

Byram Hills High School

Community Handbook



2016 - 2017

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PART I: INTRODUCTION

This handbook was developed by the Byram Hills High School Site Based Council which felt the need to provide parents and students with a single source of reference for frequently needed information about the school's procedures, practices and policies. This handbook is a practical guide and not intended to be a complete policy book. All policies are officially recorded and published by The Board of Education. The Board's official policy book is available in the Principal's office and at the District Office.

We hope you find the handbook helpful. Thank you for your cooperation and support.

Byram Hills School District Mission Statement

*In an environment of mutual respect,
the Byram Hills School District and its community
will provide its students with
the means, the knowledge, and the opportunity
to excel in order to become
productive and responsible
citizens of the 21st century.*

Standards of Excellence

The following local standards of excellence define what we expect our students to learn and to become, based on the combined efforts of staff, students, and parents. We believe that these standards, together with the District's goals, should guide the teaching and learning of substantive curriculum.

- A graduate will know the value of, and be able to set goals for himself/herself. Goal setting will be an active part of the teaching-learning process.
- A graduate will have initiative to do more than what is required. Extra project work or other opportunities for more work will be fundamental to the curriculum.
- A graduate will know how to accept and handle challenges both as an individual and as a group participant. He/She will be asked to take on such challenges throughout his/her academic career at Byram Hills.
- A graduate will be able to think creatively and search for alternative solutions. Seminars, exercises, and independent study and work projects will be assigned to stimulate creative thinking.
- A graduate will understand the importance of responsibility for self and others and of being dependable.
- A graduate will recognize the dignity of all races and creeds, and will reflect these virtues in study and action.
- A graduate will be able to communicate clearly his/her own thoughts and feelings, and those of others.

Philosophy of the District

For the Byram Hills School District to move into the 21st Century as a visible educational institution, the Philosophy Committee sees the need for a philosophy statement for grades K-12 that recognizes and delineates the changing roles of our students, teachers, administrators, parents and community. Philosophy statements often sound good and espouse ideal education, but they rarely address the integral roles we, in the school community, must fulfill. In this document, we have determined an action-oriented plan in which the roles and responsibilities of all the members of the school community are clearly defined.

We see a significant shift in **the role of students**, who will become active partners in their own education. Students can no longer be passive recipients of the knowledge and talents of the teacher and school system. By making students accountable for their own learning, we believe we will empower students to become more involved in the school and community.

Likewise, **the teacher's role** will broaden to include the students and community as partners in the educational process. Because teachers will seek out and respect the unique

abilities and talents of each student, they will use a variety of educational techniques that will optimize the education provided by the school. They will support their efforts by employing a full complement of resources and technologies from within the school and from the community.

Administrators will create an environment that provides opportunities for all the members of the school community to participate productively and to excel. They will consider students, teachers, and parents as partners in the educational decision making process. Most of all, administrators will be role models for innovation and change.

Roles of parents and community are included because education is not something that just happens in the school. We recognize the important part that parents play in the education of their children. Learning goes on continually in the home and must be in concert with the school's efforts. We want parents to become valuable role models for their children. We want parents and community members to contribute actively to the school process by bringing valuable "real world" experiences to it. We hope this will rekindle within them the joy of sharing and the knowledge and experience they often take for granted.

PART II: PRACTICAL INFORMATION

ABSENCE NOTIFICATION

NOTE: Please refer to the district's *Comprehensive Attendance Policy* for detailed information about attendance procedures (Appendix A).

If a student is going to be absent from school for any reason **it is the parent's legal obligation to inform the school of the absence and the reason for the absence.** Please call as early as possible at 273-9200 or make arrangements in advance.

Please note that oversleeping, studying for exams, traffic, and "couldn't get a ride" are not included as excused reasons for missing school.

Absence Leading to Loss of Credit

The Board of Education has set a minimum requirement for class attendance at 85%. **It is important to point out that all absences, whether "excused" or "unexcused," count toward the Board's minimum requirement.** In other words, a student who is absent from class more than 15% of the time, will not receive credit for that class. Unexcused absences from class will also result in disciplinary action (e.g. detention). Excused absences such as field trips and appointments will have no disciplinary consequence, **but DO count toward the 15% maximum.** Unfortunately, several students each year lose valuable academic credit due to their excessive absences. Loss of credit is recorded on the permanent record card and transcript with a grade of N.C. for no credit. **Please see the district's policy on attendance for further explanation (Appendix A).**

Absence and Extracurricular Activities

Students who miss half a school day or more for any reason may not participate in extracurricular activities that day or evening including practices, games, rehearsals and performances. A half day is calculated using the number of scheduled periods.

Absence: Homework Policy

When illness causes a student to be absent, it is suggested that the student contact a classmate for missed work. A student may also access the missed homework guidelines for each teacher by accessing the departmental E-Boards to determine how to obtain or complete assignments. The E-Boards can be found by going to the District Homepage at www.byramhills.org, then selecting the **Schools** tab, then **Byram Hills High School**, then **BHHS E-Boards** under the **School Links** section.

CLOSED CAMPUS

Byram Hills High School is considered a "closed" campus. Unlike schools with "open campus" policies, students may not come and go during their free time. With their parents' approval, students in grades 11 and 12 may apply for late arrival and early dismissal privileges when their class schedules allow. Once in school, students are expected to remain for the entire school day. Parents may remove their students only for confirmed doctor's appointments and emergencies. **Students who violate the closed campus policy will be suspended.**

Late Arrival

All students who arrive late to school must:

- A. Report to the main office and sign in with the school attendance officer immediately upon their arrival to school.
- B. Present a signed note from their parent/guardian stating the date, time, and reason for the lateness.

Late Arrival Privilege

11th and 12th graders who are not scheduled for a first period class are eligible for late arrival privileges with a parent's permission. Applications for late arrival may be obtained from the Main Office. Once students have been approved for late arrival they do not have to come to school until their first scheduled class meets. **Upon arrival and before attending class, students must sign in with the attendance secretary in the Main Office.** It is the responsibility of the student to get to school early enough to sign in and get to class before the bell. These privileges can be revoked if they are abused, or as a disciplinary consequence to other improper student conduct.

Early Dismissal

All students who need to be dismissed early from school must:

- A. Report to the main office in the morning and present the school attendance officer with a signed note from their parent/guardian stating the date, time, and reason for the early dismissal.
- B. Sign out in the main office immediately prior to their departure from school.

Early Dismissal Privilege

11th and 12th graders whose scheduled classes end before 2:25 PM are eligible for early dismissal privileges with a parent's permission. Applications for early dismissal can be obtained from the Assistant Principal's Office. **Students who have early dismissal privileges and leave school before 2:25 PM may not return to school until after 2:25 PM.** Students may only leave early on the days specified on the application and may not leave any earlier than indicated on the application. These privileges can be revoked if they are abused, or as a disciplinary consequence to other improper student conduct.

Free Time & Study Centers

At Byram Hills, students enjoy the privilege of unscheduled free time. However, students can only congregate wherever there is adequate adult supervision. During their free time, students are permitted to be in the cafeteria, Bobcat Hall or the library. So as not to disturb other students and teachers while they are in class, students must stay out of the hallways. Weather permitting, students may also go outside to the area bounded by the gym and cafeteria. There is also a sitting garden in front of the school for students' use. Those students who do not abide by these guidelines will be assigned to a supervised study for a duration of time determined by the Principal or the Assistant Principal.

DIRECTORY INFORMATION

Directory information may be released upon request unless the parent, guardian, or adult student objects.

Directory information includes:

- student's name
- grade in school
- participation in officially recognized activities and sports
- awards and honors

To object to the release of this information, please so indicate in writing to the school Principal, within 30 days of the date this notice is issued.

EMERGENCY CLOSING/DISMISSALS

If weather conditions make travel unsafe, the Superintendent is authorized to close school or call for a delayed opening. When this occurs the Emergency Notification System of phone and/or E-mail will be instituted. Radio stations WHUD-FM and WMJV 105.5 will be notified, or consult News Channel 12. Unless they announce otherwise, you may assume that buses will arrive and school will open at the regular time. Do not telephone the schools. The Byram Hills web site will also be updated to report any school delays or closings.

Once school is in session, it is seldom dismissed ahead of schedule, since many working parents are not prepared to receive children early, and this causes concern for the students' safety. Should an early dismissal be necessary the above notifications will take place.

MESSAGES TO STUDENTS

In recent years we have received an increase in requests from parents to get messages to students during the school day. Except in the case of emergencies that require a student to leave school immediately, we will not interrupt classes and our receptionist cannot leave her station to deliver messages.

NURSE'S OFFICE / ILLNESS IN SCHOOL

Students who are sick in school during class time may with teacher's permission report to the nurse's office. Teachers have the right to refuse a student's request to go to the nurse. No student will be permitted in the nurse's office without a pass. Students may not, even if free, visit friends or "hang out" in the nurse's office.

Students are only permitted to miss one class period in the nurse's office, except under extraordinary circumstances. Students who are too sick to attend class after visiting the nurse will be sent home once their parents have been contacted.

STUDENT AND TEACHER CONFLICTS: WHAT A PARENT CAN DO

The following article is reprinted with permission from **Longview Associates, Inc.**, a consulting company, based in White Plains, which provides Employee Assistance Program (EAP) services for more than 100 companies throughout the United States, including the employees and family members of the Byram Hills School District. Longview Associates can be reached at (914) 946-0525.

Being a parent is one of life's greatest challenges. We always want the best for our kids and know how important their education is to their future success.

Along the way, almost all kids have an occasional conflict or confrontation with a teacher. As parents, dealing with such problems can be tricky. You may find the following suggested tips to be useful, if and when you find that your child is having difficulty dealing with a teacher.

1. Don't go to school angry

In most cases, anger can create more problems. If your child is upset about school, talk with him/her to figure out what happened and how the conflict can be resolved. Be careful not to automatically side with your child when he/she says "the teacher hates me." Ask him/her to explain the situation. If you feel you need to talk with the teacher, call the school when you are calm. Listen to the teacher and then tell him/her how the situation affected your child. Opening communications right from the start can be helpful, if or when other problems develop.

2. Whose problem is it?

Look at the situation as objectively as you can to determine if the problem lies with your child or the teacher. It's best to listen to both sides of the story before you draw any conclusions. If the teacher has difficulty dealing with your child, suggest a meeting with the teacher to determine how to cope with the behavior or lack of understanding.

3. Be clear in your communication

Make sure everyone involved has a clear understanding of each other's points. If a teacher, Principal or counselor uses terms you don't understand, ask for an explanation. Misunderstandings often result from different definitions or understandings of common, as well as uncommon words. You can't communicate with someone if you're not speaking the same language.

4. Keep some notes about your actions

For your benefit, keep track of every discussion you have with the teacher. Include a brief outline of what was said, when it took place, and any agreements reached. If you and a teacher have agreed on certain points, you may want to make sure the communication is clear. Write a letter summarizing what you believe happened in the meeting and mail it to the teacher, requesting a response if there is a difference of opinion.

5. Be sure to thank the teacher

If you have a teacher conference, send a thank you note. Even if the meeting didn't go the way you wanted, let the teacher know you understand the value of his/her time, respect his/her skills and appreciate the chance to talk. If you have questions or comments, make note of them and try to schedule another meeting. This can help to keep the channels of communication open.

