counseling may not be required as a penalty in a student disciplinary proceeding. However, the Board supports counseling as an alternative/supplement to the imposition of a penalty, provided that the student may benefit from these services and such counseling is formally procured through the School Counseling Office.

In addition, voluntary or involuntary transfer, although not a penalty, may be considered in cases where a non-disabled student's behavior problems indicate the need for transfer and the non-disabled student would benefit from the transfer. A non-disabled student may be transferred only in accordance with Education Law section 3214(5).

G. <u>Due Process Protections</u>

The Board recognizes a student's right to a Superintendent's hearing before a suspension from attendance in excess of five days and the right to an appeal of such a suspension to the Board pursuant to Education Law 3214(3).

H. <u>Alternative Instruction</u>

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction as prescribed by Education Law 3214.

XII. Use of Personal Communication Devices and the Responsible Use Policy

The District recognizes the critical role that technology plays in today's learning environment. It is our desire that our students be digital citizens who can effectively search for and critically analyze sources, and can leverage technology in a way that furthers learning outcomes and provides a better understanding of the world around us.

With that said, cell phones and other personal communication devices in the current learning environment are not needed to reach those learning outcomes or overall goals. In alignment with *N.Y. Education Law 2803* and *Board Policy 7316*, the use of **cell phones and other personal electronic devices** by students is **prohibited during the instructional day**, including during lunch, recess, and hallway transitions.

Cell phones and similar devices must be **turned off and stored securely as defined in the building-level handbooks.** This statewide policy is intended to support student well-being, reduce distractions, and promote deeper engagement in learning and peer interaction. Students who need to contact a parent/guardian during the day should do so through the main office or other approved school channels.

Repeated violations of this policy may result in disciplinary action in accordance with the district's Code of Conduct.

To best communicate the expectations regarding the use of these devices, each building will include language in their building-level handbooks to specify the rules pertaining to these devices.

The following are excerpts from Board Policy 5800: *Computer Use in Instruction - Responsible Use*:

- ***Responsible Use and Conduct***
    - *Access to the District's computer network and its digital learning resources is provided solely for educational purposes and research consistent with the District's mission and goals.*
    - *Each individual in whose name an access account is issued is responsible at all times-- during school as well as outside of school hours-- for its proper use.*
    - *All users of the District's network and digital resources will be issued a username and password. Passwords must be safeguarded and changed periodically.*

- *Only those network users with permission from the Director of Technology and Innovation may access the District's internal network from off-site via VPN.*
- *The District will make reasonable efforts to provide digital learning tools to students and staff which are available anytime, anywhere and on any device for which the user has access to the Internet.*
- *All users of the District's network and digital resources are expected to abide by the District's Code of Conduct.*
- *Network users identifying a security problem on the District's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the District official or employee being notified.*
- *Any network user identified as a security risk or having a history of violations of District computer use guidelines may be denied access to the District's network.*
- *As part of this policy, and the District's Internet Content Filtering/Safety Policy (policy 8271), the District shall also provide age-appropriate instruction regarding appropriate online behavior, including:*
  - *Interacting with other individuals on social networking sites and in chat rooms*
  - *Cyberbullying awareness and response.*
- *When using personal technology in school and/or on the school's network, students shall comply with Board Policy 7316: Student Use of Personal Technology.*
- *Such instruction will be provided even if the District prohibits students from accessing social networking sites or chat rooms on District computers.*

B. Prohibited Activity and Uses

Active Restriction Measures: The District will utilize filtering software or other technologies in an effort to prevent Network users from accessing inappropriate content. Use of such software and technologies cannot, however, guarantee that all inappropriate sites will be blocked. It is not possible to list all examples of unacceptable use, but below is a list of examples of activity that is prohibited on the District's computer network. Unacceptable use of the District resources may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- *Using the network for commercial activity, including advertising.*
- *Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the District computer network.*

- *Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.*
- *Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.*
- *Using another user's account or password without that person's knowing consent.*
- *Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive email.*
- *Forging or attempting to forge email messages.*
- *Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.*
- *Using the network to transmit anonymous messages or files.*
- *Using the network to receive, transmit or make available to others a message that is inconsistent with the District's Code.*
- *Revealing the personal address, telephone number or other personal information of oneself or another person.*
- *Using the network for sending and/or receiving personal messages not related to the District's goals.*
- *Intentionally disrupting network traffic or crashing the network and connected systems.*
- *Installing personal software on the District's computers and/or network without the permission of the Director of Technology and Innovation.*
- *Using District computing resources for commercial or financial gain or fraud.*
- *Stealing data, equipment or intellectual property.*
- *Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.*
- *Wastefully using finite District resources, including bandwidth and storage.*
- *Changing or exceeding resource quotas as set by the District without the permission of the appropriate District official or employee.*
- *Using the network while access privileges are suspended or revoked.*
- *Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.*

C. No Privacy Guarantee

Users of the District's computer network and equipment should not expect, nor does the District guarantee privacy for electronic mail (email) or any use of the District's computer network or digital resources. The District reserves the right to access and view any material stored on District equipment, any of its digital resources, or any material used in conjunction with the District's digital resources.

D. Theft and Device Protection

Damage or loss of a device must be reported to the main office and School Resource Officer. Loss of a device as a result of theft must be reported within 24 hours of the occurrence. When a school-issued device is reported lost or stolen, the device will be disabled rendering it unusable. If the device is not recovered the student is responsible for the cost as determined by the Department of Technology and Innovation and building administration.

