

**Beekmantown Middle School  
Student Handbook  
2018-2019**



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## Welcome Page

### **From the desk of Mrs. Duffy Nelson:**

As Principal, it is my personal and professional pledge to model, inspire, challenge, support, and encourage every member of our school family to remain focused on student success. As a district, we work to ensure that **ALL** our students receive the best educational experiences and graduate college and career ready with the 21st century skills to be a “productive, innovative and ethical global citizen” (BCSD Tech Plan). We do this at Beekmantown Middle School by providing a student-centered learning environment that inspires student passion for learning by setting high expectations and building strong relationships. We teach to the whole child by promoting the continuous development of growth mindset, empathy, collaboration, and innovation among students, staff, and community that will set our students up for success.

Warmest Regards,

*Principal Duffy Nelson*

### **From the desk of Mr. Mike Johnson:**

Welcome to the 2018-2019 school year at Beekmantown Middle School; I am honored to be serving the students and the district as the Assistant Principal. My role is to help support students in having a successful year academically and emotionally. A large part of a student’s success is making healthy decisions and attending school consistently. The goal of middle school is to have each student develop a sense of responsibility for his or her choices and to utilize coping strategies when conflict arises. It is my hope that we can continue to work together to create an environment where students feel safe and ready to learn. I look forward to working with parents and families collaboratively to help each student have a productive and meaningful year.

Sincerely,

*Assistant Principal Johnson*

## **Middle School Information**

**Main Office (518)-563-8690**

**Mrs. Duffy Nelson**, Principal  
**Mr. Mike Johnson**, Asst. Principal  
**Ms. Elizabeth Dupre**, Senior Typist

**Counseling Office (518)-563-8088**

**Mrs. Susan Broadwell**, Counselor (A-I)  
**Mr. Bill King**, Counselor (J-Z)  
**Mr. Antonio Perez**, School Psychologist  
**Mrs. Candice Johnston**, Crisis Counselor  
**Mrs. Brenda York**, Typist

**Nurse's Office (518)-324-3520**

**Mrs. Corinne Corrado**, RN, School Nurse

**District Office (518)-563-8250**

**Mr. Dan Mannix**, Superintendent of Schools  
**Ms. Polly Tavernia**, Assistant Superintendent of Special Services  
**Mr. Nicholas Pepe**, Director of Pupil Personnel Services

**Transportation Office (518)-563-8257**

**Mr. James Chauvin**, Transportation Supvsr.

**Food Services (518)-563-8250 x4559**

**Mrs. Roxann Barnes**, Food Service Director I

**21st Cent. Learning (518)-324-2595**

**Mr. Gary Lambert**, Director

**Athletics (518)-563-8787 x4589**

**Mr. Greg Myers**, Coordinator of Athletics

**2018-2019 Bell Schedule**

<b>Period</b>	<b>Mon-Thurs</b>	<b>Friday</b>
<b>HR</b>	7:20 -7:28	7:20 -7:28
<b>1</b>	7:30 -8:16	7:30 -8:11
<b>2</b>	8:19 -9:05	8:14 -8:56
<b>3</b>	9:08 -9:54	8:59 -9:41
<b>4</b>	9:57 -10:43	9:44 -10:26
<b>5A</b>	10:49 -11:08	10:29 -10:49
<b>5B</b>	11:09 -11:32	10:50 -11:10
<b>6A</b>	11:35 -11:57	11:13 -11:33
<b>6B</b>	11:58 -12:21	11:34 -11:54
<b>7A</b>	12:24 -12:46	11:57 -12:17
<b>7B</b>	12:47 -1:10	12:18 -12:38
<b>8</b>	1:13 -1:59	12:41 -1:23
<b>9</b>	2:02 -2:49	1:26 -2:07

## #BMSthePlace2B

### Eagle Pride

Eagle Pride is a way of being, a way of behaving, a way to show others in our school and community that we are proud of ourselves and each other and that in our district everyone is important. Eagle Pride is a way of thinking, a way of talking, a way of acting, a way to solve problems, and a way of getting along together. It's an ATTITUDE!

### K-12 Core Principles

**Be Safe.**

**Be Respectful and Kind.**

**Be Responsible.**

**Be a Problem Solver.**

### Talon Tickets

Teachers and staff will be awarding students Talon Tickets for exhibiting Eagle Pride, the four Be's as listed above. Students will have the opportunity to turn in their Talon Tickets for rewards.

### Growth Mindset

At the core, having a "Growth Mindset" means believing that anyone can achieve anything through hardwork and dedication. We want to help students develop skills that promote a growth mindset and the idea that while each of us has been given unique traits, anything is possible for anyone who wants to work for it. We emphasize seven character traits that have been shown to lead to successful lives:

**Grit** - finishing what you start, trying harder after failing, staying focused

**Gratitude** - showing appreciation and being thankful

**Self-control** - remaining calm, paying attention, following directions, and getting to work right away

**Optimism** - overcoming frustrations, believing that effort will improve your future

**Zest** - being enthusiastic, actively participating, and encouraging others

**Social intelligence** - finding solutions when working with others, respecting people's opinions

**Curiosity** - exploring new ideas, asking questions, being a good listener

At our Eagle Pride Assemblies we recognize students who exemplify these traits and work each day to have a growth mindset. We hope all Middle School students will find failure as a learning experience and persevere in the face of challenges.

### Top 20

Top 20 Teachers and Teens is a philosophy that social and emotional wellness is essential to how we educate future generations. Joy and happiness are a choice that we have to train ourselves to embrace. Our goal is to use this framework to help students overcome the things in our lives that bring us down and focus on what lifts us up.

Own Your Day

## Section I: Academics

### 2018-2019 Program of Study

6th Grade	7th Grade	8th Grade
<p><b><u>Core Classes:</u></b> (Every day, all year): English Social Studies Math Science Reading</p> <p><b><u>Encore Classes:</u></b> Art Physical Education (every other day) Digital Citizenship (½ yr. every other day)</p> <p><b><u>Electives:</u></b> Band Chorus</p>	<p><b><u>Core Classes:</u></b> (Every day, all year): English Social Studies Math** Science Home &amp; Career</p> <p><b><u>Encore Classes:</u></b> Foreign Language*** (French or Spanish) Physical Education (every other day) Health (every other day)</p> <p><b><u>Electives:</u></b> Band Chorus</p>	<p><b><u>Core Classes:</u></b> (Every day, all year): English Social Studies Math** Science** Technology</p> <p><b><u>Encore Classes:</u></b> Foreign Language*** (French or Spanish) Music (every other day) Physical Education (every other day)</p> <p><b><u>Electives:</u></b> Band Chorus</p>
Response to Intervention (RTI) and Academic Intervention Services (AIS) as needed*	Response to Intervention (RTI) and Academic Intervention Services (AIS) as needed*	Response to Intervention (RTI) and Academic Intervention Services (AIS) as needed*

\*Academic Intervention Services are scheduled based on class average, STAR Reading and STAR Math Grade Level Equivalency, and/or teacher recommendations.

\*\* Some students, based on established criteria, will take Common Core Algebra I and Regents Earth Science. These are high school classes; students will earn credits toward graduation.

\*\*\* All students are required to complete two years of study of a foreign language by the end of 9th grade, unless exempted by NYSED regulations.

### Academic Awards

#### Honor Roll and Academic Awards:

Students with a quarterly average of 90 or above with no incompletes will be placed on the High Honor Roll. Students with a quarterly average of 85-89 with no incompletes will be placed on the Honor Roll. Honor rolls are published in the local newspaper and may be the source of a variety of awards given at the end of the year. The number of days a course meets during the week determines the weight it will have on your average. Courses meeting every other day will be counted once. Courses meeting daily will be counted twice. One school-wide academic award ceremony will be held each year. It will be at the end of the school year.

#### End of Year Awards (June):

- ❖ President's Award for Educational Excellence: Students in **8th** grade chosen by the principal within the following criteria:
  - Students achieving a 35 week average of 90.0 or above,
  - *AND* achievement in the 85th percentile or higher in math or reading on a standardized achievement test,
  - *OR* students achieving a 35 week average of 90.0 or above
  - *AND* recommendation from two teachers or a teacher and a staff member.

*The school principal has the final authority to determine which students receive this award.*

- ❖ President's Award for Educational Achievement: Students in **8th** grade chosen by the principal with any combination of:
  - Shows tremendous growth, but does not meet the criteria for the President's Award for Educational Excellence.
  - Demonstrates unusual commitment to learning in academics despite various obstacles
  - Maintains a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the students from maintaining such high standards despite hard work.
  - Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
  - Demonstrate achievement in the arts such as music theatre.
- ❖ Educational Excellence Award: Given to students in 6th and 7th grade with a 30 week average of 90 or above.
- ❖ Academic Achievement Award: Given to students in 6th, 7th, and 8th grade with a 30 week average between 85.0 – 89.9 (no incompletes)
- ❖ Educational Achievement Award: students in 6th, 7th, and 8th grade are chosen by the grade level teams and awards are based on strong commitment to learning and outstanding growth, improvement, commitment, or intellectual, or artistic development.
- ❖ Academic Excellence: students in 6th, 7th, and 8th grade are chosen by classroom teachers for each grade level/course and awards are based on course grades and performance.
- ❖ Scholastic Recognition: students in 6th, 7th, and 8th grade are chosen by classroom teachers for each grade level/course and awards are based on effort, improvement, intellectual development, artistic achievement.
- ❖ Homework Excellence Award: Students who have handed all homework in on time for the first 35 weeks will receive a special award. (yearly)
- ❖ Middle School Homework Excellence Award: Students who have handed all homework in on time for all three years of middle school will have their name engraved on the plaque hanging in the middle school lobby.

### **Schedule Changes:**

A great deal of time is spent preparing the school's master schedule. Changes during the course of the year become difficult and often create inequities in enrollment and class responsibilities. Therefore, schedule changes will only be made for valid academic reasons. *After the first two weeks of school*, students desiring a schedule change should write a letter or send an email to the principal detailing the reason for this change. Specific circumstances will be reviewed and a determination will be made by the principal.

### **Add/Drop of Band and Chorus**

Due to the performance nature of Band and Chorus, dropping classes mid semester can negatively impact the success of all students in the course. Students wishing to add Band or Chorus should speak to the teacher, with permission adding a course may be done at anytime. Students wishing to drop Band or Chorus must do so before the last Friday in September and the last Friday in January. Unless a student must drop Band or Chorus for academic reasons, drops will not be allowed outside of the drop window.