6. Stay involved and keep informed

Learn as much as you can about your child's school and the sorts of activities that take place in the class. Remember, the best time to get to know your child's teachers is before a problem arises. In addition to the advice offered above by Longview Associates, we would like to add the following:

7. Consider involving others

If the conflict persists and is disruptive to your child's performance, consider asking the guidance counselor to help. The counselor can act as an objective third party and facilitate communication between the teacher and your child. It may be necessary for you to participate in such a meeting also. Finally, you may want to involve an administrator if the conflict continues to disrupt learning.

TELEPHONE DIRECTORY

Byram Hills High School
12 Tripp Lane, Armonk, NY 10504

Telephone #:		273-9200
Instructional Day:	7:45 AM - 2:25 PM	
Principal:	Mr. Christopher Walsh	x4912
Assistant Principal:	Ms. Gina Cunningham	x4921
Assistant Principal:	Ms. Kristen Sautner	x4922
Athletic Director:	Mr. Robert Castagna	x4982
Athletic Hotline: from the main menu		x4983
English Chairperson	Mr. Duane Smith	x4522
Fine Arts Director:	Mr. Deepak Marwah	x4501
World Languages Chairperson:	Ms. Melissa Stahl	x4109
Guidance Chairperson:	Dr. Michael McGrath	x4940
Health Coordinator:	Mr. Doug Carpenter	x4528
Mathematics Chairperson:	Ms. Lisa Pellegrino	x4521
Nurse:	Ms. Julie Gallagher	x4950
Science Chairperson:	Ms. Debra Cayea	x4204
Social Studies Chairperson:	Ms. Jen Laden	x4518
School Psychologist	Dr. Carolyn Lanfredi	x4955
Director Special Education:	Ms. Jill Boynton	273-2280

For teachers and all others, dial 9 on the main menu for a directory.

PART III: PROCEDURES FOR IMPLEMENTATION OF BHSD CODE OF CONDUCT

I. Introduction

The Board of Education ("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. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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 and at school functions, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. School functions include school-sponsored social events, performances, trips, and both "home" and "away" athletic events.

This code also applies to conduct which occurs on other than school property when such conduct can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the students, staff and faculty.

This code includes the consequences to inappropriate communication which may include but is not limited to:

- a. electronic communication (texting, e-mailing and social networking)
- b. expressive behavior and / or gestures
- c. oral and written communication

The Board acknowledges the New York State Dignity Act, effective July 2012, states that no student shall be subjected to harassment by employees or students on school property or at a school sponsored function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex by school employees or students on school property or at a school sponsored function.

II. Definitions

For purposes of this code, the following definitions apply.

"Administrator" means Assistant Superintendents, Principals, Assistant Principals, District Directors, and Chairpersons.

“Bullying” occurs when a person is repeatedly and over time exposed to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself. Bullying is aggressive behavior that involves unwanted, negative actions involving a pattern of behavior repeated over time.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being. “Harassment” includes, but is not limited to, sexual harassment and harassment based upon race, creed, national origin, sexual orientation and/or gender identification, disability, perceived disability, religion, religious practice and or ethnic group.

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

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law S142.

“Staff” includes teachers, administrators, guidance counselors, psychologists, library-media specialists, nurses, social workers, custodians, maintenance, teacher-aides, school monitors, security personnel, clerical staff, food services, transportation personnel, and coaches.

"Violent student" means a student who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon, or what appears to be a weapon, or threatens to harm or injure another individual.
6. Knowingly and intentionally damages or destroys the personal property of any school employee, student or person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school District property.

"Weapon" means a firearm as defined in 18 USC S921 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, pocket knife with a blade greater than 2-1/2 inches, gravity knife, brass knuckles, slingshot, metal knuckles knife, box cutter, can sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious

spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights:

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

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

B. Student Responsibilities:

All District students have the responsibility to:

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

IV. . Essential Partners

A. Parents:

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Conduct themselves as role models for their children when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Become familiar with and support the implementation of the District's Code of Conduct.
15. Be objective and supportive of the school's decision when rules and consequences affect their child(ren).
16. Accept primary responsibility for ensuring their child(ren)'s well-being, behavior and learning, and weigh any recommendations from the school in that regard.
17. Report threats or suspicions of student violence or self-destructive behavior to the administration.
18. Encourage respect for school property and the property of others.
19. Encourage and demonstrate respect for school personnel and all individuals.
20. Schedule all medical appointments and other appointments after school hours whenever possible.
21. Make all arrangements for after school activities before their child(ren) leave(s) for school.
22. Engage in respectful dialogue with faculty and staff.
23. Be aware and counsel children on appropriate use of texting and social media sites.
24. Be familiar with District policies.

B. Staff:

All District staff is expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Report threats of student violence or self-destructive behavior to administration.
4. Act as role model for students by practicing courtesy, promptness, and professionalism in dealing with students, colleagues and parents.
5. Communicate regularly with students, parents and other staff concerning student welfare.
6. Treat other employees, students and parents with respect and dignity in both physical and verbal behavior.
7. Uphold the Code of Conduct and all District policies.
8. Support each other in upholding the Code of Conduct.
9. Apply the appropriate consequences for infractions of the Code of Conduct as defined under Section VIII A.
10. Monitor behavior in classrooms, halls, and meeting areas.
11. Report to a school building administrator incidents of behavior of students, staff or parents who do not maintain this Code of Conduct.
12. Maintain confidentiality.

C. Administrators:

All Administrators are expected to:

1. Work to create a safe, orderly and stimulating school environment.
2. Ensure that students, staff, and parents have the opportunity to communicate regularly with the administrators and approach the administrators for redress of grievances.
3. Support the development of and student participation in appropriate extracurricular activities.
4. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
5. Evaluate on a regular basis the effectiveness and appropriateness of the Code of Conduct and school safety plans.
6. Maintain confidentiality.

D. Superintendent:

The Superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment.
2. Review with District administrators the policies of the Board of Education and State and Federal laws relating to school safety.
3. Inform the board about educational trends relating to student discipline.

4. Work to create instructional programs that promote school safety and student health and are sensitive to student and teacher needs.
5. Work with administrators in enforcing the Code of Conduct, and ensuring that all cases are resolved promptly and fairly.

E. Board of Education:

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, and 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.
2. As presented by the Superintendent and/or designee, review at least annually, and if necessary, modify the District's Code of Conduct. This review evaluates the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
3. Not include clothing and other articles which are distracting or revealing. These might include, but are not limited to, clothing that is extremely tight or form fitting, clothing that does not cover the midriff, clothing that is ripped, see-through or partially transparent and clothing that contains inappropriate sayings or graphics. Specific items that are not acceptable in a school setting include short shorts, half or three-quarter length T-shirts, mesh shirts, thin strapped shirts, and gang-related articles.
4. Not include the wearing of hats in school buildings except for a medical or religious purpose, or as modified by building administrators.
5. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
6. Not promote and/or endorse the use of alcohol, tobacco, controlled substances or illegal drugs, and/or encourage other illegal or violent activities.

Each building Principal or his/her designee shall have the discretion to interpret the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Hats may be worn in the school building; however, teachers have the authority to request that students remove them in the classroom.

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

VI. Prohibited Student Conduct

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

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

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

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

A. Engage in conduct that is disorderly or encourage disorderly behavior. Examples of disorderly conduct include, but are not limited to:

1. Running or inappropriate talking or loitering in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Dangerous physical interaction.
5. Gambling and inappropriate card playing.
6. Obstructing vehicular or pedestrian traffic.
7. Engaging in any willful act which disrupts the normal operation of the school community.
8. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission. Students are permitted in the school or school property only when they are authorized by school personnel.

9. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web-sites; or any other violation of the District's Acceptable Use Policies.

B. Engage in conduct that is insubordinate. Examples of insubordinate 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. Lateness for school or class without legitimate excuse.
3. Leaving campus, class, or assigned location without permission.
4. Skipping detention.

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

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel.
2. Possessing unnecessary electronic devices in the school that disrupt the orderly conduct of school educational programs or activities (see Policy 5695). Electronic devices include, but not limited to cellular phones, I-Phones, televisions, MP3 players, digital devices of any kind and electronic games.

I. Students may carry cellular phones only if the ringer/alarm is kept set on silent. Cellular phones may not be used on campus during school hours except in the area designated by the administration (outside the upper gym lobby).

Sending and/or receiving texts as well as recording or photographing during class is prohibited.

Students may never leave a classroom in response to a phone call. Other electronic devices, such as MP3 players, radios, and portable CD players, may only be used with headphones in the cafeteria, library, study centers, and outdoors.

II. Failure to follow these rules will result in the device being taken from the student and given to the Assistant Principal for return after a conference with the student.

3. Engaging in inappropriate argumentative behavior.
4. Sending or receiving text messages or accessing unauthorized web sites in classrooms.
5. Recording or photographing of any kind in all school grounds, school buses and school functions.

D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

1. Committing or attempting an act of violence (such as hitting, kicking, biting, punching, restraining or scratching) upon a student, staff member or any other person or attempting to do so.

2. Possessing, displaying, using or threatening to use a weapon or what appears to be a weapon. Objects such as screwdrivers, nail files and the like will be treated as weapons if they have been modified for use as weapons or if they are displayed or used as weapons. 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. Sexual assault or other forcible and/or unwelcome sexual contact.
4. Threatening to harm any individual or school or personal property.
5. Intentionally damaging or destroying, or attempting to damage or destroy, the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, or infiltrating the school computer network.
6. Intentionally damaging or destroying, or attempting to damage or destroy, school District property, including but not limited to vandalism and graffiti.
 - a. School Property – Students have the right to use the many facilities and resources available to them for their ease, enjoyment and personal growth. Along with that right comes the personal responsibility of caring for this communal property.
 - Student lockers should not be defaced by stickers or markings. They should be opened and closed appropriately.
 - Library books, magazines, newspapers, school texts, etc., should likewise be handled with care and returned upon demand so others may benefit from their use.
 - The cafeteria should be kept clean. Students should be responsible for disposing of their garbage properly and depositing recyclable objects in the available containers. Custodians and Study Hall Supervisors should not be expected to take care of trash. Remember that everyone has the right to eat in a clean environment.
 - Bathrooms should be used properly. They will be kept sanitary by the custodians who need everyone’s help in keeping them free of graffiti and unnecessary garbage and abuse.
 - Desks should be free of graffiti and protected from destruction so everyone may benefit from using them.
 - b. Students who do not exercise good judgment in handling school property will be required to replace damaged property or reimburse the district for it. In addition, they may be suspended from school, given detentions, and/or restricted from using facilities. Serious offenses will be reported to the police.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

1. Lying to school District personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false statements, revealing confidential information, or making representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment of any student employee or parent (as defined in this Code of Conduct under Section II, Definitions).

6. Bullying (as defined in this Code of Conduct under Section II, Definitions - Bullying) in addition to teasing and name calling of any student, employee or parent.
7. Hazing, which includes any intentional or reckless act directed against another, or action resulting in humiliation of another, for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Intimidation, whether physical, oral, written or electronic, including, without limitation: (a) threatening to assault, injure or harm another person; (b) threatening to damage, destroy or misappropriate public or private property without authorization; (c) abusing any person through the use of "fighting words," profanity, or terms of abuse based upon race, ethnicity, religion, national origin, gender identification, gender orientation or disability; and (d) words or conduct which, by their nature, create a reasonable possibility of leading to violence or disruption of school activities.
9. Selling, distributing, using or possessing obscene material.
10. Violating the District's technology Acceptable Use Policy (AUP) and/or the Students and Personal Electronic Devices Policy
11. Using vulgar or abusive language, cursing or swearing.
12. Smoking or using tobacco products, including cigarettes, cigars, pipes and chewing or smokeless tobacco or e-cigarettes.
13. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs." This offense includes the possession, sale, distribution and exchange, and the offer to sell, distribute or exchange, substances believed or represented by the person doing so to be a drug or controlled substance, whether or not such is actually the case.
14. Inappropriately using, distributing or sharing prescription and over-the-counter drugs. These include, but are not limited to, mood altering substances.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other emergency without valid cause, misuse of 911, discharging a fire extinguisher, or pulling a fire alarm.
17. Dangerous or irresponsible driving of a motor vehicle.

