Brasher Falls Central School District

CODE OF CONDUCT

2026-2027

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I. Introduction

This Code of Conduct is adopted by the Board of Education of the Brasher Falls Central School District (the "District") pursuant to and in compliance with the requirements of Project SAVE and Chapter 100.2 (1) of the Regulations of the Commissioner of Education. The Brasher Falls Central School District recognizes the need to clearly define expectations for acceptable conduct, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly, to ensure that our vision and mission are embraced and accomplished. Unless otherwise indicated, this code applies to all students, school personnel, guardians and other visitors on school property, while attending a school function, or anything that impacts the school day. For more detailed information regarding expectations, procedures, and school-specific guidelines, please refer to your child's individual school's Student Handbook. The Interscholastic Handbook may be referenced for students participating in extra-curricular and/or athletic activities. The handbooks are intended to supplement the District Code of Conduct and may include additional information that is unique to each school building. Students and families are encouraged to review these documents to ensure a clear understanding of expectations and policies.

BFCSD Mission Statement:

"is to ensure all students attain their maximum potential in the future."

Brasher Falls Central School District Core Beliefs:

- ✓ Everyone will strive for continual success.
- ✓ Everyone is accountable for their actions.
- ✓ Everyone will learn in a safe, respectful, and supportive environment.
- ✓ Everyone will adapt to changing situations.
- ✓ Everyone is valued, can learn, and has something to offer.
- ✓ The success of our school will influence the success of our community.

II. Definitions

For purposes of this code, the following definitions apply.

"Bullying" has been described by the United States Department of Education as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. **The behavior is repeated, or has the potential to be repeated, over time.** Bullying can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet. Bullying may also be based on any characteristic including, but not limited to a person's actual or perceived race, color, weight, national origin, ethnic origin, religion, religious practices, disability, sex, sexual orientation, or gender (including gender identity and expression).

Bullying may also involve the following characteristics:

- ❖ Power Imbalance: Individuals who bully use their power, such as physical strength or authority, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- ❖ Intent to Cause Harm: The person bullying has a goal of causing physical and/or emotional harm and/or takes pleasure in this activity.
- ❖ Threat of Further Aggression: Bullying behaviors generally happen more than once or have the potential to happen more than once. The bully and the target believe the bullying will continue.
- ❖ Terror: When any bullying increases, it becomes a systematic violence or harassment used to intimidate and maintain dominance.

There are at least four kinds of bullying: verbal, physical, social / relational, cyber-bullying:

- ❖ Verbal: Name-calling, insulting remarks, verbal teasing, frightening phone calls, extortion, inappropriate sexual comments, taunting, racial slurs, anonymous notes, threatening electronic communications (cyber-bullying), and threatening to cause harm.

- Social / Emotional: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.
- Physical: Hitting, slapping, biting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.
- Cyber: *See below*

"Cyber-bullying" is a form of bullying which occurs via electronic communication on the Internet, on cell phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures, images or videos, website postings (including blogs), sending mean, vulgar, or threatening messages or images, posting private, sensitive information about another person, and pretending to be someone else in order to make that person look bad.

Cyber-bullying or harassment has or could have the effect of:

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

Cyber-bullying involving District students may occur both on campus and off school grounds, and may involve student use of District Internet or Wi-Fi services, or student use of personal electronic devices including but not limited to: cell phones, digital cameras, personal computers, tablets, ipods, and ipads.

Cyber-bullying that occurs off campus, which causes or threatens to cause material or substantial disruption in the school, could result in formal discipline by school officials. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

"Dignity Act Coordinator" is an administrator responsible for implementing the Code of Conduct.

"Disability" means (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.

"Discrimination" The Dignity Act (Education Law §11[7]) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. Such conduct, verbal threats, intimidation or abuse, includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Disruptive Student" means any student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the employee's authority.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program for the provision of services to such district, its students or employees, directly or through contact, whereby such services performed by such person involve direct student contact.

"Gender Identity of Expression" Gender identity or expression" means an individual's actual or perceived gender-related identity, appearance, behavior, expressions and other gender-related characteristics regardless of the sex assigned to that person at birth, including, but not limited to, the status of being transgender.

- A transgender person is an individual who has a gender identity different from the sex assigned to that individual at birth.
- Gender dysphoria is a recognized medical condition related to an individual having a gender identity different from the sex assigned at birth.

"Guardian" means guardian, guardian or person in guardian relation to a student.

