Back-to-School Information Packet
for parents and students

2019-2020
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August 2019

Dear Parents,

Welcome to Hamagrael Elementary School. The purpose of this Parent/Student Handbook is to provide you with pertinent information about our school’s programs and procedures. We hope that the content of this handbook will help your child have a successful school experience and viewed by you as an invitation to be an active participant in your child’s elementary school experience.

The motto of our school is “Growing Minds, Smiling Faces, Hamagrael – The Best of Places.” Our goal is to create a positive learning environment for all who enter our doors. Hamagrael is a special place and we encourage all of our students to always give their best effort.

As we embark upon a new school year, my commitment to you will be to serve as an advocate for all students, staff and the Hamagrael community. It is important for you to know that every effort will be made to assure that no child “falls through the cracks” and that we recognize the uniqueness of each child.

I am proud to be the principal of the Hamagrael Elementary School; together we can make a difference.

Sincerely,

David Ksanznak, Principal
Contacting School Personnel

By telephone
The main office hours are 8:30 a.m. to 4:30 p.m. and can be reached by phone at 518-439-4905. Teachers now have voicemail. If you wish to speak to a teacher, your call will be forwarded to the teacher's individual voicemail. Teachers return calls as soon as possible (when not directly responsible for children). Please leave a detailed message so the teacher can have information ready when the call is returned.

In writing:
Please feel free to write a note to the teacher and send it to school with your child. Most children are good messengers, but it wouldn’t hurt to check with them when they return home.

By e-mail:
An e-mail directory of all staff is on the district’s website, www.bethlehemschools.org.

By Fax:
Our school fax number is 518-439-8732.

Homework folders:
Students in grades 2-5 have a homework folder. This notebook is a handy communication tool for students, teachers and parents. The student is to write down all homework assignments in the folder, and it can be used to help keep the child organized. There is a place for written communication between parent and teacher. Parents should review this folder very often to keep informed of their child’s assignments.

School Organization
Hamagrael is a grade kindergarten through 5 building with approximately 400 students. In grades K-5 we generally organize on a graded basis, but we recognize the range of abilities and achievement levels within each class. As we develop class lists, our goal is to create well-balanced classes for all students and staff.

We take pride in offering varied and exciting programs in academic and special subject areas, as well as providing support for students through supplemental services. Although students are assigned to particular classroom teachers each year, all children are viewed as important individual members of the entire school and, thus, the responsibility of all staff. As we work with your child each day, we are sure you will find that this is a responsibility we take seriously and with joy.

School Hours

| Arrival:  | 9:10 a.m. |
| Dismissal: | 3:20 p.m. |
| Buses Depart | Approximately 3:30 p.m. |
Children should arrive at school by 9:10 a.m. We ask all parents who have children walking or riding bicycles to have their children arrive after 9:10 a.m., since teachers use the time before school for planning and conferences.

**Lunch/Recess**
The children in grades K-2 have a 55 minute lunch and recess period and our children in grades 3-5 are scheduled for 50 minutes. The children usually spend approximately 30 minutes eating and the rest of the time is for recess. As a rule, the children go outdoors for fresh air and exercise each day during the school year, unless severe weather conditions prevent them from doing so. Please see that they are appropriately attired. Children returning from illnesses are also expected to go outdoors, unless your physician sends a note regarding otherwise. Noon hour monitors supervise children in the dining room and on the playground.

**Reporting Daily Absences**
Parents are asked to call the school before 9:30 a.m. each day their child is going to be absent. If you must leave a message, please give the child’s name, the date and the reason for the absence. If we haven’t heard from a parent, we will call home to see if the child is going to be absent or late and for what reason. Reporting a communicable disease helps the school take immediate action to eliminate or control the spread. You will find an absentee form for your use on page 9 of this handbook.

**Requests for Early Dismissal/Parent Pick-Up**
Parents who wish to take their children out of school early must put their request in writing and send it to the child’s teacher (in advance, when possible).

Parents picking up children during the day or at dismissal time should go directly to the main office to sign them out. Please do not go directly to the classroom. At dismissal time, please wait in the lobby area for the bell to ring. We are able to provide reminders via the public address system.

**Signing in Late/Parent Drop-Off**
If your child is late for any reason, or is returning to school (e.g., from a doctor’s appointment), you must accompany the child into the main office to sign him/her in. A parental note is necessary for any late arrival or early dismissal.

**Hamagrael School Newsletter**
We encourage all parents to check our school website, as we use the site to communicate upcoming events, Hamagrael and BCSD news to you. Each Friday an email message will be sent to all Hamagrael parents.

Parents and guardians are automatically signed up to receive this news via School Messenger. School Messenger uses the contact information that is stored in Aspen, so please be sure to check that information at the beginning of the year. If you need to update your contact information, please email the district registrar Melissa Haas at mhaas@bethlehemschools.org.

**Aspen Parent Portal**
The district’s student information system is called Aspen. Aspen includes a password protected parent portal that is aimed at making communication among students, parents, teachers, and administrators more efficient. Aspen offers parents and students online access to a secure site with personalized information about a student’s academic program and progress. Student report cards and bus schedules are posted to Aspen.
With this system, parents are able to access basic student information at the beginning of every school year, such as emergency contact information, bus route information, student schedules, academics and calendar information.

If you have more than one student in the Bethlehem Central School District, you only need one Aspen account and login to access the information for each of your children.

If you have questions about Aspen or need assistance logging in, please contact the Aspen Help Desk at bcsdaspen@bethlehemschools.org.

PTA

The Hamagrael School Parent Teacher Association includes parents and teachers and the principal. The PTA invites all to participate in the school community, family activities and monthly meetings. Check the district calendar or the Hamagrael school website for news and upcoming events.

Throughout the year, the PTA sponsors programs for children’s enjoyment, as well as to enrich their education. Family participation is always encouraged.

The PTA continues to seek a closer relationship between home and school. To achieve this, there is a varied network of communication. First and foremost is the ability to communicate with each other as parents and teachers. Secondly, PTA members can attend Board of Education meetings. Thirdly, Superintendent Jody Monroe meets monthly with parent-group presidents to discuss the concerns of each school group, as well as the entire district. Lastly, affiliation with the state and national PTA keeps members informed about educational trends and state and federal legislative issues.

There are many ways in which you can be involved in your PTA. We have a concerned, well-informed, talented membership. Won’t you join us?

2019 - 2020 PTA OFFICERS

Co-Presidents: Helmut Philipp and Heather Cohen
Co-Treasurers: Colleen Driggs and Lori Bosworth
Co-Secretaries: Emily Field and Staci O’Donnell
Teacher Representatives: Deb Wooster and Emily Labate
EXCUSE FOR ABSENCE

Teacher __________________________
Grade ___________________________

_________________________________________ was absent on

Student’s name __________________________

_______________________________ due to __________________________

Date(s) ___________________________ (Reason)

_______________________________

Signature of Parent/Guardian
ATTENDANCE

At BC, attendance matters. When your child misses school, they are missing opportunities to learn, gain confidence, build relationships, and be inspired!

Regular school attendance has a huge impact on a student’s academic success starting in kindergarten and continuing throughout high school. Students are less likely to succeed if they are chronically absent — which means missing 10% (or about 18 days) over the course of an entire school year. Chronic absenteeism incorporates all absences including excused and unexcused. These absences can lead to academic consequences from the loss of instructional time. We recognize that students miss school for many understandable issues, such as illness. On the following page, you will find a helpful resource that may help you decide when to send your child to school.

Research shows:

• Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.

• By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.

• By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

• Missed days can add up quickly! Missing just a few days a month can add up to several school weeks missed in a year. We don’t want your child to fall behind in school and get discouraged.

The district’s Attendance Policy can be found below. The policy outlines district protocol for addressing student absences.

DISTRICT ATTENDANCE POLICY

The Bethlehem Central School District (the District) and the Board of Education (the Board) recognize that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to minimize the number of unexcused absences, tardiness, and early departures (referred to in this policy as “ATEDs”); encourage full attendance by all students; maintain an adequate attendance record keeping system; identify patterns of student ATEDs; and develop effective intervention strategies to improve school attendance.

Through implementation of this policy, the Board also expects to: encourage full attendance by all students; accurately track the attendance, absence, tardiness, and early departure of students to and from the school; ensure sufficient pupil attendance in classes so that pupils may achieve state-mandated education standards; and track student location for safety reasons and to be accountable to parents regarding the location of children during school hours.
DISTRICT ATTENDANCE POLICY CONTINUED...

Every school is required to take attendance and record each pupil's presence, absence, tardiness, or early departure, and whether such is excused or unexcused in the following manner: In non-departmentalized grades, attendance must be taken once a day. If students are released from school grounds for lunch, attendance must be taken again after lunch. In all other cases, attendance must be taken each period. Where a class extends for multiple periods, attendance for that class only must be taken once. Additionally, after attendance is taken, an individual student’s late arrival or early departure must be recorded.

The building principal and/or designee will be responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness, and early departure consistent with policy.

EXCUSED AND UNEXCUSED ABSENCES

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

All other ATEDs are considered unexcused absences.

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

CODING SYSTEM

The following coding system shall be used to indicate the nature and reason for a pupil missing all or part of scheduled instruction;

- A = Absent, unexcused
- AE = Absent, excused
- D = Departure, unexcused
- DE = Departure, excused
- FT = Field Trip
- Hi = Home Instruction
- ISS = In-School Suspension
- LA = Late Arrival
- OSS = Out-of-School Suspension
- T = Tardy, unexcused
- TE = Tardy, excused

Next to the entry code, a reason will be selected for the student missing all or part of the scheduled instruction.
DISTRICT ATTENDANCE POLICY CONTINUED...

DISCIPLINARY CONSEQUENCES
Unexcused ATEs will result in disciplinary action consistent with the District’s Code of Conduct. Students may also be denied the privilege of participating in or attending extracurricular events. However, absences related to homelessness shall not result in negative consequences where the District determines that it would be in the best interests of the student in retaining the student in school. In addition, the building principal and/or designee will contact the student’s parent(s)/guardian(s) and the student’s guidance counselor. The building principal and/or designee shall remind parent(s)/guardian(s) of the attendance policy, explain the ramifications of unexcused ATEs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

ATTENDANCE/GRADING POLICY
The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, in each marking period a student’s final grade may be based on classroom participation as well as a student’s performance on homework, tests, papers, projects, etc. Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEs will affect a student’s class participation grade for the marking period.

MINIMUM ATTENDANCE FOR COURSE CREDIT
Student attendance and class participation are vital to successful learning. In order for students to be successful in school and be prepared to take all state-mandated assessments, they must attend classes every day. Additionally, to ensure that parent(s)/guardian(s) and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will take the following action:

AT THE ELEMENTARY LEVEL:
- 1-9 absences: Teacher maintains student’s daily attendance record. Notification of student’s absence to parent(s)/guardian(s) may be sent by letter from teacher/principal.
- 10-15 absences: Teacher/principal may contact parent(s)/guardian(s) either by letter or phone call and request a parent(s)/guardian(s) meeting. A student attendance plan is developed with the parent(s)/guardian(s) by the fifteenth absence. Child Protective Services (CPS) may be contacted or a PINS (Person In Need of Supervision) petition may be filed by the school.
- 16 or more absences: Based on the school administration’s assessment of the student’s attendance, Child Protective Services (CPS) may be contacted or a PINS (Person In Need of Supervision) petition may be filed by the school, if deemed appropriate.
### WHEN SHOULD I SEND MY CHILD TO SCHOOL?

**Child doesn't want to go to school**
Frequent crying, fear, anger, not wanting to socialize, behavior changes, stomach ache, nausea. *These can be signs of depression, anxiety, stress or fear.*

- **YES**– You should keep your child in school, but try to determine what is causing the changes. Talk to school personnel & consult a health care provider. Your child may be experiencing bullying or trauma, may be behind in his or her school work or not getting along with others.

**Chronic Disease Symptoms**
Chronic disease is a long-lasting condition that can be controlled but not cured. *Asthma, Diabetes, Migraines, Gastrointestinal, Sickle Cell, Epilepsy, etc.*

- **YES**– Your child should attend school. School nurses can provide necessary medical interventions for chronic disease management, including medication administration.

**Cold Symptoms**
Stuffy/runny nose, sneezing, mild cough, no temperature/fever over 100. *See information on the next page regarding flu/influenza.*

- **YES**– Your child should attend school.

**Coughing**
Severe, uncontrolled, rapid coughing, and/or difficulty breathing

- **NO**– Keep your child home and contact a health care provider. *Coughing due to asthma may be controlled at school with appropriate interventions.*
  
  Notify your child's school nurse.