## **Academic Honesty Policy**

Students and parents need to be aware of the importance of academic honesty at BMS. Academic honesty means not cheating, plagiarizing or using information unethically in any way. This policy defines plagiarism and cheating, but it is not meant to be an exhaustive list. The teacher's professional judgment will determine whether cheating, plagiarism or forgery has occurred.

### **Plagiarism includes:**

- Submitting someone else's work as your own, including that of tutors, friends, parents or siblings, or information from the internet.
- Paraphrasing without giving credit to the source, including information from the internet.
- Turning in purchased papers or papers from the Internet written by someone else.
- Helping others plagiarize by giving them your work, even if you don't think it will be copied.
- Using someone else's idea without giving credit to the original source.
- Cutting, pasting, or using text from the internet without giving credit to the source.

**Note\*** You CAN use other people's ideas and even paraphrase or quote their words, but you MUST give them credit. Use phrases such as, "According to....," and, "In the book....," and cite ALL of the sources you obtained information from in a bibliography.

### **Cheating includes, but is not limited to:**

- Copying assignments that are turned in as original work.
- Trading assignments with other students, even if you don't think they will be copied. When helping each other with work, students should consider whether or not they are explaining information or simply allowing another student to copy down answers. The former would not be considered cheating if allowed by the teacher, the latter would be considered cheating.
- Using unauthorized notes or technology, such as bringing notes into a test or using a computer program to translate an assignment and turning it in as your own.
- Sharing answers during quizzes and tests or with students who have yet to do the work or take the test. Students must be responsible for their own papers and make sure others cannot copy their work.
- Using summaries or commentaries (Cliff Notes, etc.) instead of reading the assigned material.
- Forging someone else's signature, including permission slips, progress reports and other administrative forms.
- Share/use computer passwords that are not your own.
- Letting your lab partner or members of your learning group do all the work just putting your name on the final report.
- Letting Mom, Dad, or someone else build your project for you.
- Cutting, pasting, or using text from the internet without giving credit to the source.

### **How to avoid plagiarism and cheating:**

- Plan ahead. Set aside time to make sure you have the required materials and time to complete all assignments. Rushing to get your work done the night before a big project is due may make it more tempting to cheat or plagiarize.
- Be sure you understand the assignments. Don't always rely on your friends for information about what is required.
- Don't read someone else's paper or homework before you do your own work. If you get any ideas from them, you would have to cite that person as a source.
- Make sure ALWAYS to cite your sources. This means saying where you got the information you are using.
- Keep a list of the sources you use (including the author, title, publisher and copyright date) as you use them and make sure to note which information you got from which source. (The library has handy source sheets for your use.) Library Media Center citation resources
- When in doubt about what you need to do to avoid cheating or plagiarism, just ask your classroom teacher or the library media specialist.

### **Consequences of cheating, plagiarism or forgery:**

- If academic dishonesty is suspected, the staff member will confiscate the work from all students involved. Once the staff member suspects academic dishonesty:
  - The teacher will then submit an administrative referral and contact parents/guardians.
- Following an investigation, students may receive any of the following consequences:
  - Redo assignment for a grade
  - Receive a zero for the assignment
  - Loss of privileges such as attending school activities (extracurricular, dances, field trips, etc)
  - Receive a school consequence, as outlined in code of conduct.
- Students who are found repeating this behavior will receive progressive discipline measures utilizing the listed consequences and/or other penalties as described in the code of conduct.
- Students are entitled to due process as described in this Handbook.

## **Levels of Intervention and Support**

Response to Intervention (RTI) is the practice of providing high-quality intervention supports across academic, social, and emotional domains in an effort to proactively address the needs of students who may be at-risk for failure or other deleterious outcomes. The essence of Response to Intervention, or RTI, is prevention and early intervention. The goal of RTI is to provide assistance to students in an effort to avert further academic, social, or emotional decline. Over thirty years of research has demonstrated that early intervention for students who are at-risk across a variety of domains is simply best practice and that many students who demonstrate early signs of difficulty can go on to meet academic challenges with success if supported appropriately.

Response to Intervention is one genre of supports that exists under the larger umbrella of Multi-Tiered Systems of Support (MTSS). MTSS encompasses the full array of primary, secondary, and tertiary support systems available in schools to address a full spectrum of student needs that may present. Additional types of supports may be added as necessary and feasible with approval through building administration.

## **Response to Intervention (RTI)**

Beekmantown Central School adopted and implemented a new RTI plan beginning in the 2016-17 school year. Please visit the school website for the complete comprehensive plan.

## **Academic Intervention Services (AIS)**

The district is required to give academic intervention services to students who have been identified as falling below the state learning standards in English/language arts, mathematics, and/or science.

Middle School Interventions may include:

- Mentoring
- Guided Study Hall
- Progress Monitoring

Schools do not have an option of pulling students out of AIS services. This is a New York State Education Department requirement, so if a student qualifies for Academic Intervention Services, that student will receive those services until the data points show the student at grade level performance.

## **Grading:**

The passing grade for students in grades six through eight is 70. Grades are determined by a number of factors: attendance, homework, tests and other measures which may be unique to a specific class. Final grades are based upon the following formula:

**Four Quarter grades (20% each) 80%**

**Final exam grade 20%**

A written, cumulative final exam (or individual approved project) will be given at the end of each class. Completion of the final exam is mandatory. Students must bring in a written excuse if they are absent for the final examination. Students with unexcused absences from final exams will receive a zero.

Students who take an end-of-year NYS assessment (Common Core Algebra I and Earth Science Regents, or the regional foreign language proficiency) will receive the higher of the two grades for the final exam grade.

The passing grade for Earth Science and Integrated Algebra is 65 and follows the high school grading policy. Anyone enrolled in a Regents course must take the Regents exam. Any student who does not take the Regents exam will receive an incomplete in the course until the exam is taken.

## **STAR Assessment:**

### **(Standardized Assessment and Reporting)**

All students are required to participate in tri-annual STAR assessments in Math and Reading. This assessment is used for student progress evaluation and allows educators to determine student skill levels in order to provide appropriate academic intervention. These assessments take place:

- Beginning of the Year (Sept.-Oct.)\*
- Middle of the Year (Jan.-Feb.)\*
- End of the Year (May-June)\*

*\*Approximate timeframes*

\*\* Performance on these assessments is one of the criteria used to determine the need for Academic Intervention Services and Response to Intervention Services.

## **Homework:**

Completing homework is the key to success in the middle school. Students who consistently complete homework assignments realize higher achievement. Typically, middle school students average between one and two hours of homework each evening. Frequently, less is assigned over weekends. \*\* Ultimately students are responsible for collecting and turning in assignments on time.

### 6th Grade Homework Policy

Grades for all sixth grade core classes (English, math, reading, science, social studies) will be based upon two categories: (1) tests/quizzes and (2) homework. Tests/Quizzes will count 60% and homework will count 40% of the quarterly average.

Every test, quiz, and graded homework assignment is mandatory. Therefore, any student who has not completed all assigned work is “incomplete”. The student’s grade will remain incomplete until all work is made up. This work will be graded as “late” and twenty points will be subtracted from the grade. Any student who receives an incomplete during any of the four quarters has until the end of that quarter to make up the work. The highest average an incomplete student can achieve for the quarter is 50%. It is important to note that it is the responsibility of the student to obtain work missed due to an absence from a class. A student’s grade will be incomplete until the missed work is made up.

### 7th Grade Homework Policy

Individual teachers will decide the weight of homework (no higher than 25%), including checked homework, on the student's average. Any graded assignments will receive a 20% reduction if handed in within two weeks of the assignment due date. After that time has passed, the assignment will receive no credit. It is important to note that it is the responsibility of the student to obtain work missed due to an absence from a class.

### 8th Grade Homework Policy

Individual teachers will decide the weight of homework, including checked homework, on the student’s average. Any graded assignments will receive a 50% reduction if it is not handed in on time. The student will have until the next class meeting to turn in the assignment. After that time has passed, the assignment will receive no credit.

\*However, the student would lose all social privileges (dances, eagle pride reward days, sporting events, lip sync, etc.) until assignment(s) have been made up. Teachers will review ineligibility lists on a bi-weekly basis during team meetings.

## **Parent Portal:**

We encourage parents/guardians to view their child's grades on a weekly basis through the Parent Portal. The Parent Portal is a component of the SchoolTool student information system, and allows parents and legal guardians to view their child's class schedule, grades, assignments, attendance record, discipline history, and contact information from any device that can access the Internet. If you would like to set up a Parent Portal Account simply go to <http://www.bcsdk12.org/parents.cfm?subpage=7505> and complete the form. The EdTech department will then set you up with an account and e-mail you the information to get started.

## **Physical Education:**

Physical education is a participatory class. Attendance and participation are required for success. Middle School students must change into gym clothes in order to participate. Students missing a physical education class will be afforded the opportunity to make-up the class during the following ten (10) school days immediately after the absence. In making up the class, the student should receive prior approval from his/her teacher. Students may earn full credit for make-up classes. Students choosing not to make up classes within the ten school day period will not receive physical education credit for the day.

\*The maximum number of classes a student may make up is three per week.

For health, hygiene, and safety, **all students must change their clothing for physical education.**

Appropriate attire for physical education consists of a full length (to the hips) t-shirt that is unaltered (has sleeves and neck, no rips or tears in any form) and the short length has to reach midway between the hip and knee. Spandex alone will not be acceptable. They may be worn under shorts, but the outer shorts must be of the length stated. Sweat/wind pants are acceptable. **Sneakers that are tied or velcroed on are mandatory for every class.** Hats are not allowed in class. Students will not be permitted to participate in class without the appropriate attire.

**Students must keep all items locked in their locker at all times. Students will not be allowed to bring gym materials in a book-bag or drawstring bag, as bags are not allowed in hallways during the school day due to safety concerns. Teachers will be sure to allow plenty of time for students to reach their next class. Don't bring valuables into the locker rooms. Beekmantown Central is not responsible for lost or stolen items.**

\* Students must report all injuries which occur in physical education to the physical education teacher. The teacher will alert the health office as needed.

## **Physical Education Grading Policy:**

Students will be graded daily based upon participation, attitude/effort, behavior, being prepared for class and personal and social responsibility. Students are allowed (without penalties) three medical excuses and two absences. Make-up work is required for any days beyond this limit.