F. Engage in misconduct while on a school bus.

The bus is an extension of the classroom. Students must comply with all directives issued by the bus driver or other persons in authority. Students are required to conduct themselves on the bus in a manner consistent with established standards for school behavior. Students shall behave appropriately while riding on District or contracted buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Excessive noise, inappropriate moving, pushing, shoving, throwing, forms of harassment or intimidation, and fighting will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:

Plagiarism, cheating, copying, forgery, altering records, and assisting another student in any of the above actions.

H. Engage in violating the school's parking policies.

During the school day driving and parking privileges are restricted according to the following rules:

Only **Seniors** who are licensed drivers may apply for full driving and parking privileges. They may do so by registering for a parking tag in the Assistant Principal's office. Once the lot is full, no more tags will be issued. **Lost tags are not automatically replaced. The fee for a replacement tag is \$5 and will only be issued if space is available in the parking lot.**

Juniors, Sophomores and Freshmen are not eligible for driving or parking privileges during the school day. **Juniors who drive to school prior to senior internship will lose their 4th quarter parking privileges.**

The following rules and responsibilities are agreed to when applying for parking privileges.

1. Tags must be visibly displayed in the car window while driving and parking on school premises.
2. All cars that a student may drive to school **MUST** be registered in the Assistant Principal's Office. Change of vehicles and/or license plates must be reported to the Assistant Principal's Office.
3. Cars must be driven at a safe speed and operated in a safe manner at all times.
4. Students are permitted to park **ONLY** in the student parking area. No student is permitted to park in the faculty area, outside the gym or the cafeteria, in front of the school building, or in the areas marked "**NO PARKING**" regardless of the length of time.
5. Cars must be parked appropriately in the designated spots and may not take more than one parking space.
6. Students are **NOT** permitted to go to their cars or to be in the parking lot during the school day for any reason. For special permission, students must see the Assistant Principal.
7. Students are normally not allowed to leave the school grounds until the day ends at 2:25. Students whose classes end before 8th period may apply for early dismissal privileges in the Assistant Principal's Office.
8. No driver may take another student off school grounds during the school day, if that student is not officially excused.
9. All students drive cars at their own risk. The school district and BHHS are not responsible for damage to cars or loss of property from cars. Students and parents should be particularly cautious about the risks of parking near athletic facilities where balls and equipment can accidentally damage automobiles. Any students

caught damaging cars will be reported to the North Castle police and will receive maximum school penalties.

10. Parking permits are non-transferable. Seniors cannot have neighbors-juniors drive them to school.
11. **Campus parking and driving is a privilege. It can be suspended or revoked as a punishment for irresponsible behavior at school, including behavior that is not related to driving or parking.**

I. Engage in any form of academic misconduct. Examples of academic misconduct are included in, but are not limited to ones described in the following *Philosophy Statement on Academic Integrity*:

As a school community committed to academic excellence and personal integrity, Byram Hills High School puts great emphasis on the individual's learning process. This process entails recognizing and nurturing creativity, ownership of ideas, responsibility, curiosity, cultural literacy, respect for the ideas of others, and high standards. *All* of these are jeopardized by cheating and plagiarism; therefore, faculty, students, parents, and administrators must share responsibility for maintaining academic integrity. To do so requires establishing and adhering to clear, stringent guidelines about academic honesty and promoting awareness of the importance of authentic learning.

DEFINITIONS

CHEATING is defined as using dishonest methods to gain an advantage. This includes utilizing any unauthorized means of gaining information for use on quizzes, tests or homework, labs or any assignments in any academic department. Examples include:

- Using any unauthorized aid during an examination or test. This includes, but is not limited to, writing the answers down prior to the exam for use during the exam.
- Copying another person's work or obtaining copies of the exam prior to taking the test.
- Unauthorized use of technological devices including calculator, cell phones, PDA's etc.
- Submitting a paper or other project that has been used for any other class, buying or using another person's work.
- Creating or using false data or invented data in lab reports, term projects and research assignments.
- Copying homework.
- Looking on another person's test or quiz.
- Letting another student look on a test or quiz.
- Giving another student his/her assignment/lab report (whether graded or ungraded).
- Using other methods of giving answers to another on a test or quiz.
- Communicating test or quiz information in advance.
- Working with others on an assignment that was meant to be done by individuals.
- * Students should consider all work individual unless the teacher specifies it differently.
- Using a translator or electronic translator to assist in foreign language assignment.
- Stealing or attempting to gain unauthorized access to an exam and/or answer key.

PLAGIARISM is defined as the use of the language, ideas or thoughts of another author represented as your own without crediting the source.

Examples include:

- Turning in a paper retrieved from an Internet source (either free or for a fee) or including information from an encyclopedia, book, textbook, web site, database, etc. without citation is plagiarism.
- A paper is considered plagiarized if any part of it is taken from another source without proper attribution (citation).
- Plagiarism is not limited to papers but extends to virtually any written assignment or presentation, or projects.

CONSEQUENCES

Students who commit violations will receive, at the minimum, a penalty of a failing grade on the suspect assignment/test. Students who commit more serious violations, such as those that require premeditation or undermine the school's academic integrity, will receive more severe penalties. Any infraction disqualifies students from the Cum Laude Society and Valedictorian status. In addition, students may be asked to complete the assignment or an alternate assignment to demonstrate an understanding of the material.

ACADEMIC HONORS & ADVANCED COURSES

Academic honors and advanced courses are reserved for students who fulfill the highest scholastic expectations at Byram Hills. These expectations include academic integrity in particular. Therefore, any student who has committed violations as described above will jeopardize admission and / or selection to leadership and academic programs, including but not limited to the following: AP and honors courses, Foreign Language Honor Society, Big Brother/Big Sister, Peer Leader, Mentor, and Activity Leader. Repeat offenders may be removed from AP courses. Any infraction disqualifies students from the Cum Laude Society and Valedictorian status. The Principal's Academic Council will review specific cases of academic integrity. Record of incidents compromising academic integrity will be kept in the Assistant Principals' office.

We wish to thank the following institutions for providing samples of academic integrity policies that we have reviewed and adapted in formulating this policy:

College of New Rochelle, New Rochelle, New York
John Hersey High School, Arlington Heights, Illinois

VII. Personal Property Protection

To avert potential problems, we urge students to take the following precautions to safeguard their belongings:

Do not place valuables or money in an unlocked locker.

Do not leave money, cell phones, calculators or other valuables in an unattended book bag, in hallways, or in the locker rooms.

If students bring something of value to school that will not fit in a locker, (e.g. Lacrosse sticks) or that requires extra precaution (e.g. cameras), they may bring it to the Assistant Principal's Office or ask a teacher to hold it for them. However, students do this at their own risk. The school district and its employees cannot be held responsible for valuables that are left with them.

VIII. Sexual Harassment

The Board of Education has strongly affirmed its commitment to nondiscrimination and recognizes its responsibility to provide for all school district students an environment that is free of sex discrimination, sexual harassment and intimidation. The Board prohibits all forms of sex discrimination and sexual harassment by employees and students. The Board has carefully defined sexual harassment in its policies and notes that it can be "verbal, visual or physical"; it can include unwelcome sexual flirtations, inappropriate language and lewd jokes, the display of offensive materials and unwelcome physical conduct. Such behavior is coercive, demeaning and can be considered threatening treatment.

Upon receipt of an informal or formal complaint, the school district will conduct an investigation of the charges and make every attempt to handle the matter in a confidential fashion. In addition, if the school district has knowledge of or has reason to know of any alleged sex discrimination or sexual harassment, the school district shall, even in the absence of a complaint, investigate such conduct promptly and thoroughly. Based upon the results of the school district's investigation, immediate inquiries shall be made to ensure that harassment or discrimination has not resumed and that the victims and/or witnesses have not suffered retaliation.

IX. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor or the building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol, tobacco, an illegal or controlled substance on school property or at a school function shall report this information immediately to a teacher, the building Principal, the Principal's designee or the Superintendent.

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner, according to the District policy and protocol. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report

violations of the Code of Conduct to the appropriate authority, who shall in turn impose an appropriate disciplinary sanction.

Any weapon, alcohol, tobacco, illegal or controlled substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include long-term suspension and referral for prosecution.

The building Principal or his/her designee will notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as reasonably practical.

X. Disciplinary Procedures, Penalties, and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to impose disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive when deemed appropriate by the administration. In determining the appropriate disciplinary action, school District personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

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 rights of the student as an individual with a disability. A student identified as having a disability, shall not be disciplined for behavior directly related to his/her disability.

[See Section X - *Discipline of Students with Disabilities*]

A. Penalties

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after

each penalty are authorized to impose that penalty, consistent with the student's right to due process. [See Section X - *Discipline of Students with Disabilities*]

1. Oral warning - any member of the District staff.
2. Documented written or oral notification to parent - teachers, guidance counselors, psychologists, library-media specialists, nurses, social workers, coaches, administrators, Superintendent.
3. Written warning to student and parent from appropriate administrator or designee - District staff, administrators, Superintendent.
4. Detention - teachers, Principal, Assistant Principal, Superintendent.
5. Suspension from specific privileges:
 - a. Suspension from transportation - Director of Transportation, Principal, Assistant Principal, Superintendent.
 - b. Suspension from athletic participation - coaches, Principal, Assistant Principal, Athletic Director, Superintendent.
 - c. Suspension from social or extracurricular activities - activity director, teacher, advisors Principal, Assistant Principal, Superintendent.
 - d. Suspension of other privileges - Principal, Assistant Principal, teacher, Superintendent.
6. In-school suspension - Principal, Superintendent.
7. Removal from classroom - teachers, Principal, Assistant Principal.
8. Short-term (five days or less) suspension from school - Principal, Superintendent, Board of Education.
9. Long-term (more than five days) suspension from school - Superintendent, Board of Education.
10. Permanent suspension from school (expulsion), where a student is over compulsory education age and the misconduct is of a severe nature - Superintendent, Board of Education.

Disciplinary consequences will be imposed which are proportional to the conduct in question, but factors other than the nature of the offense will be considered in setting penalties. Factors considered in setting penalties include the nature of the conduct, the severity of the conduct, the circumstances in which the conduct took place, the prior disciplinary record(s) of the student(s) involved in the conduct, and (where appropriate) the extent to which a student has taken responsibility for his/her actions. Because student disciplinary proceedings and their outcomes are confidential in nature, the District does not share information with parents as to penalties imposed on students who are not their children.

Penalties will follow procedures stated below, and be consistent with a student's right to a free and appropriate education.