"Harassment" is the creation of a hostile environment by conduct, by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. The 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
- Gender (including gender identity and expression)
- Gender Identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through this behavior, clothing, hair styles, activities, voice, or mannerisms.

Specifically, harassment can include any verbal, written or physical conduct which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to derogatory remarks, jokes, demeaning comments or behaviors, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, etc.

"Hazing" The Penal Law defines hazing as a person intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury (Penal Law §120.16). Under the Penal Law, it is also considered hazing, even when physical injury does not occur, if a person intentionally or recklessly engaged in conduct during the course of another person's initiation into or affiliation with any organization, which created a substantial risk of physical injury to such other person or a third person (Penal Law §120.17).

"Plagiarism" is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources (from the World Wide Web, AI), even with minor alterations.

"Retaliation" is when any member of the school community retaliates against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, preceding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have retaliated even if the underlying complaint of harassment is not found to be a violation of this Code of Conduct. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as harassment.

"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 event or activity both on and off campus.

"Sexual orientation" The term "sexual orientation" means heterosexuality, same-gender relationships, bisexuality or asexuality, whether actual or perceived.

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

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses, while on school property or at a school function, a weapon.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- 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, slingshot, metal knuckle knife, box cutter, 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

The Board of Education assures District students that they have all the rights afforded them by federal, state, and local laws. As such, students are expected to comply with these same laws.

The District's aim is to provide an environment in which a student's rights and freedoms are respected and to provide opportunities which stimulate and challenge the student's interests and abilities to their highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner and does not infringe upon the rights of others. In order to preserve these rights, means such as video cameras will be used on school grounds to supervise students' activities while not under direct staff supervision.

It shall be the right of each District student:

1. To have a safe, healthy, clean, orderly, and courteous school environment;
2. To take part in all District activities on an equal basis regardless of race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression);
3. To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
4. To have school rules available for review, and whenever necessary, an explanation by school personnel;
5. To be suspended from instruction only after their rights pursuant to Education Law Section 3214 have been observed;
6. In all disciplinary matters, to have the opportunity to present their version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
7. It is the policy of the Brasher Falls Central School District that students be free from all forms of discrimination and harassment, including but not limited to sexual harassment, by employees or students on school property or school functions. Any complaint of alleged harassment should be made through the building principal. If the alleged harassment involves a building administrator, the complaint should be filed with the Superintendent of Schools.

Anything outside of student rights is considered a privilege.

IV. Essential Partners

Students: All students are expected to:

1. Be familiar with and abide by all District and school policies, rules and regulations pertaining to student conduct.
2. Work to the best of their abilities in all academic and extracurricular pursuits and strive towards the highest level of achievement possible.
3. Conduct themselves, when participating in or attending school-sponsored extracurricular events, as a representative of the District, and as such, hold themselves to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for their actions.
4. Seek help in solving problems that might lead to disciplinary procedures.
5. Seek academic assistance from teachers as soon as difficulties arise.
6. Contribute to the maintenance of an environment that is conducive to learning and to show respect to all persons and property.
7. Make constructive contributions to the school and community and report the circumstances of school related issues in a fair and accurate manner.
8. Bring information regarding threats to the health and safety of others to the attention of school officials.

Guardian(s): All guardians are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the guardians and the school community.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attends school regularly and on time.
4. Ensure absences are legal / excused, and send a written, signed note to school following the absences.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their child(ren) understand them.
8. Convey to their child(ren) a supportive attitude toward education and the district.
9. Build good relationships with teachers, other guardians and their child(ren)'s friends.
10. Help their child(ren) deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Report their child(ren)'s complaints of harassment and/or discrimination to an administrator.
14. Report to a school administrator if their child(ren) does/do not feel safe at school.
15. Share concerns with school employees by following the communication chain of command in the Community Code of Conduct

Employees: All district employees and teachers are expected to:

1. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school, in the classroom setting, or at extracurricular events.
4. Report and document incidents or situations that may compromise school safety that are witnessed or otherwise brought to an employee's attention in a timely manner.
5. Know school policies and rules, and enforce them in a fair and consistent manner.
6. Report all student complaints of harassment and/or discrimination to an administrator.
7. Report all students who do not feel safe at school to an administrator.
    - **Teachers:** in addition to above teachers are also expected to:
        1. Demonstrate interest in teaching and concern for student achievement.

2. Be prepared to teach.
3. Communicate to students and guardians:
    i. Course objectives and requirements
    ii. Marking/grading procedures
    iii. Assignment deadlines
    iv. Expectations for students
    v. Classroom discipline plan
    vi. Communicate regularly with students, guardians & other teachers concerning growth & achievement through multiple modalities (phone, email, conferences, etc.)