Acceptable make-up work:

- Attending after school fitness center
- Attending additional physical education classes
- Completing physical education packets and/or article summaries

## **Physical Education Medical Excuses:**

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

\*More than two days: a note from a physician is required and should be presented to the school nurse. Excessive removal from class (beyond 10 days in a school year) notes from physician must state reasons why a student is unable to participate in class. Notes that simply state "out of gym" and dates will not be accepted, unless parents sign a HIPPA release allowing the health office to confirm with physician. Physical education is a New York State Education requirement for all students

### **Progress Notices/Interim Student Reports:**

Progress notices are sent home by individual teachers or teams at approximately 5, 15, 25 and 35 weeks. Such notices inform parents and students regarding academic standing. Parents/guardians are also encouraged to visit the district website to view the academic standing of their child. This can be done by accessing the parent portal link in School Tool.

### **Report Cards:**

Report cards are issued at the end of each ten week marking period. Report cards show quarterly grades, attendance and teacher comments.

### **Promotion/Retention Guidelines:**

The passing grade for students in grades 6-8 is 70. Promotion to the next grade level is based on the student's successful completion of the required course work at his or her grade level. A student who fails the equivalent of three or more subjects, OR who fails the equivalent of two full year subjects and has a final overall average below 70 could potentially repeat the entire grade. Full Year Courses include: English, Math, Science, Social Studies, Reading, French, and Spanish. Half year courses include: Home and Careers, Technology, Music, Art, Health, Physical Education and offered electives. Two half-year courses are the equivalent of one full year course. The building principal oversees the decision-making process and coordinates with teachers and school counselors to provide communication and consultation with the parent(s) or guardian(s).

The following is a partial list of profile data that may be utilized in determining whether or not to promote a student to the next grade:

1. Attendance
2. Testing results
3. Grades
4. Personal attributes: age, size, health, etc.
5. Current placement and previous retentions if any
6. Transience in and out of the district
7. Developmental delays: affective skills, language, etc.
8. Current interventions: AIS, related services, etc.
9. Prior school experience
10. Observed behaviors: gross/fine motor skills, social behavior, cognitive ability, knowledge of English, speech, maturity, motivation, etc.
11. Parent involvement, participation, support

The administration and staff participate in the final decision concerning promotion or retention. Consideration must include discussion with the student's parent(s) or guardian(s), teachers and the principal. School counselors and teachers will meet and recommend promotion/retention decisions for students failing two or more subject areas. After considering all data and all options, and after consulting with the parent(s) or guardian(s), the principal will make the final decision.

## Section 2: Building Procedures and Expectations

### Arrival/Dismissal Student Procedures:

Students may enter the school building before the official beginning of the school day (7:15 a.m.), but are expected to wait in the middle school lobby. Before school drop-off and after school pick-up will be at the middle school entrance (off Haynes Road). Students may not enter the hallways, bathrooms, classrooms or any other location in the building as supervision is not available. The cafeteria is open at 7:15 a.m. for those students desiring to eat breakfast.

Middle school students should go directly home at dismissal unless taking part in a supervised activity. **Students are not permitted to remain in the building without a supervising adult.** Unsupervised students will be asked to leave immediately and will have their after school privileges suspended. Middle school students should report directly to the bus stop in the morning and directly home from the bus stop in the afternoon.

### Assemblies:

Assemblies are held for the appreciation and enjoyment of the student body. Students are expected to behave in a polite and respectful manner. It is important that visitors leave with a positive feeling about our school and our accomplishments—"Eagle Pride". Parents leaving with their child, except for assemblies held during the final period of the day, must sign out students with the attendance officer.

**\*REMEMBER, the privilege to attend assemblies is not guaranteed; it is earned by the demonstration of appropriate and acceptable behavior.**

### Backpacks:

**Backpacks are not allowed in classrooms. All backpacks must remain in student lockers during the school day (7:25 a.m.-2:49 p.m.)** Teachers will provide appropriate flexibility to support students coming from classrooms near the high school such as music, PE, or chorus to ensure students are not marked as tardy to class. Classrooms near the high schools, will dismiss two (2) minutes earlier to ensure students have enough time to visit their lockers.

### Bicycles:

Racks are provided for parking bicycles at the middle school entrance. Bikes should be locked securely. The school cannot guarantee their safety. Use of skateboards and rollerblades are prohibited on school property unless it is in connection with a school activity.

### Breakfast:

Students wishing to eat breakfast may go directly to the cafeteria when dropped off in the morning. Students are expected to eat breakfast prior to going to class. Students obtain breakfast by going through the High School line and can eat in the Middle School Cafeteria until it is time to transition to class. Food should not be taken out of the cafeteria unless a teacher allows eating in their classroom.

### Bus Note Procedures:

Students are required to turn in bus notes to the counseling office by the end of *second period*. All notes must include a phone number for verification and a parent or guardian's signature. Bus notes can also be e-mailed to the school. Calling for a bus note is discouraged, however, in case of an emergency it will be accepted. All verified bus notes will be stamped for pick up in the counseling office. Students without a verified bus note will have to ride their regular bus.

## **Cafeteria:**

### Computerized Register System for the School Meals Program

1. Students scan their student access card as they approach the register. This will bring up their account.
2. Money put on account will be used for meals only, unless it is accompanied by a note from a parent or guardian giving permission for snack items to be purchased with prepayment money.
3. Cash or checks can be handed directly to the cashier. Include the student's name on the check and make checks payable to: BCSD School Meals Program.
4. Beekmantown Central School District is excited to offer parents the convenience of on-line payment for meals and the ability to check student accounts on-line at My School Bucks.
5. Go to Food Services on the Beekmantown Central School Website for menus and other valuable information. Please contact Mrs. Roxann Barnes at 563-8685 if you have questions.
6. The information regarding free or reduced price meal status is securely contained within the system and transactions are processed the same way for all students.

*\*\*Credit balances at the end of the year will carry over to the next year.*

### **What you can do to help the lines move faster?**

1. Prepay by check or online.
2. Tell the cashier to "keep the change." If a student pays with cash, they can tell the cashier to "keep the change," instead of having to count back the change to the student. That money will be credited to the student account.
3. Remember your cafeteria ID number.

## **Counseling:**

School counselors assist students with problems related to school work, family, or classmates. Parents are encouraged to contact the counseling office with any questions or concerns related to student progress. Students are assigned a school counselor alphabetically based on their last name. There are two school counselors in the middle school.

The school psychologist evaluates and counsels students having a difficult time adjusting to school. The school psychologist works closely with the Committee on Special Education, the assistant principal, counselors, and staff in an effort to assist students and/or their families.

## **Discipline Procedures:**

### **Student Due Process:**

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 school personnel.

### **Warning Slips:**

These are used for minor behavioral infractions in the Middle School. Minor behavioral infractions are based on the discretion of individual staff members and may include hallway disruptions, poor cafeteria behavior, tardiness to class, gum chewing in areas that prohibit it and any other violation that a staff member deems inappropriate but doesn't require a written referral. When a student has received three Warning Slips a referral is written and consequences are given. Students will receive up to nine (9) warning slips per year. Any following sets of three Warning Slips equal another referral and more consequences.

- 3 warning slips= 1 Referral and 1 detention
- 2nd set of warning slips= Referral and 2 detentions

- 3rd set of warning slips= Referral and 3 detentions, student is no longer eligible for warning slips for the duration of the school year. Other infractions will receive referrals.

**If students are found in violation of the school’s code of conduct beyond a verbal warning:**

**Referrals:**

School staff will submit an electronic referral through the SchoolTool Student Information System to administration and provide oral notification to parents on the date the incident occurs. All electronic referrals will be processed by administration to provide appropriate interventions or consequences for the prohibited conduct. These electronic referrals will include the date, time, location, and incident description, as well as previous interventions. Parents will receive written notification of the electronic referral, along with imposed penalties, once the incident is thoroughly investigated and resolved. Administration will provide oral notification to parents of suspension or detention penalties imposed immediately following the investigation. Parents may also view these referrals on the Parent Portal of SchoolTool.

**Repeated Violations of the Code of Conduct**

Students who choose to repeatedly violate the code of conduct will be subject to progressive discipline. Students and families may be referred to outside agencies to assist with management of the student’s incorrigible behavior.

**Dress Code:**

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that chest, midsection and buttocks shall be covered at all times.
3. Ensure that undergarments are completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include pajamas or slippers
6. Not include head coverings (ex.Bandanas, hoods, hats or sunglasses),during the instructional day, except for a medical or religious purpose.
7. Not include items that are vulgar, obscene and libelous or denigrate others on account of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities, or include sexual innuendo.
9. Not include, but are not limited to, spikes, chains, wallet chains, pins and other sharp objects.

Each building principal or designee shall be responsible for informing students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students violating the dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Students refusing to do so shall be subject to further discipline up to and including in school, after school, and out of school suspension.

**Electronic Devices:**

As we strive to provide students with a learning environment that maximizes all available resources, we realize the need for students to have access to their electronic devices throughout the school day. However, having access to devices

brings with it an increase in responsibility and expectations for students to use the device appropriately. Middle school students may carry their devices with them during the school day. Devices should be **turned off** unless being used for an academic purpose. Middle School students are only allowed to use their devices with the permission of the person supervising the location. For safety reasons, Middle School students are not allowed to use devices in the hallway. Students are not to record, take pictures of, or post images or video of classmates without their knowledge. Students found to be in violation of any school policy with regard to appropriate use of electronic devices will have their items confiscated and a meeting set up with their parents. Students may face short-term or long-term prohibition of carrying the device in school.

**Students violating the cell phone policy should expect no privacy in regards to the content of their phone when confiscated by school officials.**

**These items may be stolen or damaged while at school, therefore, BCSD is not responsible for any lost or stolen electronic devices.**

### **Emergency Response Drills:**

#### **Fire Drills:**

Fire drills are normally unannounced and will be held as the law provides. The general procedures for fire drills are:

- Lights should be turned out and windows and doors closed.
- Walk quietly and directly to the exit assigned to the room you occupy.
- No talking except by teachers and those in charge.
- Walk far enough away, at least fifty feet, from the building to allow fire equipment access.
- Do not return to the building until told to do so.

\* Section 807 of the Education Law mandates that the principal or other person in charge of every public or private school or educational institution within the state (except colleges and universities) must instruct and train their pupils on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals.

\*A minimum of 12 drills must be held each school year, 8 of which shall be fire drills and 4 of which shall be other emergency drills.

### **Emergency Response Drill Guidelines:**

A variety of emergency response drills will be conducted throughout the school year (lockdown, evacuation, etc.). The general procedures for these drills are:

- No talking except by teachers and those in charge.
- Lights should be turned out and windows and doors closed.
- Follow all directions of those in charge and adhere to a sense of decorum during drills.
- Walk directly to the assigned area.
- Stay clear of emergency response personnel.
- Do not return to the building unless told to do so.