E. Returning Devices

Students will return any issued device when requested on a date determined by administration. If a device is not returned, Brewster Central School District may avail itself of all legal options available to it for collection of the device or, if necessary, collection of the fair market value of the device.

F. Sanctions

All users of the District's computer network and equipment are required to comply with the District's policy and regulations governing the District's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity may be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

XIII. Procedures by Which Violations Are Reported, Determined, Discipline Measures Imposed and Discipline Measures Carried Out

The Board of Education believes that each student can be expected to be responsible for their own behavior. The school administration shall develop and disseminate rules of conduct, focusing on personal safety and respect for the rights and property of others to be consistently applied in the classrooms and through the schools. Students who fail to meet this expected degree of responsibility and violate school rules will be subject to appropriate disciplinary action and more regulated supervision.

Discipline is most effective when it deals directly with a problem at the time and place it occurs, and in a way that is fair and impartial. Therefore, before seeking outside

assistance, teachers will first use all their positive resources to create a change of behavior in the classroom.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior.

XIV. Discipline of Students with Disabilities

The Board of Education recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the Education Law (Article 89) and their implementing regulations. It also recognizes that these students with disabilities are guaranteed certain procedural protections whenever school authorities determine that discipline is warranted.

Accordingly, it shall be the Board's policy that the procedures followed for suspending, removing or otherwise disciplining students with disabilities eligible for services under IDEA and Article 89 will conform with the procedural safeguards required by applicable laws and regulations.

This policy incorporates by reference the Procedural Safeguards for Students with Disabilities Subject to Discipline set forth in Part 201 of the Regulations of the Commissioner of Education, which implement the procedural protections provided under New York's Education Law and which coordinate the state's general procedures for suspension of students with disabilities with the requirements of IDEA and its implementing regulations.

XV. Provisions for Notifying Outside Agencies

A cooperative effort will be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

The District will observe all applicable procedures under the Family Court Act for filing of PINS petitions, Juvenile Delinquency petitions and it will follow the appropriate sections of Penal Law and Criminal Procedure Law and other statutes for filing criminal complaints.

Referrals to appropriate home service agencies will be provided by both the Brewster Central School District and Putnam County. The list of agencies can be found on our website, *Brewster Community Resources*, or can be made available by contacting any building principal or the Director of Pupil Personnel Services.

Referral to law enforcement and judicial authorities for Students with Disabilities
In accordance with the provisions of IDEA and its implementing regulations, The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

XVI. Notification to Persons in Parental Relations

Notification of persons in parental relation of the fact that a Code violation has occurred will be accomplished in accordance with the procedure for removal of disruptive students and the due process rights of students referenced in Section XI.

XVII. Minimum Suspension Periods

Where a student engaged in conduct which would define that student as "repeatedly, substantially disruptive" under the Commissioner's Regulations (e.g., engaging in disruptive conduct requiring removal from classroom on four or more occasions during a semester), minimum suspension will be two days subject to modification on a case-by-case basis based upon the particular circumstances present.

Where a student engaged in conduct which would define that student as "violent" under the Commissioner's Regulations (e.g., engaging in violent conduct requiring removal from classroom on four or more occasions during a semester), minimum suspension will be three days subject to modification on a case-by-case basis based upon the particular circumstances present.

XVIII. Employee Training

The Board will sponsor an in-service education program for all District employees which will include, but not be limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. Employees will also be required to annually complete mandated training by November 30th of each school year.

XIX. Teaching About Controversial Issues

Board Policy 8320: *Teaching About Controversial Issues* outlines the way in which staff should approach controversial issues in the classroom. The following guidelines must be adhered to:

1. In the classroom, matters of a controversial nature shall be handled as they arise in the normal course of instruction and not introduced for their own sake. Such issues shall be neither sought nor avoided.

2. When presenting various positions on a controversial issue, the teacher shall take care to balance major views and to assure that as many sides of the issues as possible are presented in a fair manner, with no position being espoused by the teacher as the only one acceptable.

3. When materials dealing with controversial topics are to be used, assigned or recommended, such materials must:

- *balance major views and provide as many sides of the issue as possible in a fair manner, with no position presented as the only one acceptable;*
- *be appropriate to the maturity level of the students; and not adversely affect the attainment of the district's instructional goals or result in substantial disruption of the normal operation of the classroom.*

Prior to presenting materials on such an issue, the classroom teacher shall present the materials to the Department Liaison for prior approval. The Liaison will review the materials pursuant to the guidelines above.

4. Before a guest speaker is permitted to address the students, approval must be granted by the Building Principal, who must be informed of the scheduling of all guest speakers at least three (3) days prior to their presentation and will keep in mind the obligation for presenting opposing views as well, and who will inform the Superintendent prior to the presentation.

Further from this policy, *It is the teacher's responsibility to present issues for study and discussion, which contribute to the attainment of course objectives. Teachers also have the obligation to permit the free exchange of ideas, to present facts objectively and impartially to stimulate discussion, and to develop an understanding of all viewpoints. Although teachers have the right to express their own viewpoints and opinions, they do not have the right to indoctrinate students.*

Teachers are encouraged to utilize the assistance of department liaisons, specialists, and/or administrators with questions, concerns or advice if needed.

XX. Provision Prohibiting Retaliation

Any person who has reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of discrimination or harassment.