School Counselors: All School Counselors are expected to:

1. Ensure, track, and support high academic achievement and supports for every student.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Schedule and facilitate teacher/student/counselor/guardian conferences.
4. Monitor and report cohort data.
5. Ensure student schedules are in compliance with IEP/ 504 plans for students with disabilities.
6. Report all student complaints of harassment and/or discrimination to an administrator.
7. Report all students who do not feel safe at school to an administrator.
8. Monitor, document, and review with students their educational progress, career plans, and college and career readiness.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students in the school, in the classroom setting, or at extracurricular events.
12. Report and document incidents or situations that may compromise school safety that are witnessed or otherwise brought to a teacher's attention in a timely manner.

Administrators: All Administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Investigate all complaints of harassment and/or discrimination either formal or informal and take prompt corrective measures.
3. Ensure that all students who do not feel safe at school are provided appropriate accommodations.
4. Ensure that students and staff have the opportunity to communicate regularly with the administrator and approach the administrator for redress of grievances.
5. Evaluate on a regular basis all instructional programs.
6. Support the development of, and student participation in, appropriate extra-curricular activities.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases or behaviors that may prevent equal treatment of all students in the school, in the classroom setting, or at extracurricular events.
10. Report and document incidents or situations that may compromise school safety that are witnessed or otherwise brought to an administrator's attention in a timely manner.
11. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.

Superintendent: The Superintendent of Schools is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
5. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
6. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school, in the classroom setting, or at extracurricular events.
8. Report and document incidents or situations that may compromise school safety that are witnessed or otherwise brought to a Superintendent's attention in a timely manner.

Brasher Falls Central School Board of Education:

All members of the Brasher Falls Central School District Board of Education are expected to:

1. Collaborate with student, teacher, administrator, and guardian organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
4. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.

V. The District's Dress Code

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. The District's employees and students are expected to be appropriately groomed and dressed while on District Property and at District Functions. Teachers and all other District employees should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Visitors are also expected to be appropriately attired while on District Property and at District Functions. Each building principal shall inform all students and their guardians of the student dress code at the beginning of the school year, and of any revisions to the dress code made during the school year. The appropriateness of an individual's dress will depend, to some degree, on the circumstances and setting. However, the following general rules shall normally apply in all circumstances on school grounds, in school vehicles, and at school-sponsored functions:

1. Dress, grooming and appearance, including accessories and nails, shall be safe and appropriate.
2. Dress and appearance may not disrupt or interfere with the educational process.
3. Hats, caps, tukes (touques), bandanas, or any other head coverings are not permitted to be worn in school at any time, except for medical or religious reasons. ***These items are to be removed immediately upon entering the building.***
4. Hoodies may not be worn with the hood up while in the building or for outside recess during the school day.

5. Without explicit permission from a staff member, outdoor insulated coats, oversized jackets, trench coats, and blankets will not be worn in the building. Students with safety concerns and/or misconduct may have additional restrictions with layered clothing.
6. No item of apparel or accessory may promote and/or endorse the use of alcohol, tobacco, marijuana, illegal drugs and/or encourage other illegal or violent activities.
7. No item of apparel or accessory may display sexually suggestive or derogatory material.
8. Undergarments and underwear must be covered at all times with outer clothing.
9. Clothing must have straps/sleeves and must not expose the midriff (front and back), lower abdominal area, gluteal or chest area, and may not be see-through.
10. Items of apparel that are vulgar, obscene, libelous, or denigrate others on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity or disability are prohibited.
11. Sharp metal chains, any animal collars or bracelets, or anything that could cause injury are not permitted.
12. Sunglasses are not to be worn in the building.
13. Backpacks are not to be worn in the building with the exception of entering and leaving. 5th and 6th grade students may carry a drawstring bag only to PE and Swim.
14. Purses are not to be worn in the building with the exception of entering and leaving. Small cosmetic clutches and non-expandable pencil pouches are allowed during the day.
15. Trapper keepers are not permitted.
16. Students must wear footwear at all times. Footwear should be appropriate for activities of that day, and footwear that is a safety hazard will not be allowed.

Additional age appropriate details about dress code may be addressed in building student handbooks. Students who violate the District's 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 the acceptable item. Any student who refuses to do so shall be subject to disciplinary action.