### **Gum:**

Gum may be prohibited in certain classes and areas of the building. Please be aware that no one is allowed to chew gum in foreign language classes, technology labs, science classes and labs. The school staff will make students aware of the policy for each individual classroom and lab setting. Failure to comply in prohibited areas will result in disciplinary action.

## **Inappropriate Language**

Inappropriate language is treated as defiance of school regulations. Verbal abuse directed toward a staff member may result in student suspension. Persistent use of inappropriate language may warrant counseling, detention or in-school suspension.

## **Internet Use:**

Parents and students are required to sign an internet acceptable use form. Students will receive training prior to using the internet. Violations of the internet use policy may result in suspension of said privilege. Only students who have returned a copy of the district's Acceptable Use Policy, which has been signed by both the student and guardian, will be permitted to access the internet. Students must present their access card in order to use the internet.

## **In-School Suspension/Structured Study Hall:**

The board recognizes that 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 school administrators to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher/teaching assistant.

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 parent 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.

## **ISS/SSH Rules:**

1. Students assigned to ISS for the day or to SSH for a period are to be in their seats before the second bell rings. If a student is held up by a teacher or an administrator, the student must present a pass.
2. No communication of any sort is allowed among students, this includes whispering or passing notes, and asking for paper, pencils, books, etc.
3. Students are not allowed out of their seats other than to speak to the teacher.
4. Students must work. Work includes reading, writing or other school related work such as art work required by teachers. Students may read magazines or newspapers or other educational material. If assignments have been completed, students may read the paper or a book from the bookshelf.
5. Students may only eat during their designated lunch periods, or per ISS teacher. Students choosing to purchase a lunch will receive a bag lunch from the cafeteria. No snacks or drinks are allowed during other periods of the day.
6. Students having ISS on days of early dismissal will serve the remainder of ISS upon their return.
7. Students are expected to exhibit Eagle Pride behavior in this location. This includes refraining from the following; tapping hands, feet, pencils, etc., slamming books or doors, or making vocal noises such as humming. Students should limit conversations with teachers to asking for help on an assignment.
8. Students must sit properly in the seats and face in the appropriate direction. They may not sleep, lounge, or put their feet on tables or chairs.
9. Students are not allowed to leave the structured study hall to go to their lockers, to the library, or to see teachers, or other students regarding work. Students may have a bathroom pass in the morning and in the afternoon. Times of these passes will be recorded on the student's log. The only exception to this rule will be if students have a need recognized by the Nurse's Office. A teacher may remove a student from structured study hall for the purpose of individual instruction.
10. Desks and tables will be inspected at the beginning and end of each period. Vandalism to the room or furniture will result in suspension from school and payment to the school for damages.

## **Late Arrivals:**

Students arriving late to school will *sign in at the high school office* with the Attendance Officer. Students should present the late pass to the classroom teacher on arrival.

## **Leaving School Without Permission:**

Consequences for any student who leaves school without permission may include suspension and police notification.

## **Library Media Center:**

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

1. providing access to quality information in both print and electronic format.
2. teaching the research skills necessary to retrieve information and use of critical thinking skills to evaluate information found.
3. fostering a love of literature and reading.

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

[www.bcsdk12.org](http://www.bcsdk12.org) -> Schools -> Beekmantown Middle School -> Students -> Library Media Center

**\*\*Students must have a valid Student Access Card to borrow books.**

## **Lockers:**

Students are assigned one locker located in the hallway near their respective homeroom and one in the locker room. Only one locker in each area—the one assigned to the student at the beginning of the school year by the homeroom teacher and by the physical education teacher— **is to be used**. Students are to purchase combination locks available at the Eagle Mart. Locks at the Eagle Mart can be purchased for \$6.00, plus tax. Only in rare circumstances are other types of locks to be used. All lockers must have a lock for the year. Students with economic hardship may visit the counseling office for help with purchasing a lock.

School lockers are to be used for school required materials. The school does not accept responsibility for lost or damaged items kept in a locker. Should a student bring a valuable item to school for educational purposes, the article should be left in the office, except during the class period when it is needed.

Although lockers are for a student's personal use, they remain property of the school and may be opened for inspection at any time. Students are responsible for keeping lockers clean, safe and secure. Sharing of lockers or holding items for peers is prohibited, as the student assigned to the locker is responsible for its contents. The school reserves the right to use canine search teams to search school facilities, including lockers.

**\*\*All backpacks must be kept in lockers during the school day. (7:25 a.m. -2:49 p.m.)** This will protect students and help to maintain a safe school environment. Please address any questions or concerns to the Assistant Principal.

## **Lunch:**

All students eat lunch at school. No off-campus lunch privileges are issued for the lunch period. Students are expected to clean up after themselves and to conduct themselves as ladies and gentlemen. Students are not allowed to order food into

the cafeteria from outside vendors. Disruptive behavior may result in temporary or permanent exclusion from the dining area. Public Law 95-166 includes the following:

Amendment to the National School Lunch Act. "Students in Senior High Schools, and when approved by the local school board, students in the middle or any junior high school, shall not be required to accept offered foods that they do not intend to consume. Any such failure to accept offered foods shall not affect the full charge to the student for a lunch." This means that a student purchasing a lunch is not required to take the full lunch. He/she must, however, take at least three of the five offerings made from the following areas: meat/meat alternatives, fruit/vegetables, bread and milk. Take what you will eat and don't waste food.

**Students are not allowed to eat or drink in class unless permitted by their classroom teacher.**

**\*\* Energy drinks may not be consumed during school hours.**

### **Parent Pick-up:**

If you are picking your child up early from school for an appointment, please make every effort to send your child in with a note indicating the time you will be picking them up. This will help us remind your child to have everything ready with them so it can be a smooth transition. The office will call your child out of their class once you have arrived to sign them out.

If your child is being picked up by a service provider at the end of the school day, please be sure that individual picks your child up in the Middle School Loop and that your child is aware of the change. The buses cannot be held for any reason, so it is important all transportation changes have been made prior to 2:30pm (1:45pm on Fridays).

### **Public Displays of Affection:**

Students are expected to conduct themselves in a responsible manner with regard to public displays of affection. Inappropriate and unacceptable person-to-person conduct includes, but is not limited to kissing, embracing/hugging for extended periods of time and inappropriate sexual conduct. Holding hands is an acceptable form of person-to-person contact in the middle school.

### **School Bus Disciplinary Procedures:**

Students who are demonstrating inappropriate behavior on the school bus will be given one verbal warning by the bus driver. If the behavior does not stop, and is minor in nature, the student will be given a warning slip. The slip is in three parts. The white part is to be given to the student to take home for a parent signature. Students are not allowed to return to the school bus without the parent signature. The other two copies will be submitted to the Transportation Supervisor, who will send one of the copies to the Middle school building office.

After three warnings from the driver, a referral will be written. Consequences will be handled by the assistant principal or designee. Students who demonstrate severe or prohibited student conduct will receive an automatic office referral. All referrals are provided to the middle school office for review by the assistant principal.

- The procedure for suspending a student from transportation is:
  - 1st referral- warning and call home from assistant principal
  - 2nd referral- call home and school consequence.
  - 3rd referral- removal from transportation for a minimum of one week, along with a possible proposal of a bus change and parent meeting.
  - 4th referral- removal from transportation for extended period of time or permanent suspension for the year and/or bus change if possible.
  - More than 4 bus referrals- suspension from transportation through the end of the school year.
- The transportation supervisor, principal, assistant principal, or designee will inform the parent/guardian of the incident.

- A discipline referral is written by the bus driver and sent to the main office to be submitted into “SchoolTool” and referral protocols will be followed accordingly.
- If the driver would like a conference with the parent before the student returns to the bus, the Transportation Office and Main Office will set it up jointly, along with the Transportation Supervisor and the assistant principal being present.

### **School-issued books:**

The school provides students with books. However, students will be charged for lost, stolen, or damaged books. Problems regarding books should be reported to the appropriate teacher. It is recommended that books be covered for better protection. Students are individually responsible for the books assigned to them. The same accountability applies to other assigned school materials: i.e., calculators, library books, etc.

*Students are expected to arrive at class with books, paper, pencils and any other materials required by the teacher.*

### **School Nurse/Health Services:**

The school nurse dispenses medication, administers assistance to ill students during the day, supervises physicals and immunizations, and generally oversees the health of the students. Except in an emergency, a student must obtain a pass from the teacher to visit the nurse. No student will be permitted to leave school or detention without the authorization of the nurse. The school nurse will assess illnesses or injuries, and if it is necessary to be excused from school, the nurse will contact the parent to make arrangements using the emergency numbers updated yearly. Students calling home for parent pick-up without nurse authorization will have an unexcused early departure on their attendance record.

Students needing to take medication during school hours must adhere to the following procedure:

- Parents/Guardians must obtain a written prescription from their physician to be directed to the school nurse. Further, parents/guardians must give written permission to dispense a medication in school.
- The prescription should include the student’s name, diagnosis, type of medicine, and the time and dosage to be given.
- All medications will be properly secured.
- **Prescriptions need to be updated every school year.**
- **Over the counter medication (examples include, but are not limited to, ibuprofen, midol, cold medicine) are NOT allowed to be brought to school by students. A parent/guardian **MUST** bring over the counter medications to the school nurse directly, accompanied by written permission from a physician to dispense the medication in school.** Use of prescription and nonprescription medication without consent or the supervision of the nurse is a violation of our Drug and Alcohol Policy. **Any student found in possession of prescription or over the counter medication in school will be subject to serious disciplinary consequences.**
- Parents are personally responsible for bringing medication to the nurse, and are responsible for picking up unused medication at the conclusion of the school year.

\* The health office is to be used for acute medical concerns. All students are medically evaluated and sent back to class if they are cleared by the nurse, unless directed otherwise by a student’s personal health and/or their physician.

### **School Property:**

Students are to be respectful of school property and supplies. Each student shares in the responsibility for keeping our school safe and clean. Students defacing school property or equipment will be required to make restitution.

### **Study Hall Regulations:**

- Students are to report to study hall on time.
- Students are to come to study hall ready to work.

- The first ten (10) minutes will be designated as Silent Sustained Reading (SSR) time for all students.
- No food, music or loud talking during study hall. (Food may be served during morning study halls located in the cafeteria.)
- Paired study may be permitted.
- Students must have a pre-signed pass to go to PE, Band, Chorus, or to a teacher's classroom during study hall.
- Passes to the counseling office, locker, restroom, library, computer lab and/or the nurse are at the discretion of the teacher. If a student is not in good standing, students will need a "Double-Signed Research/ Assignment Pass" from the teacher who gave the assignment in order to go to the library. Pass restriction will be placed on students abusing pass privileges.