**Diarrhea**
Frequent, loose or watery stool may mean illness, but can also be caused by food or medication

- **NO**– Your child may return to school when diarrhea has stopped for 24 hours.
  
  Notify your child's school nurse.

**Eye Symptoms**
*Redness, discharge, itching, swelling, etc.*

- **NO**– Your child needs to be evaluated by a health care provider for possible treatment. If an antibiotic is prescribed, your child should remain home for 24 hours after starting the medication.
  
  Notify your child's school nurse.

**Family member sick, stressed, hospitalized**

- **YES**– If you or a family member is sick, your child needs to attend school. The best place for your child is at school.
<table>
<thead>
<tr>
<th>Condition</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Lice</td>
<td>✅</td>
<td>- Please notify your child's school nurse. Your child can be in school following an initial treatment.</td>
</tr>
<tr>
<td>Fever</td>
<td>❌</td>
<td>- Your child needs to remain home until your child's temperature is below 100 for 24 hours without the use of fever reducing medication. Consult a health care provider if your child also has symptoms such as behavior change, rash, sore throat, vomiting, etc. Notify your child's school nurse.</td>
</tr>
<tr>
<td>Flu/Influenza</td>
<td>❌</td>
<td>- Your child may need to be evaluated by a health care provider for possible treatment. Notify your child's school nurse.</td>
</tr>
<tr>
<td>Menstrual Issues</td>
<td>✅</td>
<td>- If menstrual symptoms are severe and interfere with your child's attending school, consult a health care provider and your child's school nurse.</td>
</tr>
<tr>
<td>Minor Injuries</td>
<td>✅</td>
<td>- Most children can attend school with minor injuries. If any injury limits movement and causes persistent pain, it should be evaluated by a medical provider. Please contact your child's school nurse to further discuss.</td>
</tr>
<tr>
<td>Rash</td>
<td>❌</td>
<td>- If a rash spreads quickly, is not healing, or has open weeping wounds, you should keep your child at home and follow up with a health care provider for evaluation and possible treatment. Notify your child's school nurse.</td>
</tr>
<tr>
<td>Strep Throat</td>
<td>❌</td>
<td>- Your child should remain home for 24 hours after starting the antibiotic. Notify your child's school nurse.</td>
</tr>
<tr>
<td>Vomiting</td>
<td>❌</td>
<td>- Keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a health care provider. Notify your child's school nurse.</td>
</tr>
</tbody>
</table>

**WHEN SHOULD I SEND MY CHILD TO SCHOOL?**

Intense itching of the head; may feel like something is moving.

A fever usually means illness, especially if your child's temperature is greater than 100.

Respiratory illness with sudden onset fever, body aches, dry cough, sore throat, chills, etc. Please speak with a medical provider regarding your child receiving the recommended annual flu vaccine.

Minor Injuries

Sore throat, headache, fever, rash, stomachache, and/or red, swollen tonsils.

If a rash spreads quickly, is not healing, or has open weeping wounds, you should keep your child at home and follow up with a health care provider for evaluation and possible treatment. Notify your child's school nurse.

YES– Most children can attend school with minor injuries. If any injury limits movement and causes persistent pain, it should be evaluated by a medical provider. Please contact your child's school nurse to further discuss.

YES– Please notify your child's school nurse. Your child can be in school following an initial treatment.

NO– Keep your child at home until the vomiting has stopped for 24 hours. If vomiting continues, contact a health care provider.

NO– If a rash spreads quickly, is not healing, or has open weeping wounds, you should keep your child at home and follow up with a health care provider for evaluation and possible treatment. Notify your child's school nurse.

NO– Your child should remain home for 24 hours after starting the antibiotic. Notify your child's school nurse.
POWER OF ONE 1:1 CHROMEBOOK PROGRAM

Students in grades 2-5 will have access to their very own Chromebook located in a cart within their classroom. Chromebooks have been a part of Bethlehem Central’s elementary school experience for the last few years. We use this technology daily in our classrooms to enrich student learning. In 2017-18, the district introduced the Power of One Chromebook program so that every student would have 1:1 access to a Chromebook. Students in grades 2-12 each have their own Chromebook to use. In elementary grades, the Chromebook remains in the classroom.

What is a Chromebook?

Simply put, a Chromebook is a laptop that runs Google’s Chrome web browser only. With other computers, you run various applications from a desktop—including a web browser like Chrome, Safari, Firefox or Explorer. With a Chromebook, your computer is a web browser, and that is where you run your apps. Applications and files are stored online in the “cloud” and not on the Chromebook itself.

With even greater access to Chromebooks, students in grades 2-5 will continue to:

• Collaborate with each other using the Google Suite of applications including Google Docs, Google Slides, and Google Classroom;
• Take virtual field trips using Google Expeditions and Discovery education;
• Use apps such as Seesaw, Raz-kids, and XtraMath to empower students to independently document and control their learning with creative tools;
• Practice skills they are learning in the classroom on a variety of age and grade appropriate websites.

Please note: For our students K-1, each elementary school will have access to an additional Chromebook cart which contains approximately 25 touchscreen Chromebooks. All K-1 classrooms will also be outfitted with 6-8 iPads for use in small group settings.

What does Bethlehem do to protect students who are online?

The district uses web filtering designed specifically for the K-12 environment. There are also district and user reports the Technology Department can use to monitor overall activity and ensure appropriate use, or to drill into specific issues. Read more about the district's web filtering and other online safety tools for school and home on the district website at: https://www.bethlehemschools.org/protecting-students-online/

SCHOOL MESSENGER HAS REPLACED SCHOOL NEWS NOTIFIER (SNN)

When looking for school news, look no further than your inbox! School Messenger fully replaced the district’s School News Notifier (SNN) email notification system on July 1, 2019. School Messenger is a more effective mass notification system that allows district and school leaders to communicate with families quickly via email, phone and text messages. Email will remain the primary means of communication with School Messenger, however, the system allows the district to use text messaging and phone messaging for emergency notifications (i.e. weather-related closings or delays) or when time-sensitive information needs to be shared.

It is important to note that School Messenger uses the contact information stored in Aspen to reach parents. To be sure your family’s primary contact information is up-to-date (including cell phone numbers), please review your student’s contact information in the Aspen Parent Portal. Any changes to contact information should be emailed to District Registrar Melissa Haas at mhaas@bethlehemschools.org.

If you have any questions about School Messenger, or if you are concerned you may be missing important school news, please contact our Communications Office at bcsdcommunications@bethlehemschools.org.
Annual Parent Notifications

ACCESS TO STUDENT RECORDS
Under the Family Educational Rights and Privacy Act (FERPA), parents and students who are over 18 years of age ("eligible students") have the right to inspect and review the student's educational records. Such a request must be sent in writing to Assistant Superintendent for Educational Programs Mr. David Hurst, Bethlehem Central School District, 700 Delaware Ave., Delmar, NY 12054. Arrangements will be made to provide access to such records within 45 days after the request has been received.

Parents also have the right to request the amendment of the student's education records believed to be inaccurate or misleading by writing to the Chief Business and Financial Officer, identifying the record and specifying what they believe is inaccurate and why. And they have the right to consent to disclosure of personally identifiable information in a student's education record, except to the extent that FERPA authorizes disclosure without consent. It is the district's policy to disclose personally identifiable information from student records, without consent, to school district officials with legitimate educational interests (i.e., to fulfill professional responsibilities) and, upon request, to another school district or institution in which a student seeks enrollment. School officials include administrators, supervisors, instructors and support staff employed by the district; Board of Education members; a person or company (e.g., attorney, auditor or therapist) with whom the district has contracted to perform a special task; or a parent or student serving on an official committee or assisting another school official in performing duties. Parents who believe the district has not complied with FERPA requirements may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, DC, 20202-4605.

STUDENT DIRECTORY INFORMATION
Consistent with the Family Educational Rights and Privacy Act (FERPA), student directory information (defined as name, grade, school, town of residence, photograph, participation in activities and/or sports, and any honors or awards received) may be released for publicity purposes to the media or other organizations. The purpose of doing this is to enable student activities and accomplishments to be publicized and for the creation of such publications as the annual yearbook, programs for graduations, concerts and other special events, sports activity sheets and honor roll or recognition lists. Achievements are typically publicized on the school website and through school district social media, press releases to the local media and official district publications. Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Parents/guardians who object to the release of their child's directory information should notify in writing both the superintendent of schools and their child's building principal within 14 days of the start of each school year. While the district will honor the request of any parent who has submitted written notification opting their child out of the release of directory information, the district is not responsible for media that cover news happenings, sporting events, or other school events that are open to the public, such as plays and musical performances.

PARENTS’ BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY
The Bethlehem Central School District is committed to ensuring student privacy in accordance with local, state and federal regulations and district policies. To this end and pursuant to U.S. Department of Education (DOE) regulations (Education Law §2-d), the district is providing the following Parents’ Bill of Rights for Data Privacy and Security:

A student’s personally identifiable information cannot be sold or released for any commercial or marketing purposes. Parents have the right to inspect and review the complete contents of their child’s education record, including any student data maintained by the Bethlehem Central School District. This right of inspection of records is consistent with the federal Family Educational Rights and Privacy Act (FERPA). Under the more recently adopted regulations (Education Law §2-d), the rights of inspection are extended to include data, meaning parents have the right to inspect or receive copies of any data in their child’s educational record. The New York State Education Department (SED) will develop further policies and procedures related to these rights in the future.
State and federal laws protect the confidentiality of personally identifiable information and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls and password protection, must be in place when data is stored or transferred.

A complete list of all student data elements collected by the state is available for public review in an Excel file at http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx. Parents may also obtain a copy of this list by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, N.Y. 12234.

Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to: Raymond Nardelli, Director of Technology, Bethlehem Central School District, 700 Delaware Avenue, Delmar, NY 12054. Complaints to SED should be directed to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234; the e-mail address is cpo@mail.nysed.gov. SED's complaint process is under development and will be established through regulations from the department’s chief privacy officer, who has yet to be appointed.

Additional student data privacy information

This bill of rights is subject to change based on regulations of the commissioner of education and the SED chief privacy officer, as well as emerging guidance documents from SED. For example, these changes/additions will include requirements for districts to share information about third-party contractors that have access to student data, including:

-- How the student, teacher or principal data will be used;
-- How the third-party contractors (and any subcontractors/ others with access to the data) will abide by data protection and security requirements;
-- What will happen to data when agreements with third-party contractors expire;
-- If and how parents, eligible students, teachers or principals may challenge the accuracy of data that is collected; and
-- Where data will be stored to ensure security and the security precautions taken to ensure the data is protected, including whether the data will be encrypted.

If you would like more information, please contact: Raymond Nardelli, Director of Technology, Bethlehem Central School District, 700 Delaware Avenue, Delmar, NY 12054; email rnardelli@bethlehemschools.org. More information is also available on the following websites:

- Privacy Technical Assistance Center (PTAC): http://ptac.ed.gov/

ASBESTOS MANAGEMENT PLAN

In accordance with the EPA Asbestos Hazard Emergency Response Act, the Bethlehem Central School District has in place an asbestos management plan to identify and manage asbestos building materials. The Asbestos Management Plan (AMP) for the district is kept on file at the district office at 700 Delaware Ave., Delmar. These records are available for review during regular business hours (8 a.m. to 4:30 p.m.) or by making an appointment. For more information, contact the Assistant Superintendent for Business in the district business office at 518-439-7481. Information about required inspections and any scheduled asbestos projects occurring this school year is contained within the AMP and is available on the district website. Inspections and any scheduled asbestos projects occurring this school year is contained within the AMP and is available on the district website.
DRESS CODE

All students are expected to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify professional and appropriate attire, reinforce acceptable student dress, and help students develop an understanding of appropriate appearance in the school setting. School staff shall enforce the dress code consistently and in a manner that does not reinforce marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming. All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression. Student attire shall not interfere with health or safety, contribute to a hostile or intimidating atmosphere for any student, or disrupt or interfere with the educational process.

A student’s attire shall include:

- A shirt (with fabric in the front, back, and on the sides under the arms) and pants/jeans or the equivalent (e.g., a skirt, sweatpants, leggings, shorts, dress). These items must fully cover genitals, buttocks, breasts, and nipples with opaque fabric.
- Footwear at all times. Footwear that is a safety hazard will not be allowed.

A student’s attire shall NOT include:

- Hats/headgear inside the school during the school day, except for a medical or religious purpose, or for approved activities.
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Items that are vulgar, obscene, or libelous or that denigrate others on account of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex in an expressed or implied manner.
- Images or language that promote or endorse the use of alcohol, tobacco, or illegal drugs or encourage other illegal or violent activities.
- Items that denote or represent gang affiliation such as bandanas, beads, jewelry or other indicators and/or symbols intended expressly so.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including suspension.