Nothing in this Dress Code will be construed to limit the ability of students to dress and/or groom themselves in a way that allows them to express their gender identity, or to discipline students for doing so. Nothing in this Dress Code will be construed to limit the ability of students to wear certain protective hairstyles (including but not limited to braids, locks and twists) or to wear their hair in a particular texture, or to discipline students for doing so.

VI. Homework Guidelines

The District acknowledges the educational value of homework as an extension of the instructional program of the schools. "Homework" should refer to those assignments to be prepared by the student outside of the school or independently while in attendance at school. In assigning homework, recognition must be given to the fact that students vary widely in interest from one department or grade level to another.

1. From a student's viewpoint, the purpose of homework is to:
    a. Provide students with immediate feedback on content knowledge and skills
    b. Develop and reinforce student responsibility and time management skills
    c. Develop and reinforce organizational skills
    d. Put creative effort into work
    e. Develop students in preparation of being college and career ready
    f. Provide practice and reinforcement of taught concepts
2. From the teacher's standpoint, the purpose of homework is to:
    a. Provide teachers with immediate feedback on content knowledge and skills
    b. Encourage activities that extend prior learning
    c. Create and sustain lifelong learners
    d. Develop and reinforce student time management skills
    e. Provide background and information for pre-teaching
    f. Provide practice and reinforcement of taught concepts
3. Homework should be assigned for these specific purposes:
    a. Provide immediate feedback on student learning
    b. To provide a tool for guiding future instruction

c. Develop and reinforce student responsibility and organizational skills
d. Create and sustain lifelong learners
e. Provide practice and reinforcement of taught concepts

The amount of time spent by individual students on homework will vary greatly. Some factors affecting this time variable for a student are:

- Student age and aptitude
- Needs established per student's IEP/504 Plan
- Course difficulty
- Instructor's goals towards learning outcomes

VII. Student Use of Personal Electronic Communication Devices

The New York State Education Department acknowledges that cellular phones, pagers, and 2-way communication systems can be a positive means to facilitate communication; however, the display and/or use of such devices can cause disruption to the educational process.

Therefore, to prevent such disruption, the display and/or use by students of cellular phones (including "smart phones"), pagers, internet-enabled smartwatches, and 2-way communication systems and/or other electronic devices shall be prohibited from the time students arrive at school until the end of the regular school day (EL/MS 3:30 and HS 2:30), unless specifically permitted to be used by an administrator. Such permission will be explained in each building's student handbook. Devices must be turned off and stored in lockers during the school day. The district is not responsible for stolen, lost or damaged personal electronic devices.

For safety reasons, earbuds, earphones, headphones including "Beats" type devices for music may not be visible or audible in the halls unless prescribed by a medical professional or as stated on a student's IEP or 504 Plan. These items must be removed and put away immediately upon entering the building. Students may use headphones with chromebooks in classrooms and study halls only with adult permission and direct oversight. Failure to comply with these expectations will result in the student being directed to bring the item to the office. Protocols for first offense and additional offenses are described in section VI.

Some uses of personal electronic devices constitute violation of the school district code of conduct and in some instances, the law. The school district will cooperate with law enforcement officials as appropriate.

- 1st offense- The student may pick-up the device in the School Office at the end of the school day.
- 2nd offense- The device will be held until a parent or guardian comes in to pick it up.
- Further offenses- Continue with parent pickup. The phone would need to be signed in to the School Office upon arrival each morning and picked up at the departing time of the student each day. This option is available only if a good case for not leaving the device at home permanently is given.

Emergency Situations:

In emergency situations, it is even more important to stay off of electronic devices so emergency workers can complete their jobs. Exceptions to the prohibition of the use of cellular phones, pagers, and 2-way communication systems may be granted by teachers or administrators. Students needing to communicate with guardians during the day for emergencies will utilize the main office, guidance office, or nurse office phones. For non-emergency situations regarding a classroom, students will utilize the classroom phone with teacher permission.

Personal Electronic Communication Devices, and NYS Testing

In order to ensure the integrity of testing, in accordance with state testing guidelines, students are not allowed to bring cell phones or other electronic devices into exam locations during state assessments. Test proctors, monitors, and school officials shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them for the duration of the test period. Admission to the test will be prohibited to any student who has a cell phone or other electronic device in their possession and does not relinquish it.

Students with IEP's and 504 Plans
Students with individualized education plans (IEP's, 504 plans) or documentation from a medical practitioner that specifically requires the use of an electronic device may do so as specified.