### **Tardiness to Class:**

Students are expected to arrive to class on-time and prepared. Students who arrive late to class will receive consequences from classroom staff and/or administration.

### **Use of Telephones:**

**Students are asked not to place personal calls on an office telephone and are not to be excused from classes to make calls.** Telephone use by students is for calling parents or guardians for academic reasons, cancellations of sporting events and/or after school activities or emergencies. Students will not be given multiple passes to the phone. Students can leave a message at home and parents will be able to call the office to confirm any requests or information. Students abusing the phone will be placed on a telephone pass restriction. **The student phone will be located in the main office.**

### **Vandalism:**

Willful destruction of school property may result in some type of restitution, suspension, or if warranted, formal charges may be filed.

### **Visitors:**

**All** visitors who need to enter the Middle School **during school hours (7:25a.m.-2:49p.m.) are required to report to the High School Main Entrance**, sign-in through Hall Pass and obtain a visitor's pass. The pass must be visible while in the building and is to be returned to the High School office at the conclusion of the visit after signing out. Parents and community members are encouraged to visit the school and we appreciate your cooperation with safety procedures.

**Student visitors:** Students visiting from other schools must obtain prior written approval of the Building Principal.

\*If you wish to meet with the Principal, Assistant Principal, or specific teacher/school staff, all visitors must have an appointment. If you do not have an appointment, one can be made with the Attendance Officer's assistance. We want to encourage parental/community involvement. This process will allow us to serve your individual needs.

## **Section 3: Extracurricular/Clubs/Organizations and School Events/Incentives**

### **After School Events:**

School events take place after school and in the evenings throughout the year. Students may NOT stay after school unless they are supervised by an adult in the school building. Students are expected to demonstrate “Eagle Pride” when attending such functions. Students behaving inappropriately or who lack appropriate supervision will have their after school activity privileges revoked. Visitors from other schools are not permitted to attend such functions without the consent of the principal or designee.

### **Dances:**

1. Individuals who are not current Beekmantown Middle School students will not be allowed to attend school sponsored dances.
2. Middle School students are not allowed to attend High School dances.
3. Students on activities restriction (in-school & out-of-school suspension) will not be allowed to attend.
4. Students must be present for the full day of school in order to be eligible to attend the dance. Students leaving school early or arriving late due to a medical appointment must bring a note from the doctor’s office.
5. Middle school dances will run from 6:00 p.m. to 8:00 p.m.
6. Students should have their student access card to gain entrance to the dance.
7. The student dress code will be enforced for dances. Exceptions may be made for semi-formal attire.
8. Once a student has entered the dance, he/she will not be allowed to leave the building and return.
9. Attendance at school-sponsored dances is a privilege to be enjoyed by those individuals who are willing and able to conduct themselves properly. All rules and regulations as set forth in the student handbooks apply to all school sponsored events and activities.
10. No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances:
  - a. illicit drugs, as defined by law, or other mood changing drug(s).
  - b. alcoholic beverages.
  - c. chemicals used for inhalation.
  - d. tobacco products.

\*\*If a chaperone suspects a student to be in violation of this rule, parents will be contacted and transportation home will be arranged. The principal or the assistant principal will be contacted as soon as possible.

### **Extracurricular Activity Guidelines:**

Students will not be permitted to attend some Middle School Extra Curricular Activities, including but not limited to dances, clubs and end-of-year class activity days if they:

- Do not have their current student access card
- Are not in good academic standing within the retention/promotion guidelines.
- Have had either ISS or OSS during the month prior to the scheduled Extra Curricular Activity
- Have received 2 administrative discipline referrals during the month prior to the scheduled field trip or activity.

### **Extracurricular Academic Eligibility Policy:**

Students must accept responsibility for their academic endeavors. Students choosing to participate in extracurricular activities take on added responsibility. Extracurricular activity participation is a privilege, not a right. Each student receives equitable and fair treatment. High academic standards for students in extracurricular activities is an achievable goal. Parents, teachers, coaches, advisors, administrators, counselors and staff must provide students with a realistic view of the future and support a solid academic foundation. Students are expected to pass all subjects.

Coaches, advisors and teachers will work together to identify and guide students at risk of being ineligible to participate in extracurricular activities. Advisors are responsible for getting a list of the members of their activity to the faculty and principal within a week of the club's first meeting and are to send names down as students join. These lists will be in a notebook which will be located in the Middle School Office. The Athletic Director is responsible for getting lists of students on athletic teams to the faculty and principal within a week of the formation of the team and is to send names down if students join later.

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

- When a teacher becomes aware that a student is failing, he/she will check the club and athletic lists. If the student is on a list, the teacher will issue a “**WARNING NOTIFICATION**” form which informs the student that he/she is at risk of being ineligible to participate in extracurricular activities.
- Once the student has received a warning notification, he/she is responsible for devising a plan for improvement with the teacher. Criteria for demonstrating an effort to improve include some or all of the following:
  - Homework is on time.
  - Student obtains extra help from a teacher.
  - Student is cooperative and does as directed.
  - Student is prepared in class.
  - Student has appropriate materials for class.
  - Other plans mutually agreed upon.
- The student and teacher will sign an agreement to follow the plan. The teacher will send a copy of the plan to the coach/advisor, Principal, Athletic Director and parent/guardian.
- The student will then have until the Friday of the following week to demonstrate an effort to improve by executing the plan. If the plan is not followed, the student becomes ineligible.
- The student may continue to participate in all activities as long as he/she is meeting the terms of the plan for improvement. Student, Principal and Athletic Director will receive a status report which informs the coach/advisor that the student is eligible.
- Students will become ineligible to participate in extracurricular activities if they do not meet the terms of the plan for improvement.
- If a student has not met all the terms of the plan that he/she developed with the teacher, he/she becomes ineligible. The teacher will notify the student, Principal, coach/advisor and the Athletic Director by sending each a copy of a “Status Report” that states “that the student is not following the plan for improvement, is ineligible.”
- When ineligible, the student remains a member of the club or team, but certain restrictions apply:
  - For activities, the student will not be able to attend meetings or planned trips or events until effort to improve is shown in all deficient courses.
  - For athletics, the student may continue to practice with the team, but will not be allowed to play in any games (or be in uniform) until effort to improve is shown in all deficient courses. The student cannot miss class time to travel with the team.
- Once notified of ineligibility, the student will receive a Status Report each Friday until eligibility has been regained. If the teacher fails to submit a status report, the student will be considered eligible.

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

## **Clubs:**

### **The Beekmantown Middle School offers the following organizations for student participation:**

**SAVE Group: (Student Against Violence Everywhere)** is a group designed for students who want to advocate for peaceful solutions to conflicts, create a positive school community environment and raise awareness of issues regarding bullying and intolerance. Students joining SAVE should be dedicated to helping make Beekmantown Central School a safe and accepting environment for all students.

**Student Council:** The student council is the overall governing body for students. Selected by an electoral process, officers and members work with the student body to organize activities for the school year.

**National Junior Honor Society:** The Cora Mischler chapter of the National Junior Honor Society was established several years ago to honor the memory of a beloved and distinguished Beekmantown teacher. Its purpose is to recognize those students who have excelled in the seventh and eighth grades. Consideration for membership is based upon the following criteria: scholarship (90% cumulative average for sixth, seventh and eighth grades), character, service, leadership and citizenship. Each student is identified for consideration by his/her cumulative average and then is invited to complete an application for further review. A panel of teachers evaluate all candidates for admission. Members are required to maintain their scholastic average and participate in service projects.

**Yearbook Club:** The middle school publishes a yearbook. Middle school students are responsible for the development of the annual yearbook to include photography, layout, paste-up and editing for the final publication.

Other clubs available to middle school students are:

- Drama Club
- Fitness Club
- Boys and Girls Intramurals

### **Field Trips and End of the Year Class Activities:**

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

- Display responsibility towards property
- Demonstrate the appropriate manners and politeness
- Follow directions
- Demonstrate trust and good behavior
- Successfully complete all class work prior to the trip
- Must be in good academic standing within the retention/promotion guidelines.
- Have not had either ISS or OSS during the month prior to the scheduled field trip and/or activity.
- Have not received 2 discipline referrals during the month prior to the scheduled field trip or activity.
- Have either been on the repeat offender policy with more than 12 referrals, unless a student has not had a referral in over a 2 month period of time prior to the field trip.

## Section 4: SchoolTool and Technology

### **SchoolTool:**

SchoolTool is a system used by the Beekmantown Central School District and many neighboring districts as a student information system/repository(SIRS). This is a web-based software application which allows the district to manage student data. Using SchoolTool the district has access to maintaining all relevant data for student information such as student test and other assessment scores, student schedules, student attendance and discipline events, and as well as many other student-related needs.

### **SchoolTool Parent Portal:**

This is our parent access point through Schooltool. This allows parents access to their child's class schedule, grades, assignments, attendance record, discipline history, and contact information from any device that can access the internet.

Parents must go online and fill out the "Parent Portal Account Request." This only has to be done once for the life of the account. Then parents will receive an email from schooltool@gw.neric.org with login credentials. The parent can then go to [www.bcsdk12.org/parentportal](http://www.bcsdk12.org/parentportal). Parents will need to scroll to the bottom of this page to "Parent Portal login" and then choose our school under "Live Sites." At this point, parents will utilize login credentials to begin viewing their child's current records.

### **SchoolTool Student Portal:**

The Student Portal is a component of the Schooltool student information system, and allows students to access their class schedule, grades, assignments, assessments, attendance record, and contact information. Students use their normal network login credentials to access the Student Portal. **\*Students must have a signed Acceptable Use Form** on file in order to access our school's network and receive login credentials.

### **Student Access Cards:**

Students are issued an access card when they enter the Middle School in 6th Grade or transfer to the District. These cards will be necessary for library loans, signing in and out of offices and the library, along with entrance to school dances. Replacements will cost \$5.00.

### **Hall Pass:**

It's as easy as 1, 2, 3:

- **Step One:** When visiting our schools present a government issued photo ID to the office staff.
- **Step Two:** Receive a visitor's badge printed especially for you for visitor's check-in.
- **Step Three:** Enjoy your visit in our safe and secure school and return your badge to the office for visitor check-out.

**Visitors:** If you are a new visitor, we will scan your ID and give you a visitor's badge. If you come again, you will not need an ID to receive your visitor's badge. You will simply need to check in with the office staff and we will print your badge at that time.