Each building principal or designee shall be responsible for informing all teachers, 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.

GRADE PROMOTION AND PLACEMENT

Decisions about student promotion and placement are at the discretion of school officials. These decisions are guided by recommendations of teachers and staff members, past academic performance and parent-guardian input. Past academic performance refers to a variety of indicators of student achievement and growth. Promotion and placement decisions are not based solely on student performance on New York state assessments in grades 3-8 English language arts or mathematics. The district’s promotion and placement policy was adopted by the board of education following a review by the district administration.
HARASSMENT, HAZING, AND BULLYING
It is essential that students are able to pursue their academic goals and extracurricular activities in a respectful environment. In May 2010, the Board of Education adopted a policy that strictly prohibits all forms of harassment, hazing & bullying. This refers to any intentional, written, verbal, or electronic communication or physical act which intimidates or threatens others. The policy applies to students and staff members on all school grounds, as well as buses. The policy also states that students and staff members with knowledge of harassment, hazing, and/or bullying should report such activity to a school official promptly. Expectations for student behavior are covered at assemblies and at various programs throughout the year. Parents and students are also encouraged to learn more about the Harassment, Hazing & Bullying policy in the online policy manual (Policy No. 0115). You can also visit our Dignity for All Students (DASA) page: https://www.bethlehemschools.org/dignity-students-act/

CHILD ABUSE HOTLINE
If you suspect a child is being abused or maltreated (neglected), report it by calling 1-800-342-3720, a toll-free 24-hour hotline operated by the New York State Office of Children and Family Services. If you believe a child is in immediate danger, call 911 or your local police department. Information about reporting child abuse and maltreatment (neglect) is available online at http://ocfs.ny.gov/main/cps/.

INTEGRATED PEST MANAGEMENT (IPM) POLICY
New York State Education Law requires schools to provide written notification to all parents/guardians and staff members regarding the potential use of pesticides periodically throughout the school year. The district maintains a list of all individuals who wish to receive 48-hour prior written notification of certain pesticide applications. If you would like to receive 48-hour notifications of pesticide applications that are scheduled to occur, please contact Operations & Maintenance Department, 518-439-2123. In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list. Some pesticide applications are not subject to notification requirements, including anti-microbial products, EPA-designated biopesticides and exempt materials, and when a school remains unoccupied for a continuous 72-hours following an application. For more information on requirements, please contact the Operations & Maintenance Department, 518-439-2123.

NON-DISCRIMINATION POLICY
The Bethlehem Central School District does not discriminate on the basis of race, color, national origin, creed, disability, sex, sexual orientation, marital status, age, military status or any other protected status in its educational programs, employment or any other activities. Further, it is unlawful for an employer to retaliate against any individual because that person filed a complaint, opposed any unlawful practice or testified or assisted in an investigation or proceeding. Any inquiries and complaints regarding non-discrimination in the district may be referred to Any inquiries and complaints regarding non-discrimination in the district may be referred to: Title IX/Section 504 Coordinator, Sex/Handicap Discrimination, Superintendent of Schools Jody Monroe, 700 Delaware Ave., Delmar, NY 12054; (518) 439-7098.

TEACHER QUALIFICATIONS
Under the Every Student Succeeds Act, parents/guardians have the right to know the professional qualifications of their child’s classroom teachers, including: whether a teacher has state certification for the grade levels and subjects he or she is teaching; the teacher’s baccalaureate degree major and any other certifications or degrees; and whether their child receives services from paraprofessionals and, if so, their qualifications. Requests for the above information may be directed in writing to Assistant Superintendent for Educational Programs & Instruction David Hurst, 700 Delaware Ave., Delmar, NY 12054.
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

New York State Education Law requires each classroom teacher and school principal to receive an annual professional performance review (APPR) that results in a composite effectiveness score and rating. All parents/guardians have the right to obtain the APPR quality ratings and composite effectiveness scores for their child's current teacher(s) and principal(s) once they are available. To initiate this request, please visit the district website or contact your child's school.

STUDENT PRIVACY

Under the Protection of Pupil Rights Amendment (PPRA), parents have the right to inspect and opt their child out of any student survey that reveals information about personal attitudes, behaviors or beliefs. Parents also have the right to receive notice of and opt their child out of any activities that involve the collection, disclosure or use of a student's personal information for marketing purposes and out of any non-emergency, invasive physical exam or screening, except for hearing, vision and scoliosis screenings or as permitted or required by state law.

RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS, COLLEGES

Pursuant to federal law, the Bethlehem Central School District must provide to military recruiters and institutions of higher education, upon request, the names, addresses and telephone numbers of high school students only. Parents/guardians or students age 18 or older who do not want this information released to military recruiters and/or institutes of higher education should contact the Bethlehem Central High School Counseling Office.
School health services in BCSD are provided by professional registered nurses. Our school nurses have a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process. Our nurses provide a variety of school health services, functions and programs. These services are based upon current evidence, best practices, and professional school nursing standards.

**BODY MASS INDEX**
As part of a required school health examination, a student is weighed and his/her height is measured. These numbers are used to figure out the student’s body mass index or ‘BMI’. The BMI helps the doctor or nurse know if the student’s weight is in a healthy range or is too high or too low. New York State Education Law requires that BMI and weight status group be included as part of the student’s school health examination. Each year, a sample of school districts are selected to take part in a survey by the New York State Department of Health (DOH).

The Bethlehem Central School District has been selected to submit its information to DOH in 2019-20. The physical exams received during the 2018-19 school year will be used for that NYS report. When surveyed by the state, only summary information is sent. No names or information about individual students are sent. The NYSDOH report requests summary information of physicals conducted in the 2018-19 school year. Parents may choose to have a child’s information excluded from this survey report. If you would like to do so, please download the opt-out form and return the completed form to your child’s school nurse. The BCSD “Childhood Obesity Reporting Opt Out” form can be found on the district website, http://bethlehemschools.org, under “Health Services” link that can be found under Departments/Services.

**CONCUSSION MANAGEMENT AND AWARENESS**
On July 1, 2012, New York State enacted the Concussion Management and Awareness Act. The Commissioner of Education worked with the Commissioner of Health to produce guidelines for school districts to follow in protecting the health and well-being of concussed students. The Bethlehem Central School District has responded to the New York State Concussion Management and Awareness Act by developing a district-wide Concussion Management Protocol. This Protocol outlines procedures for district staff, parents, and students to follow in managing head injuries; as well as guidance in returning to activities following a concussion. Visit the Bethlehem Central School District Board of Education’s policies page for concussion policies and protocols. The goals of Bethlehem’s concussion management include: Education regarding head injuries and concussion; Prompt emergency response to head injuries; Appropriate medical follow-up; Return to play/activities guidance.

The law specifies that coaches, athletic trainers, physical education teachers and school nurses receive state approved biennial training regarding concussion awareness and management. Bethlehem Central also believes that it is important for parents and students to also have access to head injury and concussion materials.

**DENTAL CERTIFICATES**
New York State Education Law 903, Chapter 281, permits schools to request a dental examination report for all newly enrolled students, and for students in grades K, 1, 3, 5, 7, 9, and 11. Dental Health Certificates are to be completed by parent or guardian and the child’s dentist. Completed certificates should be sent to your school nurse. Dental Screening Forms can be found on the Bethlehem District website, http://bethlehemschools.org.

All health forms are online http://bethlehemschools.org/
Click “Health Services” link under the Departments/Services tab.
DISMISSAL FOR ILLNESS OR INJURY DURING SCHOOL
All students who are ill or injured must be dismissed through the health office. Students are encouraged to report to the health office any illness or injury that occurred at school. This will ensure proper care and insurance claim processing. The facilities in school are not designed to take care of ill or injured students for any length of time. Parents are expected to make arrangements to have their ill or injured child picked up at school.

EMERGENCY CONTACT HEALTH INFORMATION IN ASPEN
Parents are required to provide emergency contact information, which may include friends or relatives to be called in case of illness or injury if the parents cannot be reached. It is important to inform the school in writing of changes to this emergency contact information.

The information the district currently has on file for your student(s) can be viewed in Aspen. Please review this information and provide any updates to District Registrar Melissa Haas, via email, at mhaas@bethlehemschools.org.

If the district is unable to reach you, the school may not release your child to anyone other than the person or persons listed in case of emergency. Parents are also required to provide updated health information on a separate form. This includes allergies, medications, (both prescription and over-the-counter medications), and recent health information. The form is available on the district website. This health information should be returned to your child’s school nurse. All information is kept on file by the nurses only.

IMMUNIZATION REQUIREMENTS
Public Health Law 2164, as amended by Chapter 35 of the Laws of 2019, prohibits a school from permitting any child to be admitted to such school, or to attend such school, in excess of 14 days without sufficient evidence that the child has received all age-appropriate required vaccinations. The 14 days may be extended where the student is transferring from out of state or from another county and can show a good faith effort to get the necessary evidence or where the parent, guardian or any other person in parental relationship can demonstrate that a child has received the first age-appropriate dose in each immunization series and that they have age-appropriate scheduled appointments for follow-up doses to complete the immunization services in accordance with the CDC’s Advisory Committee on Immunization Practices Recommended Immunization Schedules for Persons Aged 0 through 18.

Acceptable proof of immunizations is a health care practitioner record, signed by a practitioner licensed in New York State. Records acceptable without a signature include: NYSIIS Record; Official registry from another State; Official record from a foreign nation, Electronic health record; School health record, (must be transferred directly from one school to another).

Demonstrated serologic evidence of measles, mumps, rubella, hepatitis B, varicella or all three serotypes of polio antibodies is acceptable proof of immunity to these diseases. Diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella. Please be advised that students not in compliance with the required immunization requirements, or those lacking proof of satisfactory progress toward completion, will be excluded from attending school until adequate proof is submitted.

Under a new law signed by Governor Andrew Cuomo (Chapter 35 of the Laws of 2019), exemptions based on religious beliefs will no longer be allowed for the childhood vaccines that are currently required for entry or attendance at school in New York State.

If you have any questions, please contact your building nurse or principal. Specific requirements can be found on the district website.
MEDICATION POLICY
New York State Education Department Guidelines state that ALL medications, including over-the-counter medications, given at school, require the following:

- A written order from your child’s physician stating the name of the medication, dosage, frequency and time of administration;
- Written statement from the parent or guardian requesting administration of the medication in school; and
- Delivery of the medication to the health office by parent or guardian in a properly labeled "original"/pharmacy container.

At the secondary level, emergency medications such as epi-pens and inhalers can be carried by those students who are determined to be self-directed with written orders from the student’s medical provider. All forms can be found on the district website at bethlehemschools.org.

PHYSICAL EXAM REQUIREMENT
A physical exam is required for all children entering this school system for the first time and for all children entering grades K-1, 3, 5, 7, 9, and 11. Proof of this exam must be a signed physical appraisal form from a New York State licensed medical provider. (A physical exam performed within the 12 months prior to the start of the school year is acceptable. All forms are due by the first week of October.) If such an examination is not provided, the school is required by law to provide the exam at the school’s expense. We prefer that parents make appointments to have the family doctor complete the physical as he/she will perform a more complete physical exam and will give the required immunizations.

A Physical Appraisal Form can be found here:

SCHOOL HEALTH SCREENINGS
New York State Education Law, (Article 19, Section 905), and the Commissioner’s Regulations, Section 136.3, requires that schools provide the following health screenings:

- Vision screening for color perception, distance, and near vision acuity will be required for new entrants within 6 months of admission to school.
- Distance and near vision acuity will be required for all students in grades K, 1, 3, 5, 7, and 11.
- Hearing screening will be required for students in grades K, 1, 3, 5, 7, and 11; and, for new entrants within 6 months of admission to school.
- Scoliosis screening will be required in grades 5 and 7 for girls and grade 9 for boys.

Parent(s) will be notified if there are any concerns during their child’s screening. Results of all screenings will be documented in the student’s school health record.

SCHOOL INSURANCE
The district carries accident insurance for all students in grades K-12. The insurance plan provides excess, or secondary, coverage. In the event of accidental injury to a student, parents should first submit the claim to their own health and accident carrier. If the claim is not payable or is in excess of the coverage provided, the remainder is submitted to the school plan for payment.

SPORTS INFORMATION FOR SECONDARY STUDENTS
Interested students must sign up to participate in the athletics program through the health offices at the middle and high schools. The following forms are required to play a sport: 1) Sport’s Update form for every season (to be completed by parent); and, 2) Current physical exam. (Additional information may be requested such as illness/injury clearance). If parents or students have any questions, (ie. deadlines, etc), please contact your school nurse.
Dear Parents:

Welcome to BCSD Food Services. Our mission is to provide students with delicious, healthy, affordable and safe options for meals and snacks at school. Elementary and Middle School students are offered breakfast, lunch and a la carte snacks daily. High School students are offered breakfast from the BC Blend Cafe, a wide variety of grab and go or traditional lunch options during scheduled lunch periods, and After School Cafe from 1:00-3:00 p.m. daily.