B. Procedures

The due process requirements pertaining to an infraction will depend on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of alleged misconduct and must investigate, to the

extent necessary, the facts surrounding the alleged misconduct. Students who are the subject of disciplinary proceedings will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals, Assistant Principals, and other administrators may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

Detention will begin at 2:30 and end at 3:15. No student will be excused from detention to participate in extracurricular activities. During detention, students must bring work from the class that was missed. If this work is finished, the student should be prepared with additional work or a book to read. Detention shall take precedence over any after school extracurricular or employment responsibility. Students who cut detention may be subject to in-school suspension.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the driver or other authorized person on the bus is expected to report such misconduct to the supervisor of transportation and the building Principal or his/her designee. Students who become a serious disciplinary problem may have their riding privileges suspended by the building Principal or the Superintendent, or their designees. In such cases, the student's parent will be responsible for transporting his or her child to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student who is suspended from transportation is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building Principal or the Principal's designee to discuss the conduct and the penalty involved.

3. Suspension from Athletic Participation, Extra Curricular Activities and Other Privileges

A student suspended from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law § 3214. However, the

student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

4. In-School Suspension

The Board recognizes that the school District must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher. During in-school suspension, students will not attend their regularly scheduled classes, but rather will receive their education in a separate location within the school.

For purposes of athletics/extracurricular activities, in-school suspension will count as an absence. Therefore, students receiving in-school suspension will not be eligible to participate in extra-curricular activities that same day. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (a) short-term "time out" in an elementary classroom or in an administrator's office; (b) sending a student into the hallway briefly; (c) sending a student to the Principal's office for the remainder of the class time only; or (d) sending a student to a guidance counselor or other District staff member for counseling. Classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

The teacher must complete a District-established Disciplinary Removal Form and meet with the Principal or his or her 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 form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

As soon as possible, but within 24 hours after the student's removal, the Principal or another District administrator designated by the Principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be documented and provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events, orally or in writing. The informal meeting must be held within two school days of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from his or her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability under certain circumstances may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. It is the District's desire that student discipline be progressive so that a student's first violation should merit a lighter penalty than subsequent violations. However, there may be circumstances in which the severity of a particular offense; e.g., gross insubordination or violent behavior, makes it necessary for Principals or Assistant Principals to suspend a student for a first violation. For purposes of athletics/extracurricular activities, out-of-school suspension will count as an absence. Therefore, students receiving out-of-school suspension will not be eligible to participate in extracurricular activities that same day.

Offenses for mandatory suspensions may include the following offenses but are not limited to:

- a. Selling, distributing, using, possessing or being under the influence of alcohol, drugs, other controlled substances or drug paraphernalia. Drugs subject to this policy include all controlled substances regulated by law in New York State, as well as any non-controlled prescription medication for which no valid prescription has been issued for consumption by the possessor of such drug;
- b. Selling, using or possessing dangerous materials or instruments including weapons, fireworks, or incendiary devices;

- c. Creating a hazardous situation which endangers others. This includes, but is not limited to: setting false alarms and reporting bomb scares, fighting, violent behavior or activities which endanger the health and safety of students;
- d. Insubordination that threatens the health and safety of students or others or substantially disrupts the educational process;
- e. Smoking; or
- f. Gambling.

It should be noted that suspension will be imposed when the conduct in question places the health and safety of a student or students at risk and/or serves as a substantial disruption to the educational program, in school, on school property, on school transportation or when engaged in a school-related function on or off campus, or when the conduct occurs on other than school property but has a similar impact on the school students, staff and faculty.

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

The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-Term (5 days or less) Suspension from School

When the Superintendent or Principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law § 3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to suspend, at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the conduct with which the student is charged and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conferences shall be in the dominant language or mode of communication used by the parents.

At the conference, the parent shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. 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 precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so.

b. Long-Term (more than 5 days) Suspension from School

When the Superintendent or building Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. The notice shall set forth the specific charges against the student, the date, time and place of the hearing, the student's right to be represented by counsel, the right to question witnesses against the student, and the right to present witnesses and other evidence on his/her behalf.

The Superintendent shall personally hear and conduct the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept **all, none, or any part** thereof.

An appeal of the decision of the Superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in **whole, in part, or not at all** the decision of the Superintendent.

See Appendix A for additional procedures.

c. Permanent Suspension

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

C. Minimum Periods of Suspension

1. Students Who Bring a Weapon to School

Any student found guilty of bringing a **weapon** onto school property will be subject to suspension from school for at least one calendar year. However, students with disabilities are subject to provisions set forth in Section X. Before suspension is imposed, the student will have an opportunity for a hearing pursuant to Education Law § 3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- a. The student's age;
- b. The student's grade in school;
- c. The student's prior disciplinary record;
- d. The Superintendent's belief that other forms of discipline may be more effective;
- e. Input from parents, teachers and/or others; and
- f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students Who Commit Violent Acts Other Than Bringing a Weapon to School

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least two days. A violent act is one that endangers the health, safety, and well-being of other students, school personnel, or any other person lawfully on school property or attending a school function. However, students with disabilities are subject to penalties set forth in Section X. The Superintendent or his/her designee has the authority to modify the minimum two 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.

3. Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with the Teacher's Authority Over the Classroom.

Any student who is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. However, students with disabilities are subject to penalties set forth in Section X. For purposes of this Code of Conduct, "repeatedly 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. 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.

D. Referrals

1. Counseling

The guidance counselors, psychologists, or social workers shall handle proposed referrals of students to counseling.

2. PINS Petitions

The district may file PINS (person in need of supervision) petition in Family Court for any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of penal Law 221.05. A single violation of 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court.

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

The Superintendent is required to refer to the County Attorney for a Juvenile delinquency proceeding before the Family Court or Criminal Court in case of a student under the juvenile offender law and to the appropriate law enforcement authorities any student under the age of 16 who is found to have brought a weapon to school and any student under 14 or 15 years who qualifies for juvenile offender status under the Criminal Procedure Law.

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

XI. Alternative Instruction

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

XII. Discipline of Students With Disabilities

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

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

A. Authorized Suspensions or Removals of Students With Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply:
 - A “suspension” means a suspension pursuant to Education Law S3214.
 - a. A “suspension” means a suspension from regular attendance at school pursuant to Education Law § 3214.
 - b. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by a Superintendent of schools or an impartial hearing officer for behavior involving weapons, illegal drugs, controlled substances, the inflicting of serious physical injury, or dangerous situations.
 - c. An “IAES” means a temporary educational placement for a period of up to 45 calendar days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described on the student’s current individualized educational program (IEP), that will enable the student to meet the goals set out in such IEP. This will include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel authorized below may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Superintendent or a building Principal may order the placement of a student with a disability into an IAES, or another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for 5 additional school days inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The Superintendent may order additional suspensions of not more than 10 total school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern of removals; that is, in effect, “a disciplinary change of placement.”
- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function; the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
 - 1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable for causing death or serious bodily injury, except. . . [for] a pocket knife with a blade of less than 2 ½ inches in length.”
 - 2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law regulations applicable to this policy.
 - 3) “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
 - 4) Serious bodily injury means bodily injury which involves:
 - a. a substantial risk of death;
 - b. extreme physical pain;
 - c. protracted and obvious disfigurement; or

- d. protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Subject to specified conditions required by both federal and state law regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

5) Disciplinary Change of Placement

1. A “disciplinary change in placement” is defined in Section 201.2(c)(2) of the Regulations of the Commissioner of Education, and means a suspension or removal from a student’s current educational placement that is either:
 - a. for more than 10 school days; or
 - b. for a period of fewer than 10 school days if the student has been subjected to a series of suspensions or removals that constitute a pattern, because they accumulate to more than 10 school days in a school year, because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in a series of removals; and because of such additional factors as the length of each suspension or removal; the total amount of time that the student has been removed; and the proximity of the removals to one another. The Superintendent shall determine on a case by case basis whether a pattern of removals constitutes a disciplinary change of placement. This determination is subject to due process review.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement except under the following circumstances: (a) the CSE has determined that the behavior was not a manifestation of the student’s disability, or (b) the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or infliction of serious bodily harm.
 - a. A student who is subject to a disciplinary change in placement will be provided such special education and related services that are determined by the CSE to be necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in their IEP for the duration of the suspension or removal.

C. Procedures Regarding the Suspension or Removal of Students with Disabilities

1. The District's Committee on Special Education shall:
 - a. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made by the District to refer a student for a Superintendent's hearing to consider a disciplinary change of placement; and
 - b. Conduct a functional behavioral assessment to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever a decision is made by the District to refer a student for a Superintendent's hearing to consider a disciplinary change of placement. If a student with a behavioral intervention plan is again suspended, but the subsequent suspension does not constitute a disciplinary change in placement, the CSE, including at least one teacher of the student, shall review the behavioral intervention plan and its implementation and the instructional services being provided to determine if modifications or additional services are necessary.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a "student presumed to have a disability" for discipline purposes.
 - a. The Superintendent, building Principal or other school official imposing suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if:
 1. the District had previously conducted an individual evaluation and determined that the student is not a student with a disability;
 2. the parent of the child had not allowed an evaluation; or
 3. the parent had previously refused special education services.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures he/she shall be treated as any other student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is complete, the student who is not a student presumed to have a disability for

discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

3. The District shall provide parents with notice of intent to seek a disciplinary removal no later than the date on which a decision is made: (1) to change the placement of a student with a disability to an IASE for either misconduct involving weapons, illegal drugs or controlled substances, (2) because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; (3) or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguard notice prescribed by the Commissioners shall accompany the notice that a Superintendent's hearing has been scheduled to consider a disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same procedural protections available to all students who are subject to a suspension for five days or less, including the opportunity for an informal conference with the building Principal.
5. Superintendent's hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The suspension of a student with disabilities shall be conducted in accordance with the due process procedures generally applicable to suspensions, except that school personnel may not impose such suspension for more than 10 consecutive school days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations.

D. Expedited Due Process Hearings

1. An expedited due process hearing before an impartial hearing officer shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES when school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or
 - b. The parent requests impartial review of a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the students in an IAES.

1. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 2. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- 2) The District will arrange a resolution meeting within seven days of receiving notice of a due process complaint requesting an expedited hearing. An expedited due process hearing shall occur within twenty school days of the date that the complaint is filed and the hearing officer shall make a decision within ten school days after the completion of the hearing. No extension to an expedited impartial hearing timeline can be granted.

E. Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to the extent permitted by law.

XIII. Corporal Punishment and Physical Force

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

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

XIV. Student Searches and Interrogations

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

In addition, the Board authorizes the Superintendent, building Principals, assistant Principals, and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should ask the student to acknowledge possession of the illegal or dangerous object which is the object of the search, or ask the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted by more than one District employee in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks, Computer Files, and other School Storage Places, and Student Vehicles on School Property

Limitations imposed by this Code of Conduct on searches of students and their belongings do not apply to student lockers, desks, computer files, and other school storage places, and student vehicles on school property. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This

means that student lockers, desks, computers, and other school storage places, and student vehicles on school property may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than shoes, socks, gloves, hats, and outer coats or jackets. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause – not simply reasonable suspicion – to believe the student is concealing evidence of a violation of law or the District code.

In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will, whenever feasible, attempt to notify the student's parents by telephone before conducting a strip search, or in writing after the fact, if the parent could not be reached by telephone.

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type of scope of search.
6. Person conducting the search and his or her title and position.
7. Witnesses of the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

D. Police Involvement in Searches and Interrogations of Students

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

1. A search or arrest warrant; or
2. Reason to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building Principal or his or her designee shall first try to notify the student's parent to give the parent 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. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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.

E. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to the building Principal or his or her designee. The Principal or his or her designee shall state the time and place of the interview. The Principal or designee shall decide if

it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student will be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex. A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before such court order could reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent, at which point the Superintendent and parent will be notified.

XV. Visitors to the Schools

In order to maintain the academic tone of the school day, students are not allowed to have visitors with them at school. If an exceptional situation arises, the visit must be arranged at least one day in advance by the host's parents. The parent should contact the Principal to make arrangements.

The Board encourages parents and other District residents to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building Principal or his or her 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:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. Visitors must have an approved reason to be in the school.
3. All visitors to the school must report to the office of the Principal or the designated location upon arrival at the school. There they will be required to sign the visitor's register 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 Principal's office before leaving.
4. At the Principal's discretion, visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
5. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
6. Teachers are expected not to take class time to discuss individual matters with visitors.
7. Any unauthorized person on school property will be reported immediately to the Principal or his or her designee. Unauthorized persons shall be asked to leave. The police may be called if the situation warrants.
8. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XVI. Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers, District personnel, and visitors.

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

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

A. Prohibited Conduct

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 student, teacher, administrator, other District employee or any person lawfully on school property.
3. Intentionally litter on school property.
4. Disrupt the orderly conduct of classes, school programs or other school activities.
5. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, infringe upon the rights of others, or are disruptive to the school program.
6. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is closed.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled or illegal substances, or be under the influence of these substances on school property or at a school function.
11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school District officials or staff performing their duties.

15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
17. Interfere with the lawful and authorized activity of others.
18. Distribute or post any written material, pamphlets or posters without the prior written approval of the Superintendent or a designee.
19. Smoke on school property (including e-cigarettes)
20. Bring pets or other animals on school property, except with a documented service animal.

B. Penalties

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

1. Visitors' authorization, if any, to remain on school grounds or at the school function shall be terminated and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements of this Code of Conduct.
3. Tenured faculty members shall be subject to disciplinary action and/or ejected 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 permanent classified service of the civil service are 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 4 and 5, shall be subject to warning, reprimand, suspension, ejection or dismissal as the facts may warrant in accordance with any legal rights they may have.
6. Disciplinary action against staff members shall also be subject to any applicable requirements of collective bargaining agreements covering such staff members.

C. Enforcement

The Superintendent or building Principal or his or her designee shall be responsible for enforcing the conduct required by this code.

When the Superintendent or building Principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his or her 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 persons or property are in danger, the Principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVII. Dissemination and Review

A. Dissemination of Code of Conduct

The Board of Education will work to ensure that the community is aware of this Code of Conduct by:

1. Providing access to the Byram Hills School District Code of Conduct to all community members, parents, students, faculty, and staff through the District web site.
2. Notifying parents, faculty, and staff annually of the link to the Code of Conduct on the District web site.
3. Providing printed copies of the Code of Conduct in the District and School Offices to any community members, parents, students, faculty, and staff for review.
4. Providing a printed copy of the Code of Conduct to any community members, parents, students, faculty, and staff upon request.
5. Providing all new employees a copy of the link to the Code of Conduct when they are first hired.
6. Providing all current faculty, staff, parents, and students access to any amendments to the Code of Conduct via the District web site as soon as practicable after adoption.

B. Review of Code of Conduct

The Board of Education will review this Code of Conduct periodically 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 the 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.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption by the Board of Education

PART IV: ACADEMIC POLICIES

ABSENCE LEADING TO LOSS OF CREDIT

The Board of Education has set a minimum requirement for class attendance at 85%. **It is important to point out that all absences, whether "legal" or "illegal", count toward the Board's minimum requirement.** In other words, a student who is absent from class more than 15% of the time, will not receive credit for that class. Illegal absences from class will also result in disciplinary action (e.g. detention). Legal absences such as field trips and appointments will have no disciplinary consequence, but do count toward the 15% maximum. Unfortunately, several students each year lose valuable academic credit due to their excessive absences. Loss of credit is recorded on the student's transcript with a grade of N.C. for no credit.

Seniors need to keep in mind that their classes end early due to internship. This gives them significantly fewer allowable absences before credit is lost.

COURSE SELECTION PROCESS

The nature of the course selection process at BHHS allows for careful consideration of a student's needs and choices. Beginning early in the spring semester, students meet with their counselor to make preliminary course selections for the following year, using their teachers' recommendations as a guide. Information about applying to courses that have special admission procedures is provided to students at an assembly and to parents in the FOCUS newsletter. Deadline dates for such procedures are firm. Later in the spring, a computer "log" containing the student's course list is mailed home to parents for their review. Changes and updates of the program can still be made at this time.

As a result of the care taken in the course selection process, our students usually find their programs manageable and are able to achieve success. However, there are occasions when course changes are appropriate once the school year has begun. The policies for this process are described in "Schedule Changes" in this handbook.

EARLY GRADUATION REQUIREMENTS

Students who wish to graduate early may do so under certain circumstances. The general guidelines are stated below for your convenience. It is recommended that a conference be held with your guidance counselor, before any definitive plans are developed, in order to discuss the specific requirements.

Students wishing to graduate in three or three and one-half years must complete the following steps, and meet the following requirements:

1. The student must present a written request to the Principal, endorsed and signed by

- his or her parents, stating the reason for his/her desire to graduate early.
2. The student's previous teachers may be asked by the Principal to submit a brief written evaluation of the student, and their recommendation either favorable or unfavorable towards early graduation.
 3. An informal, non-decision making conference will be held among parent, student, and counselor.
 4. After all information has been gathered, the Principal will meet with the counselor after which a decision will be made. If necessary the Principal may also schedule a meeting with the student and parent.
 5. Students may not pursue Independent Study to fulfill graduation requirements. Students may use college courses to fulfill graduation requirements if the Principal approves the course(s).
 6. All requests for early graduation must be filed no later than May 15 of the sophomore year for three-year graduation and May 15 of the junior year for three and one-half year graduation.
 7. Students graduating in the middle of the year may not enroll in Advanced Placement courses.
 8. A written statement will be filed in the student's folder indicating terms of condition.

REGENTS AND FINAL EXAM REQUIREMENTS

Regents and school final exams are required parts of the academic program and count for as much as 20% of the final course grade. Students who are seriously ill may make up a final exam on the next day with a note from a doctor explaining their absence. **Students may not be exempt from an exam or allowed to make up an exam due to summer plans or other reasons. Missed exams receive a grade of F.** Further details can be found in the Academic Policy section of the Community Handbook.

GRADING POLICY

The equivalent of our letter grades is as follows:

GRADE	PERCENT EQUIVALENT	GPA VALUE
A+	96-100%	4.60
A	90-95%	4.00
B+	86-89%	3.60
B	80-85%	3.00
C+	76-79%	2.60
C	70-75%	2.00
D	65-69%	1.00
F	BELOW 65%	0.00

“Incomplete” as a Grade

No incomplete grades are to be given without the approval of the Department Chairperson. Incompletes are given when a student has been absent for an extended period of time due to a documented medical condition. The chairperson will submit a list of incompletes to the Assistant Principal who will follow up to see that the incompletes are changed to a grade.

Incomplete grades must be changed within two weeks of the end of the marking period. If the student does not make up the incomplete within the prescribed time, the incomplete should be changed by the teacher to a grade reflecting the work completed. Any request for an exception to this policy must be made to the Principal.

Pass/Fail as a Grade

The use of Pass/Fail as a grade is only done under extraordinary circumstances. Pass/Fail may only be used with the approval of the Principal or Assistant Principal.

Change of Grade

If a grade has been miscalculated, the teacher may change it at any time during the school year. Requests for a review of a grade should be made directly to the teacher by the student or parent. If the grade in question is a fourth quarter or final grade, the request for a review can be made to a chairperson or building administrator over the summer, or to the teacher through the first quarter of the subsequent year. Grades will only be changed when a miscalculation has occurred.

GRADUATION REQUIREMENTS: COURSE UNITS

The New York State Commissioner of Education’s regulations which govern graduation requirements are known as the Regents Action Plan, and are listed below.

- 1) English (4 years)
- 2) Social Studies (4 years)
- 3) Science (3 years – 2 must be a lab science)
- 4) Mathematics (3 years)
- 5) Foreign Language (2 credits)
- 6) Health (1/2 year)
- 7) Arts (1 year) Courses in the fine arts, theater, and music or web design satisfy the requirement. In addition, the Humanities course may meet either the Art or Social Studies graduation requirement, but not both. The course Interdisciplinary Perspectives in Literature may satisfy an “Arts” requirement.
- 8) Physical Education (4 years)

To earn a Byram Hills High School diploma, a student must fulfill:

1. The required courses as listed above.

2. Additional units in any field of study offered to make a total of 22 units for all students.
3. Minimum state testing requirements, as described below
4. Cardiopulmonary Resuscitation (CPR) Course
5. Economics

All students are expected to be enrolled in a minimum of 6 units plus physical education each semester. Work Experience, Private Instruction, and Independent Study courses may not be counted as part of the 6 units. In deciding on one's course load, students are encouraged to discuss their courses with their parents and guidance counselor. College plans and rigor should be considered in addition to the number of credit units.

GRADUATION REQUIREMENTS: STATE TESTING

In order to graduate from high school in New York State, students must pass a minimum of five required Regents exams. These exams are designed to test a student's proficiency in English, Math, Social Studies, and Science. Students classified by the Committee on Special Education or with a "504 plan" may receive modifications to these requirements. Consult your counselor for details.

REQUIRED REGENTS EXAMS:

- English, Math, Global History, US History, Science

Students entering Grade 9 in 2008 and beyond: General education students must pass **all five** required Regents exams at 65 or above.

HONOR ROLLS

Students will be named to the Honor Rolls based on quarter grades at the end of each term. Students who have a grade of "incomplete" cannot be named to the honor rolls, until the incomplete is resolved. Students who would like to receive an honor card recognizing their achievement may request one at the main office after the honor rolls have been posted at the Principal's office.

High Honors: A student must maintain a 3.8 grade point average in all subjects excluding physical education.

Honors: A student must maintain a 3.00 grade point average in all subjects excluding physical education.

Cum Laude Society: Byram Hills High School sponsors a chapter of the Cum Laude Society. Ten per cent of the senior class is inducted into the society membership each fall based on their GPA for high school level courses taken in grades 8 through 11. In order to be eligible for membership, a student must be a registered student in attendance at Byram Hills High School for the four semesters preceding induction. As Cum Laude is intended to reflect outstanding academic achievement and attainment of scholarship, a special GPA is used which provides

additional credit for Advanced Placement classes. A record of academic integrity is critical to Cum Laude Status. Students caught cheating will disqualify themselves from candidacy, regardless of GPA. Any member caught cheating will be removed from the society.

Valedictorian: Each year at graduation, the senior with the highest grade point average is recognized with the honor of valedictorian. In the event of a tie, more than one student will be honored. The GPA for the valedictorian is based on final grades awarded for high school courses, taken in grades 8 through 12, except Physical Education and Driver Education. The final grade for senior courses will include the entire year's work. In order to be eligible for Valedictorian, a student must be a registered student in attendance at Byram Hills High School for the four semesters preceding graduation. A record of academic integrity is critical to valedictorian status. Any student caught cheating will not be eligible for the award regardless of GPA or other qualifications. A weighted GPA will be used to determine the award, as valedictorian status is intended to recognize an elite academic achievement. AP Courses, Perspectives in Literature, and Science Research 12 are weighted for this purpose.