**Frequent Visitors:** Once a visitor is in the system, an ID is not required for future visits. For frequent visitors, you can purchase a key fob to speed up the check-in process. \*\*Each key fob is assigned to a specific ID. Therefore, if you lose your key fob we can cancel it. If someone were to try to use your key fob, we will not pass them through because the picture in HallPass would not match the visitor. Because of this security feature, each frequent visitor will have to have

their own key fob. If you have a key fob, you can scan it and a badge will print automatically. This will eliminate the process of manually checking in and out.

**Students:** This system will check students in and out electronically. If a person needs to check out a student we will first ask for ID, scan the ID, verify the person is allowed to check out the student and then contact the student for check-out.

\*\*If a student is checked in late, the system will log it as well as print a tardy badge for the student to enter class.

**Parents:** Once you are in the Hall Pass system, you will be on file at any of our other schools. If you purchase a key fob you do not need to re-scan your ID to enter our buildings.

**To Save Time: \*\*\*Key fobs can be purchased in the main office of each school for \$2.00.**

### **Chromebooks:**

As part of the district-wide digital literacy initiative, students may be issued a Chromebook to use for the school year. These devices are purchased by the district and should be treated like school property. Any student that is issued a Chromebook will sit through an orientation to learn about the device and the expectations of the district for having it in his/her possession. Student use of Chromebooks is for academic purposes. Any student found to be using the Chromebook in violation of the Acceptable Use Policy may have the Chromebook confiscated for a length of time to include up to the remainder or the school year. You may find the AUP on the Dept of 21st Century Learning: [bit.ly/BCSAUP](http://bit.ly/BCSAUP)

**Appendix A:  
District Code of Conduct and DASA Notice**

**Appendix B:  
District Attendance Policy**

# **Appendix A**

## **District Code of Conduct/DASA Notice**

### **Rights and Responsibilities**

#### Student Rights

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

1. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability;
2. Present their version of relative events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty;
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

#### Student Responsibilities:

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property;
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct;
3. Attend school every day unless legally excused and be in class on time and prepared to learn;
4. Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible;
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner;
6. Work to develop mechanisms to control their anger;
7. Ask questions when they do not understand;
8. Seek help in addressing problems that might lead to discipline;
9. Dress appropriately for school and school functions in accordance with the student dress code;
10. Accept responsibility for their actions; and
11. Conduct themselves as representatives of the District when participating in or attending school sponsored extra-curricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

#### Parent Responsibilities:

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community;
2. Send their children to school ready to participate and learn;
3. Ensure their children attend school regularly and on time;
4. Ensure absences are excused;
5. Insist their children be dressed and groomed in a manner consistent with the student dress code;
6. 6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment;
7. Know school rules and help their children understand them;
8. Convey to their children a supportive attitude toward education and the district;
9. Build good relationships with teachers, other parents and their children's friends;
10. Help their children deal effectively with peer pressure;
11. Inform school officials of changes in a home situation that may affect student conduct or performance;
12. Provide a place for study and ensure homework assignments are completed; and
13. Provide the school with a current phone number, emergency phone number, address, and any custodial documentation.

**\*\*Parents/legal guardians have the right to request information about the professional qualifications of their child's classroom teachers and paraprofessionals, including: Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; the baccalaureate degree major of the teacher and any other graduate**

certification or degree held by the teacher, and the field of discipline of the certification or degree; whether the child is provided services by paraprofessionals and, if so, their qualifications. This includes whether the teacher has state certification for the classes being taught; and information regarding the State-mandated annual professional performance review (APPR) effectiveness scores and final ratings of the teacher(s) and Principal assigned to their child for the current school year. **To inquire about or obtain this information**, call the District Office at [518-563-8250](tel:518-563-8250), [extension 5501](tel:518-563-5501), and request to speak with the Secretary to the Superintendent. Alternatively, to inquire about or obtain this information, write a letter to the Principal of your child's school.

### Teacher Responsibilities:

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach
3. Demonstrate interest in teaching and concern for student achievement
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in conformity with federal and state law.
6. Communicate to students and parents: a. Course objectives and requirements b. Marking/grading procedures c. Assignment deadlines d. Expectations for students e. Classroom discipline plan
7. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

### School Counselors:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Maintain confidentiality in conformity with federal and state law.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.

### Principals:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.

9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. Verify on an annual basis that student rights, responsibilities, code of conduct have been explained to all students.

### **Disciplinary Procedures:**

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 interacting 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:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

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.

### **Student Searches and Interrogation:**

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda" – type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

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

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. If the student is under 16 years old, parents will be called before he/she is interviewed by the police. If the student's parent cannot be contacted prior to the police questioning, the session 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.

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.

### **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.

## **Code of Conduct/Expectations:**

### **Prohibited Student Conduct:**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed. Students must learn to accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel 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 for acceptable student conduct at school and school functions. The rules of conduct to that end, listed below focus on safety and respect for the rights and property of others. Students not accepting responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

1. Engage in disorderly conduct. Examples of disorderly conduct include, but are not limited to:
  - a. Running in hallways
  - b. Making unreasonable noise
  - c. Using language or gestures that are profane, lewd, vulgar or abusive
  - d. Obstructing vehicular or pedestrian traffic
  - e. Engaging in any willful act which disrupts the school community
  - f. Trespassing. (Students are not permitted in any school building, other than the one they regularly attend, without permission of the building principal)
  - g. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
2. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
  - a. Failing to comply with the reasonable request of school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
  - b. Failure to attend scheduled classes.
  - c. Tardiness or missing/ leaving school without permission.
3. Engage in conduct that is disruptive. Disruptive conduct includes, but is not limited to: failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students. Engaging in disorderly conduct which significantly interferes with a teacher's classroom instruction.
4. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
  - a. Committing or attempting to commit an act of violence (such as hitting, kicking, punching and scratching) another student or any other person lawfully on school property.
  - b. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at school functions.
  - c. Displaying what appears to be a weapon.
  - d. Threatening to use any weapon.
  - e. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
  - f. Intentionally damaging or destroying school district property.
5. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

- a. Lying to school personnel.
  - b. Stealing the property of other students, school personnel, or any other person lawfully on school property or attending school functions.
  - c. 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.
  - d. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
  - e. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
  - f. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
  - g. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation, affiliation or maintaining membership in any school sponsored activity, organization, club or team.
  - h. Selling, using or possessing obscene material.
  - i. Using vulgar or abusive language, cursing or swearing.
  - j. Possessing or using tobacco and/or related paraphernalia.
  - k. Possessing, consuming, selling distributing or exchanging alcoholic beverages or illegal substances or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs".
  - l. Inappropriately using or sharing prescription and over the counter drugs.
  - m. Gambling.
  - n. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
  - o. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
6. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated. Students should remain seated at all times when the school bus is in motion, and follow the reasonable commands and instructions of the bus driver at all times. Inappropriate behavior on the school bus may result in an office referral and subsequent disciplinary action.
7. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
- a. Plagiarism
  - b. Cheating
  - c. Copying
  - d. Altering records
  - e. Assisting another student in any of the above actions

\*\*All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, building principal or his/ her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, building principal, the principal's designee or the superintendent.

### **Bullying:**

A complete version of the Beekmantown Central School District Anti Bullying Policy can be found online at [www.bcsdk12.org](http://www.bcsdk12.org). and is in compliance with the Dignity for All Act.

The School Board of the Beekmantown Central School District is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and of any type. The school board believes that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Bullying, harassment, or discrimination based on an individual's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex that has/would have the effect of unreasonably and substantially interfering with student's educational performance, opportunities or benefits, or mental/emotional/physical well-being; reasonably causes or would cause or would reasonably would cause emotional harm, or reasonably causes/would reasonably be expected to cause physical injury to a student or cause a student to fear for his/her physical safety will not be tolerated and shall be just cause for disciplinary action. Beekmantown

Central School District is committed to responding to any act of bullying that occurs on school property, at a school function, or off school property where such acts creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct threatens, intimidation or abuse might reach school property.

- I. **Definitions-** “A person is bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.” **Olweus Bullying Prevention Program**
- A. “Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:
1. unwanted teasing
  2. threatening
  3. intimidating
  4. stalking
  5. cyberstalking
  6. physical violence
  7. theft
  8. sexual, religious, or racial harassment
  9. public humiliation
  10. destruction of school or personal property
  11. social exclusion, including incitement and/or coercion
  12. rumor or spreading of falsehoods
- B. **“Discrimination”** – Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others to an individual or group of people because of the group class or category to which that person belongs (as enumerated in the Definitions section, under Harassment below).
- C. **“Harassment”** means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. 1. places a student or school employee in reasonable fear of harm to his or her person;
  2. 2. has the effect of substantially interfering with a student, employee’s educational or work performance, opportunities or benefits;
  3. 3. has a substantial negative impact on a student’s or employees emotional or mental well-being;
  4. 4. has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.
  5. The harassing behavior can be based on the following: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender.
- D. **“Cyberstalking”** as defined in N.Y. Penal Law § 240.30, means, with intent to harass, annoy, threaten or alarm another person, he or she causes a communication to be initiated by mechanical or electronic means or otherwise with a person, anonymously or otherwise, by telephone, or by telegraph, mail or any other form of written communication, in a manner likely to cause annoyance or alarm.
- E. **“Cyberbullying”** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, “sexting”, instant messaging, or video voyeurism. \*Note: Per N.Y. Penal Law § 240.30, voyeurism, which may be utilized in cyberbullying, in and of itself, is a criminal offense.
- F. “Hazing” is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.
- G. **“Bullying”, “Cyberbullying”, and/or “Harassment”** also encompass:
1. retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
  2. retaliation by reporting a baseless act of bullying, harassment, or discrimination.

3. perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with the intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - a) incitement or coercion;
  - b) accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
  - c) acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.
- H. **“Bullying”, “Cyberbullying”, “Harassment” and “Discrimination”** (hereinafter referred to collectively as bullying, as defined in Section A, for the purpose of this Policy) also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental or educational), marital status, socio-economic background, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on the school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories towards students, refer to the Dignity For All Students Act.
- I. **“Accused”** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- J. **“Complainant”** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- K. **“Victim/Target”** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person inside the school or outside the school at sponsored events, on school buses and at training facilities or training programs sponsored by the District, who is reported to have been the target of an act of bullying during any educational program or activity conducted by Beekmantown Central School District.