We strive to create an environment which is friendly and promotes nutritious choices to support the learning environment at BCSD. In an effort to support the local community and procure the freshest ingredients, BCSD Food Services purchases locally whenever possible. Please check your child’s schedule in Aspen for lunch times and our website for menus. If you have questions or comments regarding the services we provide, please contact Allissa Eiser, RD, Food Service Director.

### 2019-20 Meal Prices

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>$1.75</td>
<td>$3.00</td>
</tr>
<tr>
<td>6-8</td>
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<tr>
<td>9-12</td>
<td>$2.50</td>
<td>$3.50</td>
</tr>
<tr>
<td>Adult</td>
<td>$2.75 (incl. tax)</td>
<td>$4.00 (incl. tax)</td>
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</tbody>
</table>

*Beginning July 1, 2019, students in New York state who are approved for reduced price meals will receive breakfast and lunch meals at no charge.*

### How can my student purchase meals or snacks at school?

Each student has a unique school meal account that can be accessed by their student ID number. You can locate your student’s ID number through the ASPEN Parent Portal. Your student’s school may also issue student ID cards. New students will be assigned an ID number when they enroll.

During meal times, the cashier can discretely identify your student by their ID number, barcode of their ID card, or by their name and school picture using our computerized Point-of-Sale system. They will charge the student’s purchases to their account and take payments or deposits. Please see your student’s school schedule for breakfast and lunch times.

### How can I put money on my student’s meal account?

We offer many payment options for purchases of food at school. We encourage parents to take advantage of our convenient online payment service at [www.myschoolbucks.com](http://www.myschoolbucks.com).
How to Set Up an Online Payment Account

» Log in to Aspen at https://aspen.bethlehemcentral.org/
» On homepage, under “Group Resources,” you will find a document entitled “NutriKids/MySchoolBucks Information.” This document provides detailed instructions about the mySchoolBucks system.
» In Aspen, you will also find your child’s student identification number under the “Demographics” tab.
» With this number, visit http://www.myschoolbucks.com to create an account. Parents will need their child’s name, student ID number and school ZIP code to create an account.
» If you do not have an account with Aspen or if you have lost your Aspen login information, please email bcsdaspenn@bcsd.neric.org.

In order to use this service, a convenience fee of $2.49 will be assessed for each transaction. This fee is paid to the service provider, not the school district.
You may also pay by check made out to the “BC Food Services” sent to your student’s school. Although we do accept cash payments, we strongly discourage them as they are more difficult to track. To secure checks or cash sent to schools with students, we recommend sending in a sealed envelope marked with school lunch and the student’s name.

WHAT HAPPENS IF MY STUDENT DOESN’T HAVE MONEY TO PAY FOR HIS/HER MEAL?
The Bethlehem Central School District places high importance on maintaining the dignity of all students and this includes ensuring they are both nurtured and well-nourished while at school. No student is ever denied a meal because of an inability to pay. The Food Service Department works closely with families so all students are prepared to learn and engage each and every day. Payment issues are handled discreetly between the school district and parents or guardians and all students are provided with sound nutritional meals. For specific information on meal charging, please visit: https://www.bethlehemschools.org/boe/policies/support-services-series-8000/#p8505
Dear Parent/Guardian:

Children need healthy meals to learn. Bethlehem Central School District, offers healthy meals every school day.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>REGULAR</th>
<th>RENTED</th>
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<tbody>
<tr>
<td></td>
<td>Breakfast</td>
<td>Lunch</td>
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<tr>
<td>K-5</td>
<td>$1.75</td>
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</tr>
<tr>
<td>9-12</td>
<td>$2.50</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

1. **DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD?** No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: your child’s school or call 518-439-8885.

2. **WHO CAN GET FREE MEALS?** All children in households receiving benefits from SNAP, the Food Distribution Program on Indian Reservations or TANF, can get free meals regardless of your income. Categorical eligibility for free meal benefits is extended to all children in a household when the application lists an Assistance Program’s case number for any household member. Also, your children can get free meals if your household’s gross income is within the free limits on the Federal Income Eligibility Guidelines. Households with children who are categorically eligible through an Other Source Categorically Eligible designation, as defined by law, may be eligible for free benefits and should contact the SFA for assistance in receiving benefits.

3. **CAN FOSTER CHILDREN GET FREE MEALS?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meal regardless of income. Foster children may also be included as a member of the foster family if the foster family chooses to also apply for benefits for other children. Including children in foster care as household members may help other children in the household qualify for benefits. If non-foster children in a foster family are not eligible for free or reduced price meal benefits, an eligible foster child will still receive free benefits.

4. **CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS?** Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven’t been told your children will get free meals, please call or e-mail David F. Hurst, Assistant Superintendent, 518-439-3102, dhurst@bethlehemschools.org to see if they qualify.

5. **WHO CAN GET REDUCED PRICE MEALS?** Your children may be approved as reduced price eligible if your household income is within the reduced-price limits on the Federal Eligibility Income Chart, shown on this letter. Beginning July 1, 2019, students in New York State that are approved for reduced price meals will receive breakfast and lunch meals at no charge.

6. **SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS?** Please read the letter you got carefully and follow the instructions. Call the school at [phone number] if you have questions.

7. **MY CHILD’S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE?** Yes. Your child’s application is only good for that school year and for up to the first 30 operating days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.

8. **I GET WIC. CAN MY CHILD(REN) GET FREE MEALS?** Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out a FREE/REduced PRICE MEAL application.

9. **WILL THE INFORMATION I GIVE BE CHECKED?** Yes and we may also ask you to send written proof.

10. **IF I DON’T QUALIFY NOW, MAY I APPLY LATER?** Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.

11. **WHAT IF I DISAGREE WITH THE SCHOOL’S DECISION ABOUT MY APPLICATION?** You should talk to school officials. You also may ask for a hearing by calling or writing to: JODY MONROE, SUPERINTENDENT, 700 DELAWARE AVE, DELMAR, NY 12054, 518-439-7098, jmonroe@bethlehemschools.org

12. **MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN?** Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.

13. **WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD?** You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.

14. **WHAT IF MY INCOME IS NOT ALWAYS THE SAME?** List the amount that you normally receive. For example, if you normally make $1000 each month, but you missed some work last month and only made $900, put down that you made $1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
15. **WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME?** If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.

16. **MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HER COMBAT PAY COUNTED AS INCOME?** No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn’t received before she was deployed, combat pay is not counted as income. Contact your school for more information.

17. **MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR?** To find out how to apply for SNAP or other assistance benefits, contact your local assistance office or call **1-800-342-3009**.

### 2019-2020 INCOME ELIGIBILITY GUIDELINES FOR FREE AND REDUCED PRICE MEALS

#### REDUCED PRICE ELIGIBILITY INCOME CHART

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</table>

### How to Apply:

To get free or reduced price meals for your children carefully complete one application following the instructions for your household and return it to the designated office listed on the application. If you now receive SNAP, Temporary Assistance to Needy Families (TANF) for any children or participate in the Food Distribution Program on Indian Reservations (FDPIR), the application must include the children's names, the household SNAP, TANF or FDPIR case number and the signature of an adult household member. All children should be listed on the same application. If you do not list a SNAP, TANF or FDPIR case number for any household member, the application must include the names of everyone in the household, the amount of income each household member, and how often it is received and where it comes from. It must include the signature of an adult household member and the last four digits of that adult's social security number, or check the box if the adult does not have a social security number. **An application for free and reduced price benefits cannot be approved unless complete eligibility information is submitted, as indicated on the application and in the instructions.** Contact your local Department of Social Services for your SNAP or TANF case number or complete the income portion of the application. No application is necessary if the household was notified by the SFA their children have been directly certified. If the household is not sure if their children have been directly certified, the household should contact the school.

### Reporting Changes:

The benefits that you are approved for at the time of application are effective for the entire school year and up to 30 operating days into the new school year (or until a new eligibility determination is made, whichever comes first). You no longer need to report changes for an increase in income or decrease in household size, or if you no longer receive SNAP.

### Income Exclusions:

The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

### Reduced Price Eligible Students:

**Beginning July 1, 2019, students in New York State that are approved for reduced price meals will receive breakfast and lunch meals at no charge.**

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or disability.

**Meal Service to Children With Disabilities:** Federal regulations require schools and institutions to serve meals at no extra charge to children with a disability which may restrict their diet. A student with a disability is defined in 7CFR Part 15b.3 of Federal regulations, as one who has a physical or mental impairment which substantially limits one or more major life activities of such individual, a record of such an impairment or being regarded as having such an impairment. Major life activities include but are not limited to: functions such as caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. You must request meal modifications from the school and provide the school with medical statement from a State licensed healthcare professional. If you believe your child needs substitutions because of a disability, please get in touch with us for further information, as there is specific information that the medical statement must contain.
Confidentiality: The United States Department of Agriculture has approved the release of students names and eligibility status, without parent/guardian consent, to persons directly connected with the administration or enforcement of federal education programs such as Title I and the National Assessment of Educational Progress (NAEP), which are United States Department of Education programs used to determine areas such as the allocation of funds to schools, to evaluate socioeconomic status of the school's attendance area, and to assess educational progress. Information may also be released to State health or State education programs administered by the State agency or local education agency, provided the State or local education agency administers the program, and federal State or local nutrition programs similar to the National School Lunch Program. Additionally, all information contained in the free and reduced price application may be released to persons directly connected with the administration or enforcement of programs authorized under the National School Lunch Act (NSLA) or Child Nutrition Act (CNA); including the National School Lunch and School Breakfast Programs, the Special Milk Program, the Child and Adult Care Food Program, Summer Food Service Program and the Special Supplemental Nutrition Program for Women Infants and Children (WIC); the Comptroller General of the United States for audit purposes, and federal, State or local law enforcement officials investigating alleged violation of the programs under the NSLA or CNA.

Reapplication: You may apply for benefits any time during the school year. Also, if you are not eligible now, but during the school year become unemployed, have a decrease in household income, or an increase in family size you may request and complete an application at that time.

The disclosure of eligibility information not specifically authorized by the NSLA requires a written consent statement from the parent/guardian. We will let you know when your application is approved or denied.

Sincerely,

Judith E. Kehoe
Chief Business Financial Officer

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider
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2019-2020 Application for Free and Reduced Price School Meals

To apply for free and reduced price meals for your children, read the instructions on the back, complete only one form for your household, sign your name and return it to: YOUR CHILD’S SCHOOL. Call 518-439-8885, if you need help. Additional names may be listed on a separate paper.

Return Completed Application to: YOUR CHILD’S SCHOOL

1. List all children in your household who attend school:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
<th>Grade/Teacher</th>
<th>Foster Child</th>
<th>Homeless Migrant, Runaway</th>
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2. SNAP/TANF/FDPIR Benefits:
If anyone in your household receives either SNAP, TANF or FDPIR benefits, list their name and CASE # here. Skip to Part 4, and sign the application.

Name: ______________________________________   CASE #: __________________________________

3. Report all income for ALL Household Members (Skip this step if you answered ‘yes’ to step 2)

All Household Members (including yourself and all children that have income).
List all Household members not listed in Step 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total income for each source in whole dollars only. If they do not receive income from any other source, write ‘0’. If you enter ‘0’ or leave any fields blank, you are certifying (promising) that there is no income to report.

<table>
<thead>
<tr>
<th>Name of household member</th>
<th>Earnings from work before deductions Amount / How Often</th>
<th>Child Support, Alimony Amount / How Often</th>
<th>Pensions, Retirement Payments Amount / How Often</th>
<th>Other Income, Social Security Amount / How Often</th>
<th>No Income</th>
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</table>

Total Household Members (Children and Adults) ____________________________

*Last Four Digits of Social Security Number: XXXX-XX- __   __   __   __

4. Signature: An adult household member must sign this application before it can be approved.
I certify (promise) that all the information on this application is true and that all income is reported. I understand that the information is being given so the school will get federal funds; the school officials may verify the information and if I purposely give false information, I may be prosecuted under applicable State and federal laws, and my children may lose meal benefits.