INDEPENDENT STUDY

Independent Study is a program designed to allow a student to pursue a special interest that is shared by a teacher and is not included in the high school's catalog of courses. It is not intended as an option for taking courses in the catalog or for resolving scheduling conflicts. The choice to offer an independent study course rests primarily with the teacher, who must consider his or her own expertise, interests, and time commitments, as well as the student's readiness for the responsibilities of independent work. Final approval for an independent study course rests with the Principal, who will review the student's written application form. The forms are available in the Guidance office.

MIDDLE SCHOOL CREDIT

Upon completion of the grade 7 and 8 foreign language curriculum, students will earn one credit for level I of the foreign language. Similarly, Integrated Algebra and Earth Science earn high school credit and the grade will be entered on the high school transcript. Therefore, a student may enter the high school with as many as three units already earned, and these units will be counted in his/her GPA computation.

EXTERNAL STUDY

_____ Students must receive official and prior approval from the departmental chair or director if they would like to earn BHHS credit by enrolling in courses at accredited colleges and universities or other high schools. Such external courses can be used for advancement and/or substitution, but they cannot be used for credit recovery. Economics is the only "college course" that will be considered for external study and it can only be taken by seniors during the summer and fall semesters at accredited colleges and universities.

For students who seek advancement to a higher level track or course at BHHS, they must earn final grades of B+ or higher in their related and current BHHS course plus in the external one. If a New York State Regents examination is part of the internal and external course requirements and assessments for advancement, students must earn grades of 85 or higher.

All external high school courses will appear as letter grades on BHHS transcripts and they will be calculated in the grade point average (GPA). All external college courses will appear as a P (Pass) or F (Fail) on BHHS transcripts and will not be calculated into the GPA.

Official transcripts for external study must be received in the school counseling office by the end of the first day of the fall or spring semesters if the course is a substitute for a BHHS requirement. This stipulation includes, but is not limited to, Economics. If official transcripts are not received by the end of the business on the first day of the fall or spring semesters, students will not be permitted to advance to a higher level track or course nor will they be able to substitute an external course of an internal one.

PHYSICAL EDUCATION REQUIREMENTS

Through individual, dual, and team sports, cardiovascular fitness activities, self-testing activities and rhythmical activities, the physical education staff works to instill in students the importance of maintaining fitness now and throughout their lives. This program is offered to grades 9-12 on a required basis. However, periodically, students are given choices of activities. Cardiopulmonary Resuscitation is a graduation requirement.

1. **Athletic Option:** Beginning in 2009/2010, opting out of physical education is no longer an option for students.

TITLE IX

Byram Hills adheres to Title IX regulations set forth by the Department of Health, Education and Welfare in not discriminating employment practices. The complete set of regulations and compliance procedures is available in the District Office.

REPORT CARDS

Report cards are mailed home after each academic quarter concludes. Report cards include letter grades and comments about student progress. The last report card of the year includes final grades and scores on Regents exams, which are the only marks that are recorded on the student's permanent record.

Parent Teacher Conferences

The school's formal parent teacher conferences are held after the first quarter report cards are issued. Conferences are by appointment only - dates and times are printed on the report card

and the school calendar. Informal conferences can be scheduled directly with the teacher as needed.

SCHEDULE CHANGES

Procedures - Deadlines - Course Load - Free Time

Schedule changes should be complete by the end of September. Sometimes students feel they are in the wrong level course, because it is too easy or too hard. **Therefore, schedule changes are only made to correct the level of the course, never to change teachers.** Consultation with teachers and counselors must be timely in order to meet the September 30 deadline. Once school begins, all schedule changes require parental permission. We urge parents to consider changes carefully for the impact that they have on academic rigor and free time.

Dropping a course: Students who drop a full year course after the first quarter will receive a permanent grade of W/P (withdrawal-passing) or W/F (withdrawal-failing). Semester courses will receive the same withdrawal grades if they are dropped after five weeks. Because of the unique nature of the Science Research course withdrawals without a W/P or W/F will be considered on a case by case basis during the second quarter of sophomore and junior year.

Students may not drop any course after it has met for 50% of the classes without permission of the Principal. Such permission will be granted only for unusual and extenuating circumstances, such as chronic illness. **An Advanced Placement course may not be dropped after the first quarter. The A.P. exam in May is a required component of the course.**

Advanced Placement courses may not be dropped after the end of the first marking period, due to the unique nature of these courses in the college admissions process and the required examinations for college credit.

Course Load: All students are expected to be enrolled in a minimum of 6 units plus physical education each semester. Although 11th and 12th graders may prefer to carry fewer than 6 credits, such a schedule is considered “light” by colleges. Students who only complete the state’s minimum graduation requirements are not necessarily well prepared for the college admissions process.

SUMMER SCHOOL

The summer vacation provides an opportunity for some students to pursue additional course work for enrichment (new courses) or remediation (repeating courses). In either case, prior permission must be obtained in order to receive academic credit at BHHS. Approval forms are available in the Counseling Office.

When a student “repeats” a course in summer school, both the summer course and the original course taken at BHHS appear in the student's high school transcript, however only the higher grade is counted in the student's GPA.

Students can also receive approval to take summer courses for enrichment and advancement. When the summer course is a required prerequisite for a course at BHHS, the summer course is considered "advancement". In such cases, we require the student to have earned at least a B+ in the subject during the previous year and a score of 85 on the Regents exam, if one was given. In addition, the student must achieve at least a B+ in the summer course and a score of 85 on the summer administration of the appropriate Regents exam. Approval forms are available in the Counseling Office.

Students may "repeat" a Regents examination in summer school without retaking the course. The exams are offered at most schools that have summer school programs. When a student retakes a Regents exam, only the higher exam grade will appear on the official transcript. However the final grade and credit for the course will not change or be recalculated.

Brochures for local high school summer programs are received in the Counseling Office in June, along with registration materials. Catalogues for some boarding (secondary and college) summer programs are also available in the Counseling Office.

TRANSCRIPTS AND PERMANENT RECORDS

Notification of Rights under the Family Educational Rights and Privacy Act of 1974:

Parents or guardians of minor students, or students 18 or older, have a right to inspect and review a student's official records, files, and data, including all material in a cumulative record folder, intended for school use or to be available, with the consent of the parent, guardian or adult student, to parties outside the school or school system.

Such records include identifying data, academic work completed, level of achievement (grades, achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Student records and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or adult students, without the written consent of the parent(s) or adult student. Exceptions to this rule include school employees and officials and certain State and Federal officials who have a legitimate educational need for access to such records in the course of their employment. In addition, the District will, upon request of parents, or adult students, or if otherwise required by law, disclose student records to officials of another school district in which a student seeks or intends to enroll.

Requests to review school records must be made in writing to the building Principal or guidance counselor.

If information contained in a student's record is believed to be inaccurate or misleading, the parents or adult students should write the Principal, clearly identify the part of the record in question, and specify why it is inaccurate or misleading. If the District decides not to amend the records as requested, the parent or adult student will be notified of the decision and advised of the right to a hearing regarding the request for amendment.

The Permanent Record is different from the transcript and the guidance file. The permanent record usually consists of the following information for grades K through 12: final grades; state and standardized testing results, including Regents and RCT's; medical records; attendance records, including absences and lateness from school, and the high school transcript. Disciplinary actions are not usually part of the permanent record, though expulsion, superintendent's suspensions and other special actions may be included. The permanent records do not reflect classification by the Committee on Special Education - those records are maintained only in the Special Education office. The permanent records are maintained on microfiche after the student graduates. Permanent records will be released only to third parties with the student's permission.

The Transcript is an abbreviation of the permanent record which includes high school academic records. The transcript includes a list of all courses taken for high school credit, final grades, Regents exam results; and the student's grade point average through grade 11. The transcript is generally not prepared until a student has completed the junior year. A review copy of the transcript, including GPA, is provided to students in the Fall of senior year.

College Transcript and Report Card Policy

The school counseling staff will send official transcripts to colleges and universities on the request of seniors and with the permission of their parent(s). The staff will also send two official "final" transcripts after graduation. Students do not have to submit a request and parents and counselors do not have to grant permission for the sending of "final" transcripts because it is a condition for college matriculation once a student submits an enrollment deposit.

If a senior would like her/his first, second (mid-year), and/or third marking period report cards sent to colleges and universities, they must submit a request form which requires the permission of their parent(s). Teacher comments and mid-term and final examination grades will not be included on reports cards that are sent to colleges and universities.

The Guidance File contains the permanent records, the transcript and working documents maintained by the counselor until the student graduates or transfers.

Letters of Recommendation may be written by counselors and other school personnel in response to students' requests. These letters do not become part of the students' files or their permanent record. They are confidential and are not shared with students or their families. Before asking for a letter of recommendation, we always recommend that a student discuss his or her performance with the writer, and ask if the writer feels that he or she can provide a "good" reference.

PART V: EXTRA CURRICULAR ACTIVITIES

ELIGIBILITY for Attendance at Extracurricular Activities as a Participant or Spectator

1. The Board of Education believes that participation in athletic or extracurricular activities is a privilege extended to students in good standing, who abide by school rules and local, state and federal laws. The District has the right by policy to limit students' participation in athletic and other extracurricular activities and directs the administration to administer this policy.
2. The District discipline policy and codes for conduct apply at school and at school activities, such as away games and trips.
3. All students who illegally use alcohol, drugs, or participate in any other illegal activity should be responsible for their actions whether violations occur on school grounds or at school events. Administrators may take such actions into account in deciding eligibility for participation in athletic and extracurricular activities.
4. While it is not the function of the District to investigate situations which occur outside school jurisdiction, a student who admits guilt, is legally convicted or pleads "no contest" to violation of the law or school policy may be suspended or removed from participation in athletic or extracurricular activities.
5. Students who are in leadership positions in athletic or extracurricular activities have further responsibility to be effective role models for others.
6. In recognition of our conviction that academics are our highest priority, the High School forbids participation in any after school activity on days when a student is in school for less than one half of the day or attends less than half of his or her scheduled classes for any reason, other than a school activity, such as a field trip. Students who leave school sick may not participate in extracurricular activities. This policy applies to clubs, meetings, practices, games and matches, rehearsals and performances.

DIRECTORY OF CLUBS AND ACTIVITIES

One of the best ways to become a part of life at BHHS is to participate in extracurricular activities. Consider which clubs and/or sports you want to be part of and GET INVOLVED. Ninth graders are particularly welcome! Below is a list of available clubs, activities, and sports. For details, check other sources, such as the daily bulletin and public address announcements, ninth grade mentors, bulletin boards, the Assistant Principal's office, and the Athletic Office, the Guidance Department, the advisor and coaches, and fellow students. Also see the link at the high school's page on the District web page: www.byramhills.org.

Academic Challenge - Team which enables students to participate in competitions with other schools on tests of students' knowledge and quick thinking ability.

Advisor - Mr. Martin Gilbert

A'capella

Advisor – Mr. Jonah Piali

Animae

Advisor – Mr. Mike Chuney

Canvas - The literary magazine of student writing and illustrations published twice a year.

Advisor - Ms. Francine Aber

Arch (Yearbook) - Students will design and produce the school's annual yearbook.