### **Expectations**

The Beekmantown Central School District expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

- 1) The School District prohibits the bullying of any student or school employee:
  - a) during any educational program or activity conducted by the Beekmantown Central School District;
  - b) during any school-related or school sponsored program or activity or on a Beekmantown Central School District school bus;
  - c) through the use of any electronic device or data while on school grounds or on a Beekmantown Central School District school bus, computer software that is accessed through a computer, computer system, or computer network of the Beekmantown Central School District. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section;
  - d) through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Beekmantown Central School District school bus; Bullying Prevention continued...
  - e) while the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The District also recognizes that a parent has the full right to seek law enforcement assistance, accessing a School Resource Office directly, if one is employed by the district, or the state or local police directly. The principal/designee shall use all District Reporting Systems to log all reports and interventions. However, if a student’s ability to receive an education or school’s ability to provide an education is significantly impaired (as evidenced by school refusal, reduced attendance, dropping performance and

achievement, feelings of insecurity or lack of personal safety, or parent's refusal to expose their child to the danger of allowing school attendance) and as determined by the school district administration, disciplinary sanctions may be issued;

- f) though an incident of alleged bullying (cyberbullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.
- 2) All administrators, faculty and staff, in collaboration with parents, students, and community members, will incorporate systematic methods for student and staff recognition through positive reinforcement of good conduct, self-discipline, good citizenship and academic success, as seen in the required school plan to address positive school culture and behavior (see also Discipline Plan).
- 3) Student expectations shall be explained and outlined in this policy and in the Student Code of Conduct Respect for Persons and Property.
- 4) Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

### **Intervention**

The Board acknowledges that, notwithstanding actions taken by the district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential.

Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

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

### **Dignity Act Coordinators**

District-Wide Dignity Act Coordinator:

MS Building Dignity Act Coordinator: Mike Johnson phone (518) 563-8690

### **Disciplinary Consequences for a Person Who Commits an Act of Bullying**

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the district.
  - a. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions, up to, but not limited to, suspension as outlined in the Code of Conduct and this policy.
    - i. All steps necessary to protect the victim from further violations of this policy will be taken, as outlined in the Code of Conduct of the school district. The Superintendent/designee may take such determinations as deemed appropriate.
  - b. Consequences and appropriate interventions for a school/district employee found to have committed an act of bullying will be instituted in accordance with District policies, procedures and agreements as outlined in the collective bargaining agreements. Additionally, egregious acts of bullying by certified educators may result in sanctions against an educator's state issued certificate.
  - c. Consequences and appropriate interventions for a visitor, volunteer, parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

- d. All of the above will apply to persons, whether they are students, school employees, parent/guardians visitors/volunteers/independent contractors who are found to have made wrongful and intentional accusations of another as means of bullying.

### **Reporting an Act of Bullying**

- A. Students may report complaints of bullying to any school district employee, faculty or staff.
- B. Any other members of the school community, whether a victim or a witness, who have credible information that an act of bullying has taken place may file a complaint of bullying to the principal/designee or appropriate school district administrator.
- C. Any student (and/or parent on the complainant's behalf if the complainant is a minor) who believes he/she is a victim of bullying (or any individual, including any student who has knowledge of any incident(s) involving bullying or students) is strongly encouraged to report the incident(s) in writing to a school official; failure to do so may result in disciplinary action. Complaints must be filed in writing as soon as possible after the initial report and noted on the specified data system, but should be filed in writing thirty (30) school days after the alleged incident (i.e., within thirty (30) school days of the last act of alleged bullying). Failure on the part of the victim to initiate and/or follow up on the complaint within the designated period may result in the complaint being deemed abandoned.
- D. Anonymous complaints may be made through electronic or telephone reporting. While the district will investigate all complaints, formal or informal, a formal complaint must be filed in writing.

### **Bullying Complaints and Resolution**

- A. The investigation of a reported act of bullying of a student, school-based employee, parent/guardian or other persons providing service to the school is deemed to be a school-related activity and begins with a report of such an act. Administration will deem what is considered a disruption to the school day relative to bullying.
- B. Investigation- where the administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately, separately and are confidential. Each individual (victim, alleged perpetrator and witness) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together. Each party's agreement to Informal Resolution must be in writing. The incident and the resolution must be documented on the appropriate data system.
- C. The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that the problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. Although this Policy encourages students to use the formal written complaint process, school officials "should investigate all complaints and reports of harassment, whether or not the complaint is in writing, "as stated by the Office for Civil Rights in Protecting Students from Harassment and Hate Crime: A Guide for Schools, Part II, 1999.
- D. If the complaint is about the principal or an area/district's staff member's direct supervisor, then the Area Superintendent/Designee or appropriate district administrator shall be asked to address the complaint.
- E. The trained Investigative Designee(s) will make the determination if a reported act of bullying or harassment falls within the scope of the District.
  - a. If it is within the scope of the District, follow the Procedures for Investigating Bullying and/or Harassment as outlined in sections VIII through XVIII.
  - b. If it is outside the scope of the District, and determined an alleged criminal act, refer to appropriate law enforcement, provide any applicable interventions and document according to Policy.
  - c. If it is outside the scope of the District, and determined not a criminal act, inform parents/guardians of all students involved, provide appropriate interventions and document according to Policy.
- F. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in the district specified data system.

### **Investigation requirements for Reported Acts of Bullying**

- A. The Principal/Designee or appropriate area/district administrator shall begin a thorough investigation with the alleged victim and the accused upon receiving a complaint.
- B. During the investigation, the Principal/Designee or appropriate area/district administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable regulations and statutes.

- a. Documented interviews of the alleged victim, alleged perpetrator, witnesses are conducted privately, separately and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.
  - b. At no time during the investigation will the name of the complainant be revealed by the investigator.
  - c. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complainant is pending resolution. Any legal order of a court will prevail.
  - d. When necessary to carry out the investigation or for other good reasons, and consistent with state and federal privacy laws, the principal/designee or appropriate area/district administrator also may discuss the complaint with any school district employee, the parent/guardian of the alleged victim, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.
  - e. During the investigation where an employee is the accused, the Principal/Designee or the Superintendent/Title 9 Officer may take action according to the school policy.
- C. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate area/district administrator regarding the completion and determination of the investigation.
  - D. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed a criminal act.

#### **Appeals Process**

- A. Appeal procedure for bullying by an accused student will follow the steps outlined in the Code of Conduct.

#### **Confidentiality**

- A. To the greatest extent possible, all complaints will be treated as confidential and in accordance with School Board Policy; the Family Educational Rights and Privacy Act ("FERPA"); the Health Insurance Portability and Accountability Act ("HIPAA") and any other applicable law.
- B. Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy.
- C. The complainant's identity and the identity of the victim shall be protected to the greatest extent possible, but absolute confidentiality cannot be guaranteed.

#### **Retaliation Prohibited**

- A. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this policy.
- B. Retaliatory or intimidating conduct against any individual who has made a bullying complaint or any individual who has testified, assisted, or participated, in any manner in an investigation is specifically prohibited and as detailed in this policy shall be treated as another incident of bullying.

#### **Additional Referral**

In all cases, the Beekmantown Central School District reserves the right to refer the results of its' own investigation to the appropriate parties including but not limited to: Law Enforcement, Clinton County DSS, Clinton County Probation (PINS), Clinton or Essex County Preventive Services, and/or District Attorney whether or not the Beekmantown Central School District takes any other action.

## **BEEKMANTOWN CENTRAL SCHOOL DISTRICT**

### **Frequently Asked Questions: “Bullying”**

#### **Do you want to know about anti-bullying?**

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

#### **Take a look!**

The Policy defines bullying as: “bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: “unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gestures, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage, cause discomfort or humiliation; or reasonably interfere with the individual’s school performance or participation is carried out repeatedly and is often characterized by an imbalance of power.”

Simply speaking, we can determine if a behavior is bullying by asking these questions, is it...? R-Repeated  
I-Imbalance of Power                      P-Purposeful

#### **What are the procedures for reporting an incident?**

Employees are required to report incidents. Students, parents and visitors, however, are strongly encouraged to report suspected incidents to their principal and/or appropriate area district administrator either verbally or in writing. A report may be made anonymously, using the by going to the school website at [www.bcsdk12.org](http://www.bcsdk12.org) and choose DASA page.

#### **How do investigations occur?**

The principal/designee or the appropriate area/district administrator will take specific steps to investigate all complaints of bullying. The principal/designee or the appropriate area/district administrator will initiate an investigation of all reports of bullying within two (2) school days and every investigation will be completed within ten (10) school days after its initiation.

#### **What are the consequences?**

Consequences for confirmed bullying may include referrals to outside agencies, interventions, and/or disciplinary action as outlined by the Code of Conduct, school board policies and any collective bargaining agreements.

#### **What if I don’t agree with the administrator’s decision?**

You have a right to appeal! If the resolution is not satisfactory to you, the parent/guardian, student, or employee, you have the right to appeal within five (5) days of the completion of investigation.

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

Training for students, parents, teachers, administrators, staff and volunteers is provided as an integral part of our schools.

#### **We all deserve safe and respectful school environments!**

Need to know more? See the full Anti-Bullying Policy and the Code of Conduct on our website at [www.bcbsdk12.org](http://www.bcbsdk12.org).

## **Discipline Penalties:**

Students 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:

1. Oral warning – any member of the district staff
2. Written warning-bus drivers, hall and lunch monitors, coaches, school counselors, teachers, assistant principal, principal, superintendent
3. Written notification to parent-bus drivers, hall and lunch monitors, coaches, school counselors, teachers, administrators, superintendent
4. Detention-teacher, assistant principal, principal, superintendent
5. Suspension from transportation- assistant principal, principal
6. Suspension from athletic participation-coaches, administrators.
7. Suspension from social or extracurricular activities-activity director, school administrator:
8. Suspension of other privileges- assistant principal, principal, superintendent
9. In-school suspension—school administrators
10. Removal from classroom—teachers, administrators
11. Short-term (five days or less) suspension from school--principal, superintendent, board of education
12. Long-Term (five days or more) suspension from school- superintendent, board of education
13. Permanent suspension from school-superintendent, board of education
14. Offending students will be encouraged to attend anger management groups conducted by the school

## **Teacher Removal of Students:**

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 an ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for the removal and an opportunity to explain his or her 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 an on-going 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 his or her version of the relevant events within 24-hours. The teacher will also contact parents/guardians to notify them of the student removal.

## **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, or whose physical or mental condition endangers the health, safety, morals or welfare of themselves or of other students.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and building principals. The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

## **Short-term (5 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 notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to impose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

**Long-term (more than 5 days) Suspension from School:** When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

**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:**

Students who bring a weapon to school: Any student, 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:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and others.
6. Other extenuating circumstances. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Students committing violent acts other than bringing a weapon to school: 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.