Signature: ______________________________________ Date: __________________
Email Address: __________________________________________ Work Phone: __________________________ Home Address: __________________________________________

5. Ethnicity and Race are optional; responding to this section does not affect your children’s eligibility for free or reduced price meals.
Ethnicity: [ ] Hispanic or Latino [ ] Not Hispanic or Latino
Race (Check one or more): [ ] American Indian or Alaskan Native [ ] Asian [ ] Black or African American [ ] Native Hawaiian or Other Pacific Island [ ] White

DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY

Annual Income Conversion (Only convert when multiple income frequencies are reported on application)
Weekly X 52; Every Two Weeks (bi-weekly) X 26; Twice Per Month X 24; Monthly X 12

[ ] SNAP/TANF/Foster [ ] Reduced Price Meals [ ] Denied/Paid

Signature of Reviewing Official ______________________________________ Date Notice Sent: __________________
To apply for free and reduced price meals, complete only one application for your household using the instructions below. Sign the application and return the application to YOUR CHILD’S SCHOOL.

If you have a foster child in your household, you may include them on your application. A separate application is not needed. Call the school if you need help: 518-499-8883. Ensure that all information is provided. Failure to do so may result in denial of benefits for your child or unnecessary delay in approving your application.

**PART 1 ALL HOUSEHOLDS MUST COMPLETE STUDENT INFORMATION. DO NOT FILL OUT MORE THAN ONE APPLICATION FOR YOUR HOUSEHOLD.**

(1) Print the names of the children, including foster children, for whom you are applying on one application.

(2) List their grade and school.

(3) Check the box to indicate a foster child living in your household, or if you believe any child meets the description for homeless, migrant, runaway (a school staff will confirm this eligibility).

**PART 2 HOUSEHOLDS GETTING SNAP, TANF OR FDPIR SHOULD COMPLETE PART 2 AND SIGN PART 4.**

(1) List a current SNAP, TANF or FDPIR (Food Distribution Program on Indian Reservations) case number of anyone living in your household. The case number is provided on your benefit letter.

(2) An adult household member must sign the application in PART 4. SKIP PART 3. Do not list names of household members or income if you list a SNAP case number, TANF or FDPIR number.

**PART 3 ALL OTHER HOUSEHOLDS MUST COMPLETE THESE PARTS AND ALL OF PART 4.**

(1) Write the names of everyone in your household, whether or not they get income. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.

(2) Write the amount of current income each household member receives, before taxes or anything else is taken out, and indicate where it came from, such as earnings, welfare, pensions and other income. If the current income was more or less than usual, write that person’s usual income. Specify how often this income amount is received: weekly, every other week (bi-weekly), 2 x per month, monthly. If no income, check the box. The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care and Development Block Grant, TANF and At Risk Child Care Programs should **not** be considered as income for this program.

(3) Enter the total number of household members in the box provided. This number should include all adults and children in the household and should reflect the members listed in PART 1 and PART 3.

(4) The application must include the last four digits only of the social security number of the adult who signs PART 4 if Part 3 is completed. If the adult does not have a social security number, check the box. **If you listed a SNAP, TANF or FDPIR number, a social security number is not needed.**

(5) An adult household member must sign the application in PART 4.

**OTHER BENEFITS:** Your child may be eligible for benefits such as Medicaid or Children’s Health Insurance Program (CHIP). To determine if your child is eligible, program officials need information from your free and reduced price meal application. Your written consent is required before any information may be released. Please refer to the attached parent Disclosure Letter and Consent Statement for information about other benefits.

**USE OF INFORMATION STATEMENT**

Use of Information Statement: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not submit all needed information, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the primary wage earner or other adult household member who signs the application. The social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 797-0877 (voice) or 800-877-8339 (TDD). Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
    Office of the Assistant Secretary for Civil Rights
    1400 Independence Avenue, SW
    Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
This summary of the Bethlehem Central School District Code of Conduct has been developed as required by the New York State SAVE Act for distribution to parents prior to the beginning of the school year. Information on the Code of Conduct will also be shared with students at the beginning of the school year. A complete copy of the Code of Conduct can be found here or is available upon request by contacting your child’s school principal. This Code has been adopted by the BC Board of Education and submitted to the New York State Education Department as required by law. The Code applies to all students, school personnel, parents, and other visitors when on school property (including school buses and vehicles) or attending a school-sponsored function.

The Code contains the following provisions:

- Appropriate conduct, dress, and language when on school property, including a school function.
- Acceptable civil and respectful treatment of teachers, administrators, other school personnel, students, and visitors on school property or at a school function.
- Appropriate range of disciplinary procedures that may be imposed for violations of the Code.
- Roles of teachers, administrators, other school personnel, the Board of Education, and parents.
- Standards and procedures to ensure the security and safety of students and school personnel.
- Provisions for the removal from the classroom and/or school property (including school functions) of students or other persons who violate the Code.
- Disciplinary measures for possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student’s civil rights, and threats of violence.
- Provisions for detention, suspension, and removal from the classroom of students, including plans to ensure continued educational programming and activities for such students. Restorative practices will be used, where appropriate, to minimize student suspensions and prevent a loss of instructional time.
- Procedures by which violations are reported and determined, discipline measures imposed, and such measures carried out.
- Provisions which ensure that enforcement of the Code are in compliance with state and federal laws relating to students with disabilities.
- Procedures for notifying local law enforcement agencies of Code violations which constitute a crime.
- Provisions for notifying persons in parental relation to the student of Code violations by the student.
- Provisions and procedures by which a complaint in criminal court, a juvenile delinquency petition, or person in need of supervision petition as defined in article three and seven of the Family Court Act will be filed.
- Circumstances under and procedures by which referral to appropriate human services agencies will be made.
- A minimum suspension period for students who repeatedly are substantially disruptive to the educational process or substantially interfere with the teacher’s authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state or federal laws.
- The Code of Conduct shall be developed in collaboration with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel and shall be approved by the Board of Education. The Code shall be reviewed and updated annually and re-approved by the Board only after at least one public meeting.
- The Code of Conduct shall be filed with the Commissioner of Education no later than thirty days after adoption.

## CODE OF CONDUCT

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I. Introduction

The Board of Education (the Board) is committed to providing a safe and orderly school environment where students may receive, and District personnel may deliver quality educational services without disruption or interference. The Bethlehem Central School District (the District) is committed to:

1. ensuring each student is healthy, safe, engaged, supported, and challenged;
2. helping students develop self-discipline and social and emotional growth; and
3. guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

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

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

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

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

Unless otherwise indicated, this Code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

II. Definitions: (For purposes of this Code, the following definitions apply)

A. "Student" refers to a child enrolled as a K-12 registrant, in any of the District’s academic programs.

B. “Parent” means parent, guardian, or person in parental relation to a student.

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

D. “School property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or any property owned and operated by the District, or in or on a school bus, as defined in Vehicle and Traffic Law §142.
E. “School function” means any school-sponsored extracurricular event or activity, on the campus or off school grounds.

F. “Disruptive student” means an elementary or secondary student under the age of twenty-one who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom, or with the authority of other District employees.

G. “Violent student” means a student under the age of twenty-one who:
1. Commits an act of violence upon a school employee, or threatens to do so.
2. Commits an act of violence upon another student or any other person on school property or at the school function, or threatens to do so.
3. Possesses, or threatens to use, a weapon while on school property or at a school function.
4. Displays what appears to be a weapon while on school property or at a school function.
5. Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school function.
6. Knowingly and intentionally damages or destroys school property.

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

I. “Gender” means actual or perceived sex and shall include a person’s gender, gender identity, or gender expression.

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

K. “Gender identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

L. “Sexual orientation” refers to a person’s romantic and/or physical attraction to people of the same or opposite gender or other genders. Transgender and gender-nonconforming people may have any sexual orientation.

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

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

O. “Responsibility” is an obligation to behave in accordance with social norms and being held accountable for one’s actions.
P. “Restorative practices” are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

III. Essential Partners

All members of our learning community — including students, staff, parents, and engaged service providers — have a responsibility to promote behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include, but are not limited to, the following:

All parents are expected to:
1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their children’s educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Inform school officials of changes in the home situation that may affect student conduct or performance.
7. Help their children understand that rules are required to maintain a safe, orderly environment.
8. Know school rules and help their children understand them so that their children can help create a safe, respectful, and supportive school environment.
9. Convey to their children a supportive attitude toward education.
10. Build positive, constructive relationships with teachers, other parents, and their children’s friends.
11. Tell school officials about any concerns or complaints in a respectful and timely manner.
12. Help their children deal effectively with peer pressure.
13. Provide a place for study and ensure homework assignments are completed.
14. Be open to active participation in resolving conflicts through a restorative process.

All District teachers and counselors are expected to:
15. Maintain a climate of mutual respect and dignity for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex, which will strengthen students’ self-concept and promote confidence to learn.
16. Be prepared to teach and/or work with students.
17. Demonstrate interest in teaching and concern for student achievement.
18. Be familiar with the Code of Conduct.
19. Know school policies and rules, and enforce them in a fair and consistent manner.
20. Maintain confidentiality in conformity with federal and state law.
21. Teachers shall communicate to students and parents:
   i. Course objectives and requirements
   ii. Marking/grading procedures
   iii. Assignment deadlines
   iv. Expectations for students
   v. Classroom discipline plan
22. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
23. Participate in schoolwide efforts to provide adequate supervision in all school spaces.
24. 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.
25. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
26. Be open to active participation in resolving conflicts through a restorative process.

2. All District counselors are also expected to:
   a. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
   b. Initiate teacher/student/counselor conferences and parents/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
   c. Regularly review with students their educational progress and career plans.
   d. Provide information to assist students with career planning.
   e. Encourage students to benefit from the curriculum and extracurricular programs.
   f. Make known to students and families the resources in the community that are available to meet their needs.
   g. Be open to active participation in resolving conflicts through a restorative process.

3. All other school personnel are expected to:
   a. Maintain a climate of mutual respect and dignity for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.
   b. Maintain confidentiality in accordance with federal and state law.
   c. Know school policies and rules, and enforce them in a fair and consistent manner.
   d. Be familiar with the Code of Conduct.
   e. Help students understand the District’s expectations for maintaining a safe and orderly environment.
   f. Participate in schoolwide efforts to provide adequate supervision in all school spaces.
   g. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
   h. Address personal biases that may prevent equal treatment of all students.
   i. Be open to active participation in resolving conflicts through a restorative process.

B. All District principals/administrators are expected to:
   1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.
   2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
   3. Know school policies and rules, and enforce them in a fair and consistent manner.
   4. Be familiar with the Code of Conduct.
5. Maintain confidentiality in accordance with federal and state law.
6. Evaluate on a regular basis all instructional programs to ensure inclusion of civics education in the curriculum.
7. Support the development of, and student participation in, appropriate extracurricular activities.
8. Provide support in the development of the Code of Conduct, when called upon. Disseminate the Code of Conduct and antiharassment policies.
9. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
10. Participate in schoolwide efforts to provide adequate supervision in all school spaces.
11. 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.
12. Address personal biases that may prevent equal treatment of all students and staff.
13. Be open to active participation in resolving conflicts through a restorative process.

C. The District’s Dignity Act Coordinator is as follows:

David F. Hurst
Assistant Superintendent for Educational Programs
700 Delaware Avenue
Delmar, NY 12054

dhurst@bethlehemschools.org
(518)439-3102

The Dignity Act coordinator(s) is expected to:
1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Oversee and coordinate the work of the District-wide and building-level bullying prevention programs.
4. Identify curricular resources that support infusing mutual respect in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
5. Be responsible for monitoring and reporting on the effectiveness of the District’s bullying prevention policy.
6. Investigate and address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

D. The superintendent is expected to:
1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.
2. Inform the Board about educational trends relating to student discipline.
3. Review with District administrators the policies of the Board and state and federal laws relating to school operations and management.
4. Be familiar with the Code of Conduct.
5. Know school policies and rules, and enforce them in a fair and consistent manner.
6. Maintain confidentiality in accordance with federal and state law.
7. Work to create instructional programs that minimize incidence of inappropriate behavior and are sensitive to student and teacher needs.
8. Work with District administrators in encouraging a positive school climate, enforcing the Code of Conduct, and ensuring that all cases are resolved promptly and fairly.
9. Participate in schoolwide 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 and staff.
12. Promote a trauma-responsive approach to addressing student behavior by supporting professional development and appropriate staffing.

E. Members of the Board are expected to:
1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.
4. Collaborate with student, teacher, administrator, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel, and visitors on school property and at school functions.
5. Adopt and review at least annually the District’s Code of Conduct to evaluate the Code’s effectiveness and the fairness and consistency of its implementation.
6. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner, as well as in accordance with any and all applicable laws and/or New York State Regulations.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students and staff.
9. Be open to active participation in resolving conflicts through a restorative process.

IV. Students’ Rights and Responsibilities

The District is committed to safeguarding the rights given to all students under federal and state law and District policy. In addition, to promote a safe, healthy, orderly, and supportive school environment, the District has established the following student rights and responsibilities.