Advisor - Ms. Katie Constantine

Astronomy

Advisor - Mr. David Keith

Athletes Helping Athletes

Advisor – Ms. Jennifer Croke

Big Brother/Big Sister

Advisor – Ms. Kourtney DeRosa

Bobcat TV

Advisor – Mr. Brian Melso

Debate Club (Lincoln-Douglas)

Advisor – Mr. Peter Cancro & Mr. Devon Weiss

Film Club

Advisor – Mr. Mike Chuney

Focus

Advisor – Ms. Joanna Nash

Food Bank

Advisor - Ms. Francine Aber

Gay/Straight Alliance

Advisor – Ms. Leticia Nardone

Grade Activities Boards

Grade Activities Advisor/Coordinator - Ms. Jennifer Croke

Freshman Activities Board

Advisor - Ms. Katherine Lewis

Sophomore Activities Board

Advisor - Mr. David Hubbs

Junior Activities Board

Advisor - Ms. Kristina Wilson

Senior Activities Board

Advisor - Dr. Sandra Abt

Habitat for Humanity

Advisor - Mr. Matt Allen

Harvard Model Congress

Advisor – Mr. Matt Allen

H.Y.P.E. - (Helping Young People Excel) - A volunteer service club which sponsors activities for children with special needs.

Advisor - Ms. Katherine Lewis

Assistant – Ms. Julie Wilson

Interact Club - Provides a variety of opportunities for students to do community service through the school.

Advisor - Mr. Ed Eagle

Jazz Choir

Advisor - Mr. Jonah Piali

Jazz Ensemble

Advisor - Ms. Marna Weiss

Marching Band - Comprised of members of all instrumental performing groups in the high school. The band performs at all home football games and at various functions throughout the year.

Advisor - Ms. Marna Weiss

Math Team - Prepares for and engages in interscholastic math meets.

Advisor - Ms. Fran Roby

Mock Trial (Solo) - Students participate in competitive Mock Trial activities.

Advisor - Mr. Martin Gilbert

Model United Nations

Advisor – Ms. Joanna Lewick

Mu Alpha Theta

Advisor – Ms. Lisa Pellegrino

Neighbors Link

Advisor – Ms. Jacqueline Malone

NYSSMA

Advisor – Mr. Aaron Lockwood, Mr. Jonah Piali, Ms. Marna Weiss,

One World

Advisor – Ms. Kristin Budden

Oracle - School Newspaper
Advisor – Ms. Catherine Eshoo

Outdoor Club - Plans outdoor activities and trips such as hiking and climbing.
Advisor - Mr. James Gulick & Mr. John Clark

Parliament – The governing body for school life.
Advisor: Mr. John Naughton

Peer Tutoring
Advisor – Mr. Matt Allen

Pleasantville Cottage School
Advisor – Ms. Jacqueline Malone

Red Ribbon
Advisor – Ms. Joanna Lewick

Robotics Club
Advisor – Mr. Eric Savino

S.A.D.D. - Students Against Drunk Driving
Advisor - Ms. Annie Kelly

Science Olympiad
Advisor – Mr. Evan Horowitz

Social Advocacy/ SAGE
Advisor - Ms. Marlene Frank

Students Serving Soliders
Advisor – Mr. James Gulick

Tech Club
Advisor – Mr. Christopher Lewick

Theater Manager
Advisor – Mr. John Lopez

Tri-M
Advisor – Ms. Marna Weiss

Work Experience - Students receive high school credit for work related activities.
Coordinator - Ms. Flo Behr

YAC (Youth Against Cancer)
Advisor - Ms. Michele Delamonico

INTERSCHOLASTIC ATHLETICS – Most Byram Hills High School teams participate in Conference II in Section I. Some sports (ice hockey, boys and girls lacrosse, boys and girls tennis, skiing, etc.) are cross conference sports aligned by ability to compete.

Director of Athletics - Mr. Robert Castagna

BOYS

Fall	Winter	Spring
Cross Country	Basketball	Baseball
Football	Ice Hockey	Golf
Soccer	Indoor Track	Lacrosse
	Swimming & Diving (merged with other schools)	Tennis
	Skiing	Track

GIRLS

Fall	Winter	Spring
Cheerleading	Basketball	Golf
Cross Country	Cheerleading	Lacrosse
Dance Team	Dance Team	Softball
Field Hockey	Ice Hockey	Track
Swimming & Diving	Indoor Track	
Tennis	Skiing	
Soccer		
Volleyball		

Appendix A

Procedures for Long Term Suspension

Procedures for long Term Suspension from school will be provided to a student and family when a Superintendent or building Principal determines that a suspension for more than five days may be warranted

While a student's prior disciplinary record will not be considered as evidence of guilt, it may be considered after a finding of guilt has been made in order to determine an appropriate penalty. A student's parent or person in parental relation (or the student, if over 18) has the right to review the prior disciplinary record prior to the hearing, and to offer any clarifying information. Requests to review student records should be made, as promptly as possible, to the student's building Principal.

The School District may be represented at a Superintendent's hearing by its attorneys, who will present the School District's case against the student.

At the hearing, the School District's representative will have an opportunity to make an opening statement explaining the conduct and the proof, after which the student, parent, person in parental relation, or other representative will have the opportunity to make an opening statement. After opening statements, if any, the School District will present its case, which must be proven by competent and substantial evidence. The formal rules of evidence may be referred to as a guide, but will not control. All School District witnesses will be subject to cross-examination by the student, parent, person in parental relation, or other representative. Following the presentation of the School District's case, the student may, at his/her option, present witnesses or other evidence. The student charged is not required to testify at the hearing, and no adverse inference shall be drawn from the student's decision not to testify. At the close of the evidence, the parties may make closing statements. If the hearing officer makes a decision of guilt, then he/she may review the student's prior disciplinary record. Both parties will be given an opportunity to submit proposed findings and conclusions for the hearing officer's consideration.

The hearing officer shall make an advisory report to the Superintendent containing findings of fact and recommendations as to the appropriate measure of discipline. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. The student and his/her parents shall be promptly notified in writing of the Superintendent's decision as to innocence and guilt and as to punishment.

The written decision shall also contain notification of the student's right to appeal the decision to the Board of Education, which will make its decision based solely upon the hearing record. New evidence will not be considered by the Board; however, the Board may, in its discretion, consider modification of a penalty upon a showing that a student has participated in counseling, anger management training, dispute resolution training, or other assistance, as may be appropriate.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole, in part, or not at all the decision of the Superintendent.

Adoption date: July 2, 2007

Amended date: February 3, 2009

Revised and Adopted: May 29, 2012

APPENDIX B

BYRAM HILLS SCHOOL DISTRICT ARMONK, NEW YORK

COMPREHENSIVE ATTENDANCE POLICY

Adopted June, 2002

A. Objectives

The Byram Hills School District believes that maintaining adequate student records is critical to its educational mission. Accordingly, the District adopts this policy to ensure that effective strategies are in place to maximize pupil attendance at all scheduled periods of actual instruction or supervised study activities, so that the District's students have the greatest opportunity to succeed at meeting the state learning standards. Continuity of instruction is an essential element in student performance. In furtherance of this goal, the District will strive to identify patterns of absence, tardiness and early departures from school, and, upon identifying patterns indicating the existence of an attendance problem or potential problem, to intervene in a manner that will encourage student attendance and discourage unexcused absences. For purposes of this policy, tardiness and early departures are considered attendance problems; however, tardiness and early departure will be treated as absences as defined in this policy.

B. Definition

For the purposes of this policy, the term "absence" shall refer generically to any and all of the following circumstances:

1. A student's failure to attend any or all of his or her scheduled periods of actual instruction or supervised study activities for the full duration of said period(s) of instruction or activity;
2. A student's late arrival to any of his or her scheduled period(s) of actual instruction or supervised study activities during the course of a school day; and/or
3. A student's early departure from and failure to return to any of his or her scheduled period(s) of actual instruction or supervised study activities prior to the official dismissal of said period of instruction or activity.

C. Classifying Absences

1. Excused and Unexcused Absences. Student absences, late arrivals, and early departures shall be classified as either excused or unexcused; however, because loss of classroom instructional time is considered detrimental to student performance excused or unexcused absence will be treated similarly for determining course credit or promotion. Students with serious medical conditions will have absences excused with appropriate diagnosis from a physician. Students (K-12) with serious medical conditions that require time out of school should contact their school Principal or guidance counselor (grades 6-12).

For purposes of this policy, students with documented, serious long-term medical conditions are eligible for home instruction. Students on home instruction are not considered absent but rather are present for an alternative instructional program.

a. Excused absences are those absences attributable to:

1. Illness confirmed by a written note from a parent/guardian
2. Death in the family
3. Religious observance (*list of dates to come from the State Education Department*)
4. Approved college visitation
5. Educational activity related to classroom instruction

All excused absences require a phone call by parent/guardian followed by a written note.

b. Unexcused absences shall be those absences attributable to:

6. Any other reason not identified above (for example, recreational activities, undocumented* medical appointments, family convenience.)

*Undocumented medical appointments are those absences that are not followed by a written note from a parent, stamped by a physician, or a signed physician's note.

It is the parent's/guardian's responsibility to notify the office on the morning of the absence. It is essential that parents/guardians provide a written excuse for each absence. Such excuse should contain the reason and date of absence.

c. The building Principal shall have the discretion to designate an absence, late arrival or early departure as "excused," if the cause of the absence is not among those enumerated in part (a) of this section, upon a determination that the absence was unavoidable and/or otherwise not the fault of the student or the student's parent(s)/legal guardian(s). In addition, students who are participating in approved meetings or services with Byram Hills' teachers or administrators will not be considered absent from class attendance.

2. Attendance Register Codes. Commencing in the 2003-04 school year, the appropriate district-wide SASI* codes shall be employed in recording absences in the pupil attendance record.

* SASI is a software system used for attendance, scheduling, and other student data.

D. Strategies for Improving Student Attendance and Discouraging Unexcused Absences

1. Attendance Incentives

- a. Incentives
 - Perfect attendance awards
 - Perfect promptness awards
 - Public recognition of students
 - Awarding of course credit
 - Promotion
 - Recognition of student achievement
- b. Procedures for these incentives will be developed by each building Principal.

2. Interventions to Address Patterns of Absences, Tardiness, and Early Departures - Non-disciplinary

For purposes of this policy, students must be in attendance 85% of the instructional day K-8, or 85% of the class periods to be considered “present” for class instruction. tardiness and early departures will be treated similar to absences.

7. Students in grades K-2 who are tardy or dismissed early for 60 minutes or more of the school instructional day will be treated as absent from school.
8. Students in grades 3-8 who are tardy or dismissed early for 70 minutes or more of the instructional school day will be treated as absent from school.
9. Students in grades 9-12 who are tardy or dismissed early for more than 10 minutes of a class period will be treated as absent from class.

The building Principal is responsible for initiating and/or carrying out the most effective strategies for encouraging improved attendance, and may call upon parents, teachers, guidance counselors, pupil personnel staff, and outside agencies as deemed appropriate on an individual basis.