Any student, other than a student with a disability, repeatedly disruptive of the educational process or who substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days.

**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.

**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.

**\*\* A student who is on out of school suspension and of compulsory age, must attend our 2 hour Out of School Suspension teaching program (STEAP-Short Term Education Alternative Program) or it will be considered unexcused, unless accompanied with proper documentation as explained in the attendance policy.**

**Referrals to Community Agencies:**

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

1. 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 demonstrating that he or she requires supervision and treatment by:
  - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
  - b. Engaging in an ongoing or continual course of conduct which makes the student Referrals to Community Agencies continued:
  - c. ungovernable, or habitually disobedient and beyond the lawful control of the school.

- d. 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.
2. 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:
  - a. Any student under the age of 16 found to have brought a weapon to school.
  - b. Any student 14 or 15 years old qualifying for juvenile offender status under the Criminal Procedure Law 1.20(42).

### **Possibility of Arrest:**

Students will be held accountable for their behavior including the involvement of the school resource officer and/or any law enforcement personnel deemed necessary based on the circumstances of the infraction. All recommendations for an arrest will proceed through the building principal, superintendent and the board of education.

### **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 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 function, powers and duties, if that student has refused to refrain from further disruptive acts.

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

## **Discipline Information for parents:**

### **Student Referrals and Penalties Confidentiality:**

During a disciplinary investigation, administration receives many inquiries into the process for imposing penalties. We encourage parent participation and inquiries, as discipline is best met when the school and homework together. However, it is against FERPA (Family Education Rights and Privacy Act) to provide information regarding another student's discipline record, including penalties imposed. Parents should visit the FERPA Website in order to become more familiar regarding their child's privacy. We do understand that parents want a more rounded view when interpreting discipline processes and investigations and will answer all of your questions that relate directly with your child's discipline. We want to be as transparent as legally allowed, and together we can help your child in improving his/her behavior and gaining a solid academic foundation from their middle school years.

### **A Word about Altercations in School...**

The position of our school is that there is no situation that would require students to physically hurt or touch another student during the course of a school day. However, there can be situations where a student receives a "hands-on" by another student. In this situation, to rise to the level of "self-defense," the student would be seen attempting to leave the situation, blocking the physical aggression, or attempting to seek help from a school staff member. Punching back or "retaliating" towards a student for breaking a rule, verbally assaulting another student or bullying, or any other action your child views as inappropriate is not allowed and is considered fighting. If your child feels this strongly about another child's behavior, they are encouraged to report the student's behavior to a staff member, counselor, or directly to the assistant principal, so as to deter the behavior. We want to encourage our students to be proactive bystanders and enforce a safe school environment, but acting aggressively towards students who do not comply with rules encourages an unsafe school environment, along with putting your child at risk for disciplinary penalties. We remind students that we want to hear from them and provide them with the power to stand up to bullies or inappropriate acts.

If our office is notified of a potential conflict that could possibly lead to an altercation, an investigation begins immediately. Any students involved are supported with safety measures to ensure a successful school day. Should an altercation occur, after these interventions are put into place, students will receive a penalty prescribed by the code of conduct.

## **Appendix B**

### **District Attendance Policy**

#### **Compulsory Education Under New York State Law**

School age minors, ages six to 16, must attend school regularly and for the entire time school is in session. The compulsory education law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education.

\*In the Beekmantown Central School District, a child who becomes six years of age on or before January 1 during a school year is required to attend school beginning in September. A child who turns 16 years of age during a school year must continue to attend school until the end of the school year. According to state law, the school year begins July 1st.

#### **Philosophy**

Every student has a right to educational opportunities that will help develop his or her fullest potential. Regular attendance maximizes the student's interaction with his or her teachers and peers, contributes to increased academic achievement and is a prime factor in school success. Successful implementation of any attendance policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators, and support staff.

#### **Expectations for Good Attendance**

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

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

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

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

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

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

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

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

Students exceeding the allowable number of absences will attend a hearing with the parent/guardian, teacher, school counselor, assistant principal and/or principal to make a determination relative to our attendance guidelines, along with being signed into an attendance contract with absences beyond 14 days. These contracts may include possible solutions to chronic absenteeism, next steps, possible restrictions for school related activities and the school day, along with other appropriate interventions to improve attendance.

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

**Upon returning from any absence and prior to first period class, the student must present an excuse note to the attendance officer within 5 days of an absence, or the absence will be documented as unexcused. This should be done**

between 7:17 and 7:25 am. Students must not wait until after 7:25 am, and instruction has begun, to ask for a pass to present the excuse note.

**\* Parent notes will be accepted for up to 5 absences for personal illness, beyond 5 days, physician notes will be necessary.**

**\* A note from a physician, counselor, dentist or other health professional office for any medical appointments beyond 5 days. A statement with a medical appointment is sufficient.**

**\* Any student with 5 days of consecutive absence for illness must be accompanied by a medical note that states reasons for why the student can't attend school or suggested supports the school may provide for the student to attend.**

It is the responsibility of the returning student to see his/her teacher(s) to make up missed work. Students should schedule time to take tests missed during absences. *The school is not responsible for providing or grading student work during illegal absences.*

Students missing school for an extended time (more than two days) due to illness or family emergency may have class assignments collected by making arrangements with the counseling office. Further, parents/guardians can request work online utilizing the district website.

\* Students who will be absent beyond two (2) weeks will need to have a home/hospital instruction form completed and returned to the school nurse to ensure academic support during a severe medical situation. This will also ensure that the school district has all necessary information. This form will need to be completed by parents and the child's physician.

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

#### **Unexcused Absences:**

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

#### **Truancy:**

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

#### **Absences Due to Family Vacation:**

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

#### **Notification:**

Parents will receive **attendance notification letters at 7, 14, 21 days of absences**. Letters will be generated from unexcused and excused absence history, unless noted by a physician. The first letter is an attempt to deter students who may become an attendance concerns. Students with more than 14 absences must attend a mandatory attendance hearing with the assistant principal and school counselor to improve attendance. Parents may call the office at (518) 563-8690 to change their hearing date and/or time, but multiple attempts to change a hearing will be noted as a refusal to attend. Refusing to attend an attendance hearing may result in referral to outside agencies in order to improve attendance concerns.

## **Beekmantown Middle School Important Dates**

Academic Achievement Awards(6th Grade)	June 24, 2019 - 8:00 a.m.
Academic Achievement Awards(7th Grade)	June 24, 2019 - 1:00 p.m.
8th Grade Moving Up Ceremony	June 25, 2019 - 9:00 a.m.
Final Exams	June 18-21, 2019
Homecoming	October 13, 2018
Last Day of School	June 26, 2019
National Junior Honor Society Induction	March 18, 2019 - 7:00 p.m.
Parent/Teacher Conferences	November 29, 2018 (Evening)
Progress Reports	October 5, 2018 December 14, 2018 March 8, 2019 May 23, 2019
PTO Meetings	Contact Stacy Bobbie or Kerie Wood via email
Report Cards	November 6, 2018 January 25, 2019 April 12, 2019 June 26, 2019
School Pictures	September 14, 2018 October 25, 2018 (Make-Up)

**Beekmantown Central School District**

**2018-2019 School Year**

**September 2018**

S	M	T	W	T	F	S
						1
2	<b>3</b>	<b>4</b>	<b>5</b>	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

No School & District Facilities Closed 9/03  
 No School - Superintendent's Conference Day 9/04  
 No School - Superintendent's Conference Day 9/05  
 First Day of School for Students 9/06

**December 2018**

S	M	T	W	T	F	S
						1
2	3	4	5	<b>6</b>	7	8
9	10	11	12	13	14	15
16	17	18	19	20	<b>21</b>	22
23	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	29
30	<b>31</b>					

Early Release (PreK-5) 12/06  
 (PreK-5 Parent/Teacher Conferences)  
 No School 12/21 - 12/31  
 District Facilities Closed 12/24, 12/25 & 12/31

**March 2019**

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	<b>14</b>	<b>15</b>	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PreK-5 Early Release (Parent/Teacher Conference) 3/14  
 No School - Superintendent's Conference Day 3/15

**June 2019**

S	M	T	W	T	F	S
						1
2	<b>3</b>	4	5	6	7	8
9	10	11	12	13	14	15
16	17	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	22
23	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	29
30						

Regents Exams 6/3 & 6/18 - 6/26  
 Early Release (PreK-8) 6/25  
 HS Graduation 6/26

**October 2018**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	<b>8</b>	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

No School & District Facilities Closed 10/08

**January 2019**

S	M	T	W	T	F	S
		<b>1</b>	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	26
27	28	29	30	31		

No School & District Facilities Closed 1/01  
 No School & District Facilities Closed 1/21  
 Regents Exams (PreK-8 In Session) 1/22 - 1/25

**April 2019**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	20
21	<b>22</b>	23	24	25	26	27
28	29	<b>30</b>				

No School 4/15 - 4/22  
 District Facilities Closed 4/15 & 4/19

**November 2018**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	<b>12</b>	13	14	15	<b>16</b>	17
18	19	20	<b>21</b>	<b>22</b>	<b>23</b>	24
25	26	27	28	<b>29</b>	30	

No School & District Facilities Closed 11/12  
 No School - Superintendent's Conference Day 11/16  
 No School & District Facilities Closed 11/21 - 11/23  
 Early Release (PreK-12) 11/29  
 PreK-12 Parent/Teacher Conferences (evening) 11/29

**February 2019**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	23
24	25	26	27	28		

No School 2/18 - 2/22  
 No School & District Facilities Closed 2/18

**May 2019**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	<b>27</b>	28	29	30	31	

No School & District Facilities Closed 5/27

**NYS Testing Schedule**

English 3-8 (Blue) 4/01 - 4/08  
 Math Grades 3-8 (Blue) 4/30 - 5/07  
 Science Grades 4 & 8 (Performance) (Blue) 5/22 - 5/31  
 Science Grades 4 & 8 (Written) (Blue) 6/03  
 HS Finals 6/12 - 6/14  
 MS Finals 6/18 - 6/21  
 Regents (Blue) 1/22 - 1/25  
 Regents (Blue) 6/3, 6/18 - 6/26

**Key**

- Days In Bold = No School
- = District Facilities Closed
- = Early Release for Students  
 PreK-5 (11:30 am)  
 MS/HS (10:30 am)
- = NYS Exam Dates

**Unused Emergency Days**

School will be closed in the following order:

- 1 5/24
- 2 5/24 & 4/12
- 3 5/24, 4/12 & 4/23
- 4 5/24, 4/12, 4/23 & 5/28