A. Student Rights
1. Each student under the age of twenty-one has the right to take part in all District activities and education for which s/he is eligible regardless of real or perceived race, color, weight, national
origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex.

2. To be respected as an individual and treated fairly and with dignity by other students and school staff.

3. To express one’s opinions, either verbally or in writing, as long as it is done so in a respectful manner.

4. District students have the right to access school policies, regulations, and rules and, when necessary, receive an explanation of those rules and seek changes in District policies and regulations in an orderly fashion through discussions with the administrative staff.

5. In disciplinary matters, students will be afforded a due process hearing where they will have the right to present their version of relevant events to school personnel and to question and review any witnesses or evidence brought against them by the school administration before imposition of penalty.

6. Under the Family Educational Rights and Privacy Act (FERPA), parents and students who are over eighteen years of age have the right to inspect and review the student’s educational records and have the right to request the amendment of the student’s education records believed to be inaccurate or misleading. They also have the right to consent to disclosure of personally identifiable information in a student's education record, except to the extent that FERPA authorizes disclosure without consent. More information regarding FERPA rights and procedures is available on the District website, in the Board of Education Policy 5500, and in back-to-school mailings. Note: The Board of Education policies may be reviewed online at http://www.bethlehemschools.org/boe/policies/.

7. As a rule, information received by teachers and other school officials is not privileged (except for provisions of FERPA), and may be revealed by the recipient of such knowledge whenever he or she feels that it is appropriate to do so. However, some communications made in connection with drug or alcohol abuse prevention programs may be kept confidential. A student who is concerned about the confidentiality of communications made to staff members should ask the staff member in advance whether the information could be kept confidential.

8. To be provided with clear expectations regarding:
   a. Course objectives, requirements and state standards;
   b. Grading criteria and procedures;
   c. Assignment requirements and deadlines; and
   d. School and classroom rules and expectations regarding behavior.

B. Student Responsibilities

All District students have the responsibility to:

1. Be familiar with and abide by District policies, rules, and regulations dealing with student conduct.

2. Contribute to maintaining a safe, supportive, and orderly school environment that is conducive to learning. Show respect to other persons and to property.

3. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.

4. Refrain from interfering with or threatening the education or rights of others.

5. Attend school every day unless they are excused and be in class on time and prepared to learn.

6. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.

7. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
5. Use a polite tone of voice and appropriate body language, listening when others are speaking to you.
6. To be truthful when speaking with school officials.
7. Respect personal space.
8. Work to develop skills to manage their emotions and reactions and resolve conflict with others.
9. Ask questions when they do not understand.
10. Seek help in solving problems that might lead to discipline.
11. Dress appropriately for school and school functions, as defined in the Student Dress Code (see Section IX of this Code).
12. Accept responsibility for their actions.
13. Conduct themselves appropriately as representatives of the District when participating in or attending school functions.

V. Prohibited Student Conduct

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

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

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

Students may be subject to disciplinary action when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
   1. Running or otherwise unsafe behavior in hallways.
   3. Using language or gestures that are profane, lewd, vulgar, or abusive.
   4. Obstructing vehicular or pedestrian traffic.
   5. Engaging in any willful act that disrupts the normal operation of the school community.
   6. Trespassing
      a. Entering any school office or school building, other than the one they regularly attend, without permission from the faculty member in charge.
      b. Entering a building/facility after regular hours or using any facility for anything other than its intended purpose.
   7. Misusing computer/electronic communications, including any unauthorized use of computers, software or Internet/intranet account; accessing inappropriate websites; or any other violation of
the District’s Acceptable Use, Internet Safety, and Cloud Storage Guideline policies (see Policies #4526 through #4526.2).

B. Engaging in conduct that is insubordinate and/or disruptive to student learning or teacher instruction. Examples of insubordinate and/or disruptive conduct include, but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students or otherwise demonstrating disrespect.
2. Arriving late for, missing, or leaving school without permission.
3. Skipping detention.
4. Inappropriate public sexual contact.
5. Use of personal electronic devices in a manner that is in violation of District policy (see the District’s Acceptable Use Policy #4526).

C. Engage in conduct that is violent or threatening. Examples of violent or threatening conduct include, but are not limited to:
1. Threatening, attempting, or committing an act of violence (such as hitting, kicking, punching, spitting, and scratching) against a teacher, administrator, other school employee, or against another student or any other person on school property or at a school function.
2. Possessing or threatening to use a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon.
4. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee, or any person.
5. Intentionally damaging or destroying school property.

D. Engage in any conduct that endangers the safety, morals, physical, or mental health or welfare of others, or interferes with the school environment. Examples of such conduct include, but are not limited to:
1. Lying to District personnel.
2. Recklessly engaging in conduct that creates substantial risk of physical injury or endangering other students, school personnel, or any other person lawfully on school property or attending a school function.
3. Stealing the property of other students, school personnel, or any other person on school property or while attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes the use of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex as a basis for treating another in a negative manner.
6. Harassment, which includes a sufficiently severe action or persistently pervasive pattern of actions or statements directed at an identifiable individual or group that are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning. Harassment is also the creation of a hostile environment (see Policy #0115).
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Bullying, which may be a hostile activity that harms or induces fear through the threat of further aggression and/or creates terror (see Policy #0115).
9. Cyberbullying or cyberthreats (see Policies #4526 and 4526.1-R), and other inappropriate acts using technology.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team (see Policy #0115).
11. Physically detaining or restraining any other person.
12. Selling, using, or possessing obscene material on school property.
13. Using vulgar or abusive language, cursing, or swearing on school property.
14. Smoking a cigarette, e-cigarette (including a vape or juul), cigar, pipe, or using chewing or smokeless tobacco on school property.
15. 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, opioids, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs.”
16. Inappropriately possessing, consuming, selling, distributing, or exchanging prescription and over-the-counter drugs.
17. Gambling.
18. Indecent exposure, which is exposure to sight of the private parts of the body in a lewd or indecent manner.
19. Initiating a report warning of fire, bomb threat, or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

E. Harassment
1. General Harassment, which includes severe action or a persistent, pervasive pattern of actions, or statements directed at an identifiable individual or group that is intended to be, or that a reasonable person would perceive as, ridiculing or demeaning.
2. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
3. Cyberbullying or cyberthreats (see Policy #5810), and other inappropriate acts using technology.
4. Hazing (see Policy #0115), which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.
5. Sexual Harassment, which includes, but is not limited to, a severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that is intended to be, or that a reasonable person would perceive as, ridiculing or demeaning based on real or perceived gender and sexual orientation.
   a. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
   b. The Board affirms its commitment to nondiscrimination and recognizes its responsibility to provide all District students with an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to the District’s philosophy and policies.
   c. Therefore, the Board prohibits all forms of sexual harassment by employees and students. Board Policies #0100 and #0110 indicate the procedures for resolving sexual harassment complaints by students.
6. Racial Harassment
   A severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that is intended to be, or that a reasonable person would perceive as, ridiculing or demeaning based on race and/or ethnicity.
a. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

b. The Board recognizes its responsibility to provide all District students with an environment free of racial harassment and intimidation. Racial harassment is a violation of Title VI of the Civil Rights Act of 1964 and stands in direct opposition to the District’s philosophy and policy.

c. Therefore, the Board prohibits all forms of racial harassment by employees and students. Board Policy indicates the procedures for resolving racial harassment complaints by students.

F. Engage in misconduct while on a school bus. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

G. Engaging in any form of academic misconduct.

H. Engaging in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt, the education process in the school or at a school function. Examples of such misconduct include, but are not limited to:
   1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text).
   2. Threatening or harassing students or school personnel over the phone or other electronic medium.

VI. Academic Integrity

A. Definitions:
   1. Academic integrity governs the way in which a student writes, performs research, and fulfills the responsibilities of learning in a positive and constructive manner at the District. It is founded on the principles of respect for knowledge, truth, scholarship, and acting with honesty. These principles and values are the foundation of learning. The purpose of this section of the Code of Conduct is to outline the District’s expectations regarding academic integrity.
   2. Academic dishonesty/misconduct includes, but is not limited to: cheating, fabrication, plagiarism, altering records, copying, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty.
      a. Academic dishonesty is the attempt to secure an unfair advantage for oneself or another in any academic exercise.

B. The following is an extensive, though not exhaustive, list of actions that are considered to be academically dishonest.
   1. Cheating is the use or attempted use of deception, fraud, and/or misrepresentation of one’s academic work.
   2. Fabrication is the falsification or invention of any information or citation in any academic exercise.
   3. Plagiarism is the intentional or negligible representation of the words or ideas of another as one’s own work in any academic exercise. This includes, but is not limited to:
      a. failing to properly identify direct quotations by quotation marks or appropriate indentation and formal citation;
      b. failing to acknowledge and properly cite paraphrasing or summarizing material from another source;
c. failing to acknowledge and properly cite information obtained from the Internet or other electronic media as well as other sources;
d. submitting research papers written by another, including those obtained from commercial term paper companies or the Internet;

4. Facilitating dishonesty is knowingly helping or attempting to help another commit any act of academic dishonesty.

5. Other prohibited actions:
   a. submitting all or substantial portions of the same work to fulfill the requirements for more than one course without the prior permission of the instructor(s);
   b. self-plagiarizing, forging, or otherwise altering grades, transcripts, course withdrawal forms, or other academic document;
   c. submitting all or substantial portions of work in the subject area of World Languages that utilized an online translator;
   d. illegally accessing a computer drive, network folder, etc.;
   e. stealing or destroying the academic work of another, either hard copy or electronic/digital copy, external storage drive, research paper, or notebook.

C. Consequences and Sanction for Violations of Academic Integrity
   1. A student implicated in any of the above will be required to redo the assignment for partial credit. A school administrator will notify the parents, and the student will be placed on formal academic probation for one year. A second incident of any of the above will result in a note being placed in the student’s academic file.
   2. If teachers or staff members observe any form of cheating for any reason during a quiz, test, or exam, they will immediately pick up the test. No student may leave the examination room prior to the stated exam release time. Violation of these or any other testing procedures or rules announced by the proctor at the start of the examination will result in no grade on the exam and a parent meeting. Appeals must be made through the school principal.

VII. Standards for Student Conduct

A. Attendance
   1. Regular attendance and punctuality are expected of students from the first day of school. Children should understand that regular school attendance is essential to their educational development and well-being. With some exceptions, every child enrolled in school is expected to be present. State law specifies that certain legal absences are permitted, of which personal illness is most common.
   2. Absences, tardiness, and early departures (ATED) from class or school are excused if they are due to personal illness or injury; illness or death in the family; impassable roads or weather; religious observance; military obligations; required court appearance; AP examinations; attendance at BOCES program or cooperative work programs; approved college visits; quarantine; or medical appointments. All other ATEDs are considered unexcused absences.
   3. All ATEDs must be accounted for. It is the parent’s responsibility to notify the school office on the day of the ATED and to provide a written excuse upon the student’s return to school.
   4. Upon returning to school after an absence, each student must present to his/her homeroom teacher a written excuse that includes the date of excuse or dates of absence, reason for absence, and parents signature. The school must have this information in order to comply with legal requirements. Parents) should not write one excuse to cover more than one child.
   5. Unexcused ATEDs will result in disciplinary action consistent with the Code of Conduct. Students may also be denied the privilege of participating in or attending extracurricular events.
In addition, the building principal or designee will contact the student’s parents and the student’s school counselor. The building principal shall remind the parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation. Please refer to the District’s attendance policy for further clarifications based on grade-level expectations and consequence.

6. In grades 9-12, students may lose the opportunity to take further exams and quizzes in a course if the total number of unexcused absences in that course exceeds thirty for a full-year course, and fifteen for a semester course.

B. Student Inquiry and Expression

1. Students are entitled to express their personal opinions verbally or in writing or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, or disrupt the educational process. Libel, slander, the use of obscenity, and comments that disparage an individual’s real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex are prohibited.

2. All persons are prohibited from distributing any printed or written materials on school property or in the immediate vicinity without the prior permission of the building principal. To obtain such permission, the person wishing to distribute the material shall provide a copy to the building principal with a written request that the building principal give permission for its distribution. This written request shall contain a brief statement of when, where, and how the material is to be distributed.

3. Student publications, whether or not they are officially recognized, should observe the normal rules of responsible journalism and must comply with the standards under section VII-B-1. Within these limits, students are free to report the news and to editorialize. Student publications should reflect the policy and judgment of the student editors. The District has no responsibility to assist in the production of student publications, other than those that have been officially recognized. Students may be held responsible for libelous or obscene materials contained in student publications. Student publications may be distributed only after permission is granted pursuant to number 2 above.