VIII. Staff use of Personal Electronic Communication Devices

District personnel are expected to exemplify and reinforce acceptable behavior relative to possession and use of cell phones and personal electronic communication devices in order to help students develop an understanding of appropriate conduct in the school setting.

IX. Prohibited Student Conduct

The BFCSD Board of Education expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of school facilities and equipment. These expectations also apply to internships, student work experience and all extra-curricular and school related events.

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 misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

Engage in Conduct that is Disorderly
Examples of disorderly conduct include, but are not limited to:

- Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- Obstructing vehicular or pedestrian traffic.
- Trespassing. Students are not permitted in any area of the school building/grounds, other than the one they regularly attend, without permission from an administrator.
- Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate Websites; or any other violation of the District Acceptable Use Policy.
- Unauthorized use of personal electronic devices/equipment (i.e. cell phones, MP3 devices, and other personal electronic devices deemed inappropriate by the administration).
- Unauthorized use of personal computers, laptops and/or other computerized information resources through the BFCSD computer/wireless system is prohibited.

Engage in Conduct that is Insubordinate
Examples of insubordinate conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating disrespect.
- Missing or leaving school or class without permission.

Engage in Conduct that is Disruptive
Examples of disruptive conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrating disrespect.
- Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

- Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
- Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
- Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon(s).
- Using weapon(s).
- Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including, but not limited to, graffiti or arson.
- Communication by any means, including oral, written, or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

Engage in any Conduct that Endangers the Safety, Morals, Health or Welfare of Others

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

- Lying, deceiving, or giving false information to school personnel.
- Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings, or pictures (written material, cell phones, Internet, YouTube, et cetera).
- Discrimination, which includes the use of race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, religion, gender or disability as a basis for treating another in a negative manner.
- Harassment, which includes a communication (verbal, written, electronic or graphic) and/or physical conduct based on an individual's actual or perceived race, color, religion, national origin, political affiliation, sexual orientation, sex, age, marital or veteran status, use of a recognized guide dog, hearing dog or service dog or disability.
- Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, et cetera.
- "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, e-mail, Web sites, chat rooms, and text messaging, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures, or auditory recordings, and other verbal or physical conduct or communication of a sexual nature.
- Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in, any District or school sponsored activity, organization, club or team.
- Selling, using, possessing or distributing obscene material.

- ❖Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, vaporizer pens or electronic cigarettes, or illegal substances, or being under the influence of any of these. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids (i.e. incense, herbal mixtures, or potpourri, with brand names such as "Spice", "K2", Mr. Nice Guy", and "Gold Galaxy"), drug paraphernalia and any substances commonly referred to as "designer drugs."
- ❖Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
- ❖Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs;" or possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, et cetera.
- ❖Gambling and gaming.
- ❖Inappropriate touching and/or indecent exposure.
- ❖Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
- ❖ Violating gender privacy when using school restroom facilities.

Engage in Misconduct While on a School Bus

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.

Engage in any Form of Academic Misconduct

Examples of academic misconduct include, but not limited to:

- ❖Plagiarism.
- ❖Cheating.
- ❖Copying.
- ❖Altering records.
- ❖Assisting another student in any of the above actions.
- ❖Inappropriate use of technology.

X. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a district employee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a district employee.

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

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

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

Non-Retaliation

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by a student and/or an employee, on school grounds or at school functions, who, acting reasonably and in good

faith, either reports such information to school officials, to the Commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from the making of such a report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Districts, BOCES, and charter schools and their respective employees are prohibited from taking, requesting or causing a retaliatory action against any such person, who, acting reasonably and in good faith, either makes such a report or initiates, testifies, participates or assists in such formal or informal proceedings (Education Law §16).

XI. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.
Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from guardians, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.
If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to their disability.

Penalties
Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

- Oral warning – any member of the district staff
- Written warning – bus drivers, hall and lunch monitors, coaches, teaching assistants, School Counselors, teachers, Principal, Superintendent
- Written notification to guardian(s) – bus driver, hall and lunch monitors, coaches, teaching assistants, School Counselors, teachers, Principal, Superintendent
- Detention – teachers, Dean of Students, Principal, Superintendent
- Suspension from transportation – Principal, Superintendent
- Suspension from athletic participation – coaches, athletic coordinator, Principal, Superintendent
- Suspension or removal from from social or extra-curricular activities – activity advisor, Principal, Superintendent
- Suspension of other privileges – Principal, Superintendent
- In-school suspension – Dean of Students, Principal, Superintendent
- Removal from classroom by district employee – district employee, Principal
- Short-term (five days or less) suspension from school – Principal, Superintendent, Board of Education
- Long-term (more than five days) suspension from school – Principal, Superintendent, Board of Education
- Permanent suspension from school – Superintendent, Board of Education.
- Provisions for repayment of damaged property- Superintendent, Board of Education.
- Restorative practice options may be utilized

Procedures
The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts

surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.
Students who are to be given penalties other than an oral warning, written warning or written notification to their guardian(s), are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

- **Extended Detention**
- Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Extended detention will be imposed as a penalty only after the student's guardian has been notified to confirm that there is no guardian objection to the penalty and the student has appropriate transportation home following extended detention.