C. Search and Seizure

1. Student lockers and desks are purchased and maintained by the District and remain the property of the District. However, the District is not responsible for books, clothing, or valuables left in lockers or in desks. A student shall not place, keep, or maintain in a school-owned locker or desk any article or material of a nonschool nature that may cause or tend to cause the disruption of the lawful mission of the school.

2. The following rules shall apply to the search of any student, student property, or school property and the seizure of any illegal items found therein.
   a. District officials have the right and responsibility to search student lockers and/or desks at any time.
   b. In addition, the Board authorizes the superintendent, building principals, and their designees to conduct searches of students, their belongings, and their automobiles that are parked on the school campus 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 Code of Conduct.
   c. Items that are prohibited on school property or are used to disrupt or interfere with the educational process may be removed from student lockers, desks, and/or automobile or other personal property by school authorities.
d. District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:
   i. A search or arrest warrant; or
   ii. Probable cause to believe a crime has been committed on school property or at a school function.

The principal or designee will be present during any police questioning or search of a student on school property or at a school function.

Before police officials are permitted to question or search any student, the principal or their designee shall first try to notify the student’s parent in order to give the parents the opportunity to be present during the police questioning or search. If the student’s parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is sixteen years of age or older. The principal or their designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

VIII. Computer and Internet Acceptable Use

A. Bethlehem Central School District provides students with access to District computers and to the Internet. Students’ use of computers and access to the Internet while at school are privileges and are intended to be for educational purposes only.

B. All parents and students are required to review the District’s Technology User Agreement and Parent Permission Form.

C. Failure to comply with the regulations may result in disciplinary action.

D. The District’s Technology User Agreement and Parent Permission Form is for educational use, and the District’s regulations are not necessarily all-inclusive due to this rapidly changing field. The Technology User Agreement and Parent Permission Form references the following policies, which can be found on the Bethlehem Central website: Acceptable Use (4526/4526-R), Internet Safety (4526.1/4526.1-R), Code of Conduct (5300), and Cyberbullying (5810).

IX. Student Dress Code

A. All students are expected to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance.
B. Teachers and all other District personnel should exemplify professional and appropriate attire, reinforce acceptable student dress, and help students develop an understanding of appropriate appearance in the school setting. School staff shall enforce the dress code consistently and in a manner that does not reinforce marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

C. All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming. All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.

D. Student attire shall not interfere with health or safety, contribute to a hostile or intimidating atmosphere for any student, or disrupt or interfere with the educational process.

E. A student’s attire shall:
   1. Fully cover genitals, buttocks, breasts, and nipples with opaque fabric.
   2. Include a shirt (with fabric in the front, back, and on the sides under the arms) and pants/jeans or the equivalent (e.g., a skirt, sweatpants, leggings, shorts, dress).
   3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.

F. A student’s attire shall not include:
   1. Hats/headgear inside the school during the school day, except for a medical or religious purpose, or for approved activities.
   2. Swimsuits (except as required in class or athletic practice).
   3. Accessories that could be considered dangerous or could be used as a weapon.
   4. Items that are vulgar, obscene, or libelous or that denigrate others on account of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, economic status, disability, sexual orientation, gender, gender identity, gender expression, or sex in an expressed or implied manner.
   5. Images or language that promote or endorse the use of alcohol, tobacco, or illegal drugs or encourage other illegal or violent activities.
   6. Items that denote or represent gang affiliation such as bandanas, beads, jewelry, or other indicators and/or symbols intended expressly so.

G. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.

H. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day.

I. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including suspension.

J. Each building principal or designee shall be responsible for informing all teachers, staff, 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.
X. **Prohibition of Gangs, Gang Activity, and Fraternities/Sororities**

A. No student shall commit any act that furthers exclusionary groups such as fraternities/sororities, gangs, or gang-related activities.

B. Conduct prohibited by this policy includes:
   1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, or symbols, signs, or other items that may be evidence of membership or affiliation in any gang or fraternity/sorority.
   2. Communicating either verbally or nonverbally (gestures, slogans, drawing, etc.) to convey membership or affiliation in a gang or fraternity/sorority.
   3. Tagging or otherwise defacing school property with fraternity/sorority, gang, or gang-related symbols or slogans.
   4. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to fraternity/sorority or gang activity.
   5. Inciting other students to intimidate or to act with physical violence upon other person related to fraternity/sorority or gang activity.
   6. Soliciting others to fraternity/sorority or gang membership.
   7. Committing any other illegal act or other violation of school policies that relates to fraternity/sorority or gang activity.

XI. **Transportation Code**

A. The safety of all students is our primary concern. All school buses are “school property” and are subject to all rules set forth in the District Code of Conduct. Each student has an individual responsibility to help ensure the safety of all students on the bus by following the rules. Coming to school, going home, and riding buses for extracurricular events or field trips, a student is expected to listen to and obey all instructions from transportation personnel.

B. Examples of bus misconduct include, but are not limited to:
   1. Bringing prohibited items onto a school bus. Prohibited items include, but are not limited to, skateboards, animals, flammable materials of any kind, medications that contain controlled substances except in compliance with District procedures and SED requirements for students who are authorized to carry and self-administer a lawfully prescribed medication, and weapons of any kind.
   2. Making threatening gestures and/or comments.
   3. Disregarding the instructions of the bus driver.
   4. Swearing or using inappropriate language.
   5. Eating, drinking, or smoking on a school bus.
   6. Damaging or vandalizing any part of a school bus.
   7. Fighting, pushing, or shoving.
   8. Standing while the bus is moving.
   9. Failing to keep head, hands, feet, and other objects inside the bus at all times.
   10. Use of flash photography

XII. **Athletic Code**

Participation in interscholastic athletics at Bethlehem Central is a privilege. This participation should elicit great pride among all school community members. Part of the responsibility that goes with the
participation in school sports is the need to maintain satisfactory standards of behavior. Each student-athlete receives an Interscholastic Athletic Handbook, which clearly defines the standards for student athlete behavior. It is the responsibility of student athlete and their parents to be familiar with the contents of this handbook.

Before a student is permitted to participate on an athletic team, both the student and their parents must sign an Interscholastic Athletics Participation form and return it to either the athletic director or the school nurse. The signatures of both the student athlete and the parents indicate that each person agrees to respect and abide by these rules and behavior expectations in order to participate in interscholastic athletics at Bethlehem Central. This form is included in the handbook and may be obtained from a coach or the athletic director.

Student athletes will be disciplined by District administrators for infractions using the guidelines set forth in the Interscholastic Athletic Handbook and this Code of Conduct.

XIII. Procedures for Addressing Student Misconduct and Violations of the Code of Conduct

A. 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.

B. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences will consider the following:
   1. The student’s age.
   2. The nature of the offense and the circumstances that led to the offense.
   3. The student’s prior disciplinary record.
   4. The appropriateness of other forms of discipline.
   5. Information from parents, teachers, staff, and/or others, as appropriate.
   6. Other extenuating circumstances.

C. As a rule, discipline will be progressive, meaning that a student’s first violation will usually merit a lighter penalty than subsequent violations. However, school personnel may impose a more severe penalty for a first violation depending on the specific facts and circumstances of the incident.

D. All District personnel who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner.

E. If suspension or other significant disciplinary consequences are warranted, the parents will be notified by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and if it constituted a crime. The building principal or their designee will consult with the appropriate local law enforcement agency regarding violations that constitute a crime.

F. If the conduct of a student is related to a disability or suspected disability, the students shall be referred to the Committee on Special Education, when required by law. Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to their disability, except to the extent permitted by law.
G. Any weapon, alcohol, or illegal substance found will be confiscated immediately, if possible, followed by notification to the parents of the student involved. Appropriate disciplinary sanction may be imposed, if warranted, which may include permanent suspension and referral for prosecution.

H. Reporting Violations
   1. All students are expected to report promptly violations of the Code of Conduct to any staff member or administrator.
   2. Any student observing another student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to any staff member or administrator.
   3. District personnel who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

I. Removal of a Disruptive Student from the Classroom
   A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom (see “Disruptive student” in the definitions at the beginning of this Code). A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions.

   Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social, and emotional behavior.
   In most instances, the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom, in order to give the student an opportunity to regain his or her composure and self-control in an alternative setting.

J. Classroom management practices may include, but are not limited to:
   1. Placing a student in short-term “time-out” in an elementary classroom or in a school administrator’s office;
   2. Sending a student into the hallway briefly;
   3. Sending a student to the building principal’s office for the remainder of the class time only; or
   4. Sending a student to a school counselor or other District staff member for counseling.

K. A removal of a student from class at the elementary and secondary levels will be for up to two days. The removal from class applies to the class of the removing teacher only.

L. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.
M. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within twenty-four hours. (If the twenty-four-hour period does not end on a school day, the time period will be extended to the corresponding time on the next school day.)

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

O. Within twenty-four hours after the student’s removal, the building principal or designee must notify the student’s parents, in writing, that the student has been removed from the class and why. The notice must also inform the parents that they and the student have the right, upon request, to meet informally with the principal or designee to discuss the reasons for the removal. (If the twenty-four-hour period does not end on a school day, the time period will be extended to the corresponding time on the next school day.)

P. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to ensure receipt of the notice at the last known address(es) for the parent(s)/guardian(s) within twenty-four hours of the student’s removal. 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. (If the twenty-four-hour period does not end on a school day, the time period will be extended to the corresponding time on the next school day.)

Q. The informal meeting, if requested by the parent(s)/guardian(s), must be held within forty-eight hours of the student’s removal. The timing of the informal meeting may be extended by mutual agreement of the parent(s)/guardian(s) and building principal. The building principal will require the teacher who ordered the removal to attend the informal conference. If the student denies the charges at the informal meeting, the building principal or the assistant principal must explain why the student was removed and give the student and the student’s parents a chance to present the student’s version of relevant events.

R. The building principal or the assistant principal, if designated by the building principal, may overturn the removal of the student from class if the building principal finds any of the following:
   1. The charges against the student are not supported by substantial evidence.
   2. The student’s removal is in violation of law, including the Code of Conduct.

S. If the conduct warrants suspension from school pursuant to Education Law Section 3214, then a suspension will be imposed by the superintendent.

T. The building principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the forty-eight-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the building principal makes a final determination or the period of removal expires, whichever is less.
U. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom.

V. Each teacher must keep a complete log (on a District-established form) for all cases of removal of students from their class. The building principal must keep a log of all removals of students from class.

W. Removal of a student with a disability, under certain circumstances, may constitute a change in the student’s placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the building principal that the removal will not violate the student’s rights under state or federal law or regulation.

XIV. Consequences

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

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

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

A. Level I: Any misbehavior that represents an infraction of the established procedures that regulate the operation of the school and its educational process is considered a Level I infraction.

1. Examples of Level I Infractions
   a. Dress code violations;
   b. Failure to complete homework/coursework;
   c. Unprepared for physical education;
   d. Inappropriate behavior in school, including on the bus and during lunch, recess, school assemblies, and other school-sponsored events or activities;
   e. Swearing/inappropriate language;
   f. Use of unapproved electronic devices (those with no educational purpose) such as radios, cell phones, video games, or laser pointers;
   g. Buying/selling items without prior approval of a District official;
   h. Abuse of student privileges;
   i. Minor class disruptions;
   j. Failure of a student leader (such as, but not limited to, safety patrol, student government representative, athletic team leaders, class officer) to exemplify positive student behavior;
   k. Tardiness;
l. Class cutting/leaving class without permission;
m. Unexcused absence/truancy;
n. Cheating/plagiarism;
o. Insubordination.

2. Level I Consequences: The building principal or their designee may choose one or more of the following consequences and are not limited from using more severe consequences.
   a. Loss of privileges (such as, but not limited to, parking, participation in student activities and events);
   b. Counseling;
   c. Detention;
   d. Parents contact/conference;
   e. Verbal reprimand;
   f. Confiscation of electronic devices;
   g. Removal, replacement, or covering of item that violates the dress code;
   h. Loss of student leadership position;
   i. Internal School Suspension;
   j. Restricted study hall.

B. Level II: Any misbehavior whose frequency and/or seriousness disrupts the educational process or poses a threat to the health and safety of others is considered a Level II infraction. These infractions may be reported to the NYS Education Department as violent and disruptive incidents.
   1. Examples of Level II Infractions
      a. Recurring or serious Level I infractions;
      b. Harassing/bullying/cyberbullying and cyberthreats/menacing;
      c. Physically aggressive behavior;
      d. Cutting detention;
      e. Physical altercation;
      f. Inappropriate use of computer or Internet access;
      g. Vandalism totaling less than $100;
      h. Possession, use, sale, or distribution of tobacco products or alcohol;
      i. Gambling.

   2. Level II Consequences: The building principal or their designee may choose one or more of the following consequences and are not limited from using more severe consequences.
      a. Continuation of Level I consequences;
      b. In-school suspension;
      c. Removal from class;
      d. Off-Campus Intervention Program;
      e. External suspension;
      f. Suspension from transportation;
      g. Loss of computer or Internet privileges;
      h. Restitution;
      i. Principal’s hearing;
      j. Filing of a Person in Need of Supervision (PINS) Petition.

C. Level III: Any misbehavior that poses an immediate threat to the health and safety of self or others in school and may require police intervention is considered a Level III infraction. These infractions are reported to the NYS Education Department as violent and disruptive incidents.
1. Examples of Level III Infractions
   a. Recurring or serious Level I or II infractions;
   b. Assault resulting in physical injury/serious physical injury;
   c. Vandalism totaling more than $100;
   d. Possession, use, or threatened use of a weapon;
   e. Possession, use, sale, or distribution of illegal drugs or unauthorized prescription drugs;
   f. Burglary;
   g. Arson;
   h. Bomb threat/false fire alarm/false 911 call;
   i. Homicide;
   j. Sexual offenses (forcible and other);
   k. Robbery;
   l. Kidnapping;
   m. Reckless endangerment;
   n. Larceny;
   o. Rioting;
   p. Possession of fireworks;
   q. Extortion;
   r. Hazing;
   s. Trespassing.

2. Level III Consequence: The building principal or their designee may choose one or more of the following consequences and are not limited from using more severe consequences.
   a. Continuation of Level I or II consequences;
   b. External suspension;
   c. Superintendent’s hearing;
   d. Exclusion from school.

D. Guidelines for Student Suspensions
1. Suspensions will be used to the minimum degree necessary to improve student behavior and maximize student attendance. Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly and substantially disruptive or for whom restorative practices have not been effective.

2. The Board retains the authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. The superintendent, principals, or their designees are assigned the responsibility to follow the procedures appropriate for student suspension as follows:
   a. Keep careful records of all violations of school regulations. This should include names, dates, circumstances, investigation, and disposition.
   b. Utilize support personnel to find ways of helping the student and/or parents to solve the problem (teachers, guidance, psychologists, social worker, attendance officer, etc.).
   c. Utilize school and community agencies that might prove helpful.
   d. Record all attempts to deal with problems, including conferences with parents, teacher observations, and a record of referrals to other personnel and agencies and their reports.
   e. When the building principal has exhausted all available alternatives and resources and feels that the student’s continued presence in school would constitute a threat or danger to themselves or other students, or that the student is “violent and/or disruptive” as
defined in accordance with law and the Commissioner’s Regulations, the matter should also be referred to the superintendent.

f. Teachers are required to immediately report and refer violent students to the building principal or superintendent for a violation of the Code of Conduct and a minimum suspension period pursuant to Education Law Section 2801. However, the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

g. A “disruptive student” is defined in Education Law as “an elementary or secondary student under twenty-one years of age who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.”

h. As further enumerated in the Commissioner's Regulations, the definition of “disruptive student” shall mean engaging in conduct that results in the removal of the student from the classroom by the teacher(s) pursuant to Education Law and the provisions set forth in the Code of Conduct on four or more occasions during a semester, or three or more occasions during a trimester, as applicable.

i. Pursuant to the Code of Conduct, a minimum suspension period shall be established for students who repeatedly are “disruptive.” However, the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

j. When a student is removed from class by a teacher or has been suspended and is of compulsory attendance age, or if above compulsory attendance age, the District will strive to provide alternative instruction whenever possible. Immediate steps shall be taken to provide alternative instruction that is of an equivalent nature to that provided in the student’s regularly scheduled classes. “Immediate” does not mean instantaneously, but it does mean that the school administrator should act promptly, with due regard for the nature and circumstances of the particular case.

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

3. Suspension: Five School Days or Less

Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

a. Any student who is found to have committed a violent act, or threatens to do so (see “Violent student” in the definitions at the beginning of this Code), other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student’s parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

b. Any student found guilty of bringing a weapon onto school property may be subject to suspension from school for up to one calendar year.

c. The superintendent has the authority to modify this penalty. The superintendent may consider the following:

i. The student’s age;
ii. The student’s grade in school;
iii. The student’s prior disciplinary record;
iv. The superintendent’s belief that other forms of discipline may be more effective;
v. Input from parents, teachers, and/or others;
vi. Other extenuating circumstances.
d. Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom, may be suspended from school.

For purposes of this Code of Conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester.

e. The student and the student’s parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

f. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parents will be given the same notice and opportunity for a superintendent’s hearing given to all students subject to a long-term suspension.

g. When a student may be suspended from school for a period of five school days or less, the suspending authority shall immediately provide the student with notice of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an explanation of the basis for the proposed suspension.

i. Administration shall also immediately notify the parents in writing that the student may be suspended from school.

ii. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four hours of the decision to propose suspension at the last known address(es) of the parents in parental relation.

iii. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

iv. Such notice shall provide a description of the charges for which suspension is proposed and shall inform the student and the parents of their right to request an immediate informal conference with the building principal that will include the right of the student to confront complaining witnesses in accordance with the provisions of Education Law §3214(3)(b).

v. Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process.

vi. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal hearing shall take place as soon after the suspension as is reasonably practicable.

vii. After the hearing, the principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances preventing them from doing so.

viii. The superintendent shall issue a written decision regarding the appeal within ten business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written appeal to the Board via the District clerk within ten business days of the date of the superintendent’s
decision, unless they can show extraordinary circumstances precluding them from doing so.

ix. Only the final decision of the Board may be appealed to the NYS Commissioner of Education within thirty days of the decision. Written appeals must be addressed/delivered to:

President, Board of Education
Bethlehem Central School District
District Offices
700 Delaware Avenue
Delmar, New York 12054

4. Suspension: More than five school days

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

b. The superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them.

c. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record.

d. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

e. An appeal of the decision of the superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within ten business days of the date of the superintendent’s decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt, in whole or part, the decision of the superintendent. Final decisions of the Board may be appealed to the NYS Education Commissioner within thirty days of the decision.

f. Where the basis for a suspension is, in whole or in part, the possession on school grounds or school property by the student of any weapons (see Definitions at the beginning of this Code), the hearing officer or the superintendent shall not be barred from considering the admissibility of such weapon, instrument, or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument, or appliance was the result of an unlawful search or seizure.

g. When a student is removed from class by a teacher or has been suspended and is of compulsory attendance age, or if above compulsory attendance age, the District will strive to provide alternative instruction whenever possible. Immediate steps shall be taken to provide alternative instruction that is of an equivalent nature to that provided in the student’s regularly scheduled classes. “Immediate” does not mean instantaneously, but it does mean that the school administrator should act promptly, with due regard for the nature and circumstances of the particular case.
h. In the case of a potential long-term suspension and/or disciplinary change in educational placement of a student classified as having a disability or a student presumed to have a disability for discipline purposes, as defined pursuant to law and regulation, a referral to the District Committee on Special Education will be made to determine if the behavior giving rise to the suspension is directly related to the disability. Suspension and/or disciplinary change in educational placement of students with disabilities and students presumed to have a disability for discipline purposes shall be in accordance with federal and state law and due process requirements.

5. Referral to Juvenile Justice System
   PINS Petitions: The District may file a PINS (Person in Need of Supervision) petition in Family Court on any student under the age of eighteen who demonstrates that they require 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 that makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
   c. Knowingly and unlawfully possesses controlled substances in violation of penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
   d. 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:
      i. Any student under the age of sixteen who is found to have brought a weapon to school; or
      ii. Any student fourteen or fifteen years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
      iii. The superintendent is required to refer students age sixteen and older or any student fourteen or fifteen years old who qualify for juvenile offender status to the appropriate law enforcement authorities.

XV. Discipline of Students with Disabilities

A. The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior.

B. The Board also recognizes that for students with disabilities, there are prescribed procedures whenever school authorities intend to impose discipline upon them.

C. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with §3214 of the Education Law and Part 201 of the Regulations of the Commissioner of Education.

D. While the school has the authority to suspend or remove a child for violating the school’s Code of Conduct, the parents and child have certain rights throughout the process.

XVI. Prohibition of Corporal Punishment

No teacher, administrator, officer, employee, or agent of a school district in this state shall use corporal punishment against a student. As used in this section, corporal punishment means any act of physical
force upon a student for the purpose of punishing that student, except as otherwise provided in the next subsection. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:

A. to protect oneself from physical injury;

B. to protect another student, staff member, or any person from physical injury;

C. to protect the property of the school or others; or

D. to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of District functions, powers, and duties if that student has refused to comply with a request to refrain from further disruptive acts.

XVII. Visitors to the Schools

The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

A. Anyone who is not a regular staff member or student of the school is considered a visitor.

B. All visitors to the school during the school day must report to the school’s visitor sign-in desk or the main office upon arrival at the school. There they will be required to show a picture ID and will be issued a visitor’s identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.

C. Visitors attending school functions after school hours that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.

D. Visitors are not to interfere with classroom instruction.

E. Any unauthorized person on school property will be reported to the building principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

F. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XVIII. Public Conduct on School Property

The District is committed to providing an engaging and orderly environment that is conducive to learning. The District invites members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to create and maintain this kind of an environment, the public must also adhere to the expectations of the District. For purposes of this section of the Code, “public” shall mean all persons when on school property or attending a school function, including students, teachers, and District personnel.
The expectations for the public’s conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to create a conducive learning environment, maintain order, and prevent infringement on the rights of others.

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

**Prohibited Conduct**

A. No person, either alone or with others, shall:
   1. Intentionally injure any person or threaten to do so.
   2. Intentionally damage or destroy District property or the personal property of a teacher, administrator, other District employee, or any person lawfully on school property, including graffiti or arson.
   3. Disrupt the orderly conduct of classes, school programs, or other school activities.
   4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
   5. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
   6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
   7. Obstruct the free movement of any person in any place to which this Code applies.
   8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
   9. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
   10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the District.
   11. Loiter on or about school property.
   12. Gamble on school property or at school functions.
   13. Refuse to comply with any reasonable order of identifiable District officials performing their duties.
   14. Willfully incite others to commit any of the acts prohibited by this Code.
   15. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

B. Consequences — Persons who violate this Code shall be subject to the following consequence:
   1. Visitors — their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, police may be called.
   2. Students — they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
   3. Tenured faculty members — they shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-A or any other legal rights that they may have.
   4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75 — they shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they
may have.
5. Staff members other than those described in subdivisions 3 and 4 — they shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement
1. The purpose of this Code of Conduct is to maintain public order and prevent abuse of the rights of others. The principal or their designee will be responsible for enforcing the conduct required by this Code.
2. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
3. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.
4. When the building principal or their designee sees an individual engaged in disruptive or disorderly conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the building principal or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop.
5. The principal or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.
6. The District shall initiate disciplinary action against any student or staff member, as appropriate, who violates the Code of Conduct.
7. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code of Conduct.

XIX. Dissemination and Review

A. The Board of Education will ensure that the community, faculty, students, staff, and parents are aware of the Code of Conduct.
1. Present an age-appropriate summary of the Code of Conduct to all students at the beginning of each school year.
2. Provide a plain language summary to all parents at the beginning of the school year and thereafter on request.
4. Provide all teachers and staff with a copy of the Code of Conduct after its adoption and any revisions.
5. Provide all new employees with a copy of the Code of Conduct when first hired.
6. Provide in-service training of faculty and staff and communicate to constituents about the Code of Conduct.
7. The Board will review the Code of Conduct annually.
8. Hold at least one public hearing before approving a revised Code of Conduct.
9. File its Code of Conduct and any amendments to it with the Commissioner of Education within thirty days of adoption.

The superintendent may solicit the recommendations of District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development shall be included in the District’s professional development plan, as needed.
B. Review of Code of Conduct
The Board will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code’s provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District’s response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

Adoption Date: June 20, 2001
Revised: September 1, 2004
Revised: July 11, 2006
Reapproved: July 11, 2007
Reapproved: July 9, 2008
Reapproved: July 1, 2009
Amended and Reapproved: July 7, 2010
Amended and Reapproved: September 1, 2010
Amended and Reapproved: November 3, 2010
Amended and Reapproved: July 6, 2011
Amended and Reapproved: November 16, 2011
Amended and Reapproved: July 3, 2012
Reapproved: July 2, 2013
Reapproved: July 1, 2014
Amended and Reapproved: July 7, 2015
Reapproved: July 5, 2016
Re-approved: July 12, 2017
Amended and Reapproved: July 2, 2018
Amended and Reapproved: August 7, 2019