- **Suspension from Transportation**

  If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the administrator's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Building Principal, the Superintendent or their designees. In such cases, the student's guardian(s) will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

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

- **Suspension from Athletic Participation, Extra-curricular Activities and Other Privileges**

  A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's guardian(s) will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

- **In-school Suspension**

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

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

- **Teacher Disciplinary Removal of Disruptive Students**

  A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain their composure and self-control in an alternative setting. Such practices may include, but are not limited to:
  - short-term "time out" in an elementary classroom or in an administrator's office;
  - sending a student into the hallway briefly;
  - sending a student to the Principal's office for the remainder of the class time only; or

- sending a student to a School Counselor or other district staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.
If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

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

Within 24 hours after the student's removal, the Principal or another district administrator designated by the Principal must notify the student's guardian(s), in writing, that the student has been removed from class and why. The notice must also inform the guardian(s) that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the guardian(s). Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting guardian(s).

The Principal may require the teacher who ordered the removal to attend the informal conference.
If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's guardian(s) a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the guardian(s) and Principal.

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from

their class. The Principal must keep a log of all removals of students from class.
Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until he or she has verified with the Principal or the Chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

❖**Suspension from School**

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Building Principals.
Any staff member may recommend to the Superintendent or the Principal that a student be suspended.

All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal shall gather the facts relevant to the matter when processing a case for suspension. Facts will be recorded for subsequent presentation, if necessary.

- **Short term (five days or less) Suspension from School**
  When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's guardian(s) in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the guardian(s). Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the guardian(s).
  The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the guardian(s) of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the guardian(s). At the conference, the guardian(s) shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

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

- **Long term (more than five days) Suspension from School**
  When the Superintendent or Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's guardian(s) of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on

their behalf.

- The Superintendent shall personally hear and determine the proceeding or may, at their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board may adopt, in whole or in part, the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

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

Minimum Periods of Suspension
Any students who bring a weapon to school, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

A student with a disability may be suspended only in accordance with the requirements of state and federal law. Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's guardian(s) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's guardian(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Any student, other than a student with a manifestation of their disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's guardian(s) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's guardian(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding

whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Referrals

- **Counseling** - The School Counselor, School Psychologist and Social Worker shall handle all referrals of students to counseling.
- **PINS Petitions** - The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
  - Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
  - Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
  - Knowingly and unlawfully possessing marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.
- **Juvenile Delinquents and Juvenile Offenders** -The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
  - Any student under the age of 16 who is found to have brought a weapon to school, or
  - Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

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

XII. Alternative Instruction

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

XIII. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

- **Authorized Suspensions or Removals of Students with Disabilities**
  For purposes of this section of the code of conduct, the following definitions apply.

  - A **"suspension"** means a suspension pursuant to Education Law § 3214.
  - A **"removal"** means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
  - An **"IAES"** means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

- **School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:**
  - The Board, the district (BOCES) Superintendent of Schools, Director of Student Services or a Building Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
  - The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs (including marijuana) or sells or solicits the sale of a controlled substance while at school or a school function.

    "Weapon" means the same as **"dangerous weapon"** under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

    "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

    "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. This includes marijuana.

  - Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in their current educational placement poses a risk of harm to the student or others.

- **Change of Placement Rule**

  A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
  - for more than 10 consecutive school days; or
    for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

  - School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

  - However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

❖**Special Rules Regarding the Suspension or Removal of Students with Disabilities**

The district's Committee on Special Education shall:

- ➢ Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
  If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.
  If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- ➢ Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

- ➢ The guardian(s) of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- ❖ The Superintendent, Director of Student Services, Building Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
  b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
  (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
  (2) determined that an evaluation was not necessary and provided notice to the guardian(s) of such determination, in the manner required by applicable law and regulations.

- ❖ If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.
  However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

- ❖ The district shall provide guardian(s) with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a

suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

- The guardian(s) of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to guardians of non-disabled students under the Education Law.

- Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided into two parts, a guilt phase and a penalty phase, in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

- The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability. 7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

- **Expedited Due Process Hearings**
  An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

  - The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.

  - The guardian requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including, but not limited to, any decision to place the student in an IAES.
    (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the guardian(s) and the district agree otherwise.
    (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

  - An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the guardian(s) within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

- **Referral to Law Enforcement and Judicial Authorities**
  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.

- ❖ The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XIV. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.
However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- ❖ ~~Protect oneself, another student, teacher or any person from physical injury.~~
- ❖ ~~Protect the property of the school or others.~~
- ❖ ~~Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.~~
- ❖ Physical restraint will only be used in a situation in which immediate intervention involving the use of reasonable force is necessary to prevent imminent danger of serious physical harm to the student or others.
- ❖ (also refer to SRO Use of Force Guidelines and District Policy 7350)

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

XV. Student Searches and Interrogations

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

Students are not entitled to any sort of "Miranda" -type warning before being questioned by school officials, nor are school officials required to contact a student's guardian(s) before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes certain individuals to conduct searches of students and their belongings in accordance with applicable laws and regulations and District Board of Education policies. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Lockers, Desks and Other School Storage Places

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

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

- Name, age and grade of student searched.
- Reasons for the search.
- Name of any informant(s).
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.
- Person conducting search and their title and position.
- Witnesses, if any, to the search.

- Time and location of search.
- Results of search (that is, what items(s) were found).
- Disposition of items found.
- Time, manner and results of guardianal notification.

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

Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function; or
- Been invited by school officials.

Before police officials are permitted to question or search any student, the Building Principal or their designee shall first try to notify the student's guardian(s) to give the guardian(s) the opportunity to be present during the police questioning or search.

If the student's guardian(s) cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- They must be informed of their legal rights.
- They may remain silent if they so desire.
- They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the Building Principal or their designee. The Principal or their designee shall set the time and place of the interview. The Principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of their clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove their clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the guardian's(s') consent.

XVI. Visitors to the Schools

- The Board encourages guardians and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The school administration or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school including guardians must report to the **High School (7:30-3:30)/Elementary Main Entrance (8:00-4:00)** upon arrival at the school.
- There they will be required to **provide photo identification, and upon authorization to enter the building, must** sign the visitor's register. A visitor's identification badge will be issued, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the Principal's office before leaving the building.
- Visitors attending school functions that are open to the public, such as guardian-teacher organization meetings or public gatherings, are not required to register.
- Guardians or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the Principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XVII. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including, but not limited to students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

Prohibited Conduct:
No person, either alone or with others, shall:
- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.

- ❖Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco, vaporizer pens, marijuana, electronic cigarettes, controlled substances, or be under the influence of either on school property or at a school function.
- ❖Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- ❖Loiter on or about school property.
- ❖Gamble on school property or at school functions.
- ❖Refuse to comply with any reasonable order of identifiable school district officials performing their duties. Willfully incite others to commit any of the acts prohibited by this code.
- ❖Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

Penalties

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

- ❖ Visitors- Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- ❖Students- They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- ❖Faculty Members - They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
- ❖Staff Members - in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
  Staff members other than those described above - They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The administrator or their designee shall be responsible for enforcing the conduct required by this code.

When the administrator or their designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the administrator or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The administrator or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVIII. Dissemination and Review

Dissemination of Code of Conduct

The District will work to ensure that the community is aware of this code of conduct by:

- ❖Providing all current teachers and other staff members with access to the code, and reviewing the code with staff members during training.
- ❖Making copies of the code available for review by students, guardians and other community members.
- ❖Posting the code on the school website.

The District will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

Review of Code of Conduct

The District will review this code of conduct every year and update it as necessary. In conducting the review, the District will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and guardian organizations, school safety personnel and other school personnel.

XVIV. Community Code of Conduct

A. Purpose and Scope

The purpose of the Parent Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at school district events and when interacting with District employees and/or students.

B. General Propositions

We expect parents/guardians and visitors to have a fundamental understanding and commitment to the following general propositions:

1. Teachers, administrators and parents/guardians want all children to learn in a safe environment
2. Teachers, administrators and parents/guardians must work together for the benefit of all students
3. All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect
4. The school should be provided an opportunity to resolve issues of concern before public criticism.

C. Prohibited Behaviors

In order to provide a peaceful and safe school environment, the District prohibits the following behaviors by parents/guardians and visitors:

1. Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
2. Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, school buses and transportation, including sporting events, parking lots and car-pickup. Please see included SLC/Section X Spectator Expectations below.
3. Threatening to do bodily harm to a District employee, visitor, fellow parent/guardian or student
4. Threatening to damage the property of a District employee, visitor, fellow parent/guardian or student.
5. Damaging or destruction of school property
6. Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral
    - ❖ School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/e-mails within 24 hours with great success. Your calls and visits will be responded to consistent with this practice if someone is not immediately available to speak with you.
7. Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others.
8. Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all. Please see the communication flow chart below for more information.

D. Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the District to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Chain of Communication for Community Inquiries

Whom to Contact with Questions or Concerns:

Parent/Guardian and Staff Communication Protocol:

The Brasher Falls Central School District embraces that it is through the work of all, we will achieve excellence for our students. BFCSD strives to ensure consistent communication between the district, principals, teachers, staff, families and students. The District's primary motivator is the well-being and education of its scholars.

BFCSD is committed to open, honest communication with families. Despite very best efforts, questions and concerns will arise. When families have a question concerning a classroom situation, their first contact should be with the classroom teacher since the teacher is the closest to the question or concern and is most able to resolve it quickly and effectively. To ensure the success of BFCSD's students, the following five steps are recommended to be followed when a question or concern arises:

1. Students should feel empowered to go to the primary teacher with their questions, concerns or comments.
2. Parents should go to the primary teacher with questions, concerns, or comments.
3. The teacher will follow up with the parent on the resolution of questions, concerns, or comments.
4. If questions or concerns continue, the parent may choose to contact the school counselor or principal for assistance. The counselor/principal may be able to resolve the issue or offer to set up a meeting with the concerned parties.
5. The teacher, parent, and principal will follow up on resolution of questions or concerns.

Communication Chain

Area of Concern:	First Level	Second Level	Third Level	Fourth Level	Fifth Level
Academic/ Student Progress	Classroom/ Subject Teacher	School Counselor	Principal	Superintendent	Board of Education
Athletics	Coach	Athletic Coordinator	Principal	Superintendent	Board of Education
Attendance	Building Main Office Secretary	School Nurse/ School Counselor	Principal	Superintendent	Board of Education
Behavior/ Discipline	Teacher	Dean/Principal	Superintendent	Board of Education	
Board of Education Policies	Principal	School District Clerk	Superintendent	Board of Education	
Budget	Business Manager	Superintendent	Board of Education		
Building Use	Building Main Office Secretary	Principal	Director of Buildings and Grounds	Superintendent	Board of Education

Buildings/ Grounds Issues	Principal	Director of Buildings and Grounds	Superintendent	Board of Education	
Bullying	Classroom Teacher/ School Counselor	Principal	Superintendent	Board of Education	
Curriculum	Teacher	Principal	Superintendent	Board of Education	
Extra-Curricular Activities	Club Advisor	Principal	Superintendent	Board of Education	
Food Services/Meal	Director of Food Services	Superintendent	Board of Education		
Health Issues	School Nurse	Principal	Superintendent	Board of Education	
Procedures and Policies	Teacher	Principal	Superintendent	Board of Education	
Safety	Principal	District Safety Chair	Superintendent	Board of Education	
Scheduling/ Classroom Information	School Counselor/ Teacher	Principal	Superintendent	Board of Education	
Special Education	Special Education Teacher	Director of Pupil Support Personnel	Superintendent	Board of Education	
Student Registration	District Clerk/ Guidance Office	Superintendent	Board of Education		
Technology	Director of Technology	Principal	Superintendent	Board of Education	
Transportation	Bus Driver	Transportation Director	Superintendent	Board of Education	

XX: Section X/SLC Spectator Expectations:

1. Please direct all energies to encouraging your team
2. Avoid actions which offend either team, players, coaches and officials
3. The use of bells, noisemakers and other distractions are prohibited during the game
4. Accept the judgment of coaches and officials
5. Any negative, inappropriate or derogatory comments or actions which require the attention of a school supervisor or administrator could result in your removal from the crowd.
6. NEW this year from NYS and Section X: In extreme cases, should you refuse to leave, stoppage or even cancellation of this game will occur.
7. Be loud, be proud, be positive.

Spectator Behavior Issues:

First Offense: individual or group spoken to "generally" to stop the comments or actions.
Second Offense: individual or group spoken to directly
Third Offense: individual or group will be told they are to leave the grounds immediately. If they refuse to do so, the game stops immediately until the offender has left.