High School

10. For a full year course, letter of notification to parents will be sent when a student reaches eight (8) absences. The letter is intended to notify parents of the student absence and seek their intervention for student attendance.
11. At 16 absences, second letter and student meeting with assistant Principal
12. At 22 absences, third letter, student meeting with assistant Principal, and phone notification to parents
13. At 28 absences, loss of credit - letter from Principal
- 14. Seniors in the internship program lose credit at 24 absences**
15. Copies of letters to go to counselor, teachers, special ed. when applicable
16. Referral to guidance/pupil personnel team as appropriate
17. Teachers contact parents when appropriate

For semester course:

18. At 4 absences, first letter to parent
19. At 8 absences, second letter and student meeting with Assistant Principal
20. At 10 absences, third letter, student meeting with Assistant Principal and phone notification to parents
21. At 14 absences, loss of credit letter from Principal
- 22. Seniors in the internship program lose credit at 12 absences for second semester courses and Physical Education**
23. Copies of letter to go to counselors, teachers, special ed. when applicable
24. Referral to guidance/pupil personnel team as appropriate
25. Teachers contact parents when appropriate

HCC

26. At 9 absences, letter notification to parents
27. At 18 absences, second letter and meeting with assistant Principal and parent
28. At 28 absences meeting with Principal and parent to review promotional requirements
29. Referral to guidance
30. Teachers contact parents when appropriate

K-5

31. At 9 absences, letter notification to parents
32. At 18 absences, meeting with teacher, Principal, and parent
33. At 28 absences, Principal requests second meeting with parent to review promotional requirements

For purposes of this policy, students who are tardy or dismissed early less than 60 minutes K-2, less than 70 minutes 3-8, less than 10 minutes per period 9-12 for a class instructional session, will be deemed inattentive to serious educational commitment, and will be subject to the following:

Students tardy or dismissed early for:

34. 10 times will receive a parental notification
35. 20 times will have a meeting with the Principal (or designee) and parent
36. 30 times will be under Principal review

(See part 4 for the award of course credit.)

3. Interventions to Address Patterns of Absences, Tardiness, and Early Departures - Disciplinary Action

- a. For the year 2003-04 and beyond, the following disciplinary actions apply:
High School 9-12

37. Loss of course credit will occur when student reaches 28 absences for yearlong course, and 14 for a semester course.
38. Students with an unexcused absence are subject to detention and possible disciplinary action.

K-8

39. At 28 absences, student's promotion is in jeopardy.
 40. Any student absent (excused or unexcused) more than 28 days (85%) will be under a Principal's review for promotion.
- b. Parents will receive a letter when students are in jeopardy of loss of credit or promotion is in jeopardy, as referred to in part 2.
 - c. Students at Byram Hills High School who are tardy unexcused three or more times will be assigned detention.
 - d. Students at H.C. Crittenden who are tardy unexcused four or more times will be assigned detention.
 - e. The District Code of Conduct adopted by the Byram Hills Board of Education, June 19, 2001, page 13, "VIII: Disciplinary Procedures, Penalties, and Referrals," is cross-referenced in this policy and should be considered part of this policy. Any disciplinary action imposed on students classified as eligible for special education procedures shall comply with state and federal laws, including but not limited to requirements pertaining to CSE notification, manifestation determinations, and limitations on program removals.
 - f. The Byram Hills School District Code of Conduct adopted June 19, 2001 should be cross referenced for purposes of this policy (see page 26, section X, "Discipline of Students With Disabilities.")

4. Attendance Required for Award of Course Credit for Byram Hills High School
Byram Hills Board of Education promotes attendance to support student learning. For 2003-04 and beyond, BHHS students will be eligible to receive course credit when present more than 85% of the class sessions (this includes excused and unexcused absences.)

For H.C. Crittenden, Wampus and Coman Hill

For 2003-04 and beyond, students who attend 85% of school days will be eligible for promotion. All other students will be reviewed by the Principal for consideration of retention (this includes excused and unexcused absences.) Parents will be notified of potential loss of credit as identified in section 2(a) of this policy.

E. Policy Distribution

A. Distribution of Policy

1. Copies of the District's Comprehensive Policy shall be distributed to teaching staff members as soon as is practicable following the adoption and, if

applicable amendment, of the policy. Newly hired teaching staff members shall be provided a copy of the policy upon their employment.

2. Copies of this policy shall be retained at Byram Hills' District Office and school libraries, and shall be available for review by members of the community at those locations upon request, and on the District web site, <http://www.byramhills.org>.

b. Policy Summary

The Board of Education shall prepare a summary of this policy, stated in plain language, to facilitate student and parent awareness of the policy and its terms. This summary shall be distributed as follows:

1. Each parent will receive a copy of this policy mailed home prior to the start of the school year.
2. This attendance policy will be reviewed at school's back-to-school night.
3. At the beginning of each school year, each school will provide a classroom discussion or grade level assembly describing this policy.

F. Annual Review

The Board of Education shall annually review the building level pupil attendance records, and if such records show a decline in pupil attendance, shall revise this policy as necessary to improve such attendance. This will take place as part of the district review of the annual SED school report cards.

Appendix C

ACCEPTABLE USE POLICY FOR TECHNOLOGY AND THE INTERNET FOR STUDENTS

Introduction

The Byram Hills School District provides access to computers and the Internet in order to support learning and enhance instruction. By providing access to the Internet, the District promotes educational excellence and prepares students for an increasingly technological world. This use should facilitate resource sharing, research, innovation and communication.

However, the District also recognizes that with this access comes the availability of material which is unrelated to scholarship, and which in many instances, is inappropriate for places of learning and inappropriate for young people in particular.

For this reason, District computers or a student's own electronic device may only be used in a manner consistent with this policy and policy 5695 (Students and Personal Electronic Devices). Although the District, in cooperation with the Board of Cooperative Educational Services (BOCES), has taken precautions to restrict access to questionable materials, students and parents need to know that it is impossible to control all materials. Therefore, much of the responsibility for appropriate use of the Internet must rest with students themselves. Although parents/guardians of minors are ultimately responsible for setting and conveying the standards that their children should follow at home, use of the District's technology and access to the Internet in school is a privilege, not a right. If District procedures or policies are not followed, students may lose this privilege and be subject to appropriate discipline.

Moreover, students and parents will be asked to sign and agree to the District's Acceptable Use Agreement.

Applicability and General Principles

These policies apply to all students who gain access to the Internet while on school grounds or at school events. This includes any remote access which students may gain from off-site, but which involves the use of District sites, servers, intranet facilities, e-mail accounts or software.

All access to and use of the Internet must be for the purposes of education and research consistent with the educational goals of the District. Students must make efficient, ethical and legal utilization of network resources. Students must be aware that material created, stored on, or transmitted from or via the system is not private. In addition to the fact that the Internet is inherently insecure, District network administrators may review the system at any time to ensure that the system is being used properly. For this reason, students should expect that e-mails, materials placed on Web pages, and other work that is created on the network may be viewed by a third party.

Authorized users who have been assigned unique log-in codes (“usernames” and passwords) will be provided with access and, where appropriate, with storage by or through District hardware. Authorized users will be personally responsible for maintaining the integrity of the District’s network, and may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Users must respect the integrity and security of the District’s systems and network, and the access privileges, privacy and reasonable preferences of other users.

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. It is not responsible for any damages, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions, whether caused by the District or third party negligence, or by a user’s errors or omissions. Information obtained from the Internet is used at the student’s own risk, and the District specifically disclaims any responsibility for the accuracy or quality of information obtained by students via access provided by or through the District.

The following policies are intentionally broad in scope and, therefore, may include references to resources, technology and uses not yet available.

Rules of Conduct and Compliance

Students who violate this Acceptable Use Policy may have their access privileges suspended or revoked by building administrators. In addition, because the District’s information networks and systems are used as part of the educational program, the District’s Code of Conduct policy (5300) and Students and Personal Electronic Devices policy (5695) also applies to network activities. This Acceptable Use Policy is an extension of the Code of Conduct, and the disciplinary penalties set out in the Code of Conduct will apply if the student acts in violation of this Acceptable Use Policy.

All policies and prohibitions regarding users of the network, and anyone accessing the Internet through the District, shall also apply to users of individual District computers and personal electronic devices.

1. Internet access from personal devices while on school grounds is permitted only through the use of the District’s wireless access.

2. The network may not be used to download, copy, or store any software, unless approved by a network administrator.

3. The network may not be used for any commercial purposes, and users may not buy or sell products or services through the system.

4. The network may not be used for advertising, political campaigning, or political lobbying.

5. The network may not be used for any activity, or to transmit any material, that violates

United States, New York State or local laws. This includes, but is not limited to, fraudulent acts, violations of copyright laws, and any threat or act of intimidation or harassment against another person.

6. The District is a place of tolerance and good manners. Use of the network or any District computer facilities for hate mail, defamatory statements, statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability is prohibited.

7. Network users may not use vulgar, derogatory, or obscene language.

8. Network users may not post anonymous messages or forge e-mail or other messages. Users are strongly advised to use caution about revealing any information on the Internet which would enable others to exploit them or their identities: this includes last names, home addresses, Social Security numbers, passwords, credit card numbers or financial institution account information, and photographs. Under no circumstances should a user reveal such information about another person without that person's express or prior consent.

9. Network users may not log on to someone else's account, attempt to access another user's files, or permit anyone else to log on to their own accounts. Users may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. However, students must be aware that any information stored on or communicated through the District network may be susceptible to "hacking" by a third party.

10. Network users may not access Web sites, news groups, or chat areas that contain material that is obscene or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately notify a teacher, librarian, and/or network administrator. Likewise, use of the network to access, create, or transmit pornographic material (whether visual or written), or material which contains dangerous recipes, formulas or instructions, is prohibited.

11. Users may not access news groups, chat rooms, list servers, or other services where they may communicate with people outside of the District (specifically including e-mail) unless they are supervised by a teacher and have been given explicit approval.

12. Users may not engage in "spamming" (sending irrelevant or inappropriate electronic communications individually or en masse) or participate in electronic chain letters.

13. Users who maliciously access, alter, delete, damage or destroy any computer system, computer network, wireless access, computer program, or data will be subject to criminal prosecution as well as to disciplinary action by the District. This includes, but is not limited to, changing or deleting another user's account; changing the password of another user; using an unauthorized account; damaging any files; altering the system; using the system to make money illegally; destroying, modifying, vandalizing, defacing or abusing hardware, software, furniture or any District property. Users may not develop programs that harass other users or infiltrate a

computer or computer system and/or damage the software components of a computer or computer system (e.g., create viruses, worms).

14. Users may not intentionally disrupt information network traffic or crash the network and connected systems; they must not degrade or disrupt equipment or system performance. They must not download or save excessively large files without the express approval of the network administrator. Users may not add any software or applications to the District's networks or computers, or add to or modify any existing software or applications, without the express permission of the network administrator.

15. As is the case with all student work, users may not plagiarize, which is a serious academic offense. Plagiarism is "taking ideas or writings from another person and offering them as your own." Attribution must always be given to the person who created the article or the idea. A student who, by cutting and pasting text or data, leads readers to believe that what they are reading is the student's original work when it is not, is guilty of plagiarism.

16. Users must comply with the "fair use" provisions of the United States Copyright Act of 1976. "Fair use" in this context means that the copyrighted materials of others may be used only for scholarly purposes, and that the use must be limited to brief excerpts. The District's library professionals can assist students with fair use issues.

17. Users may not copy any copyrighted or licensed software from the Internet or from the network without the express permission of the copyright holder: software must be purchased or licensed before it can legally be used.

18. Users may not take data, equipment, software or supplies (paper, toner cartridges, disks, etc.) for their own personal use. Such taking will be treated as theft. Use of District printers and paper must be reasonable.

19. Users must behave properly in any computer lab setting. Normal rules of classroom decorum and compliance with instructions from faculty and administrators will apply.

20. The Byram Hills School District assumes no responsibility for student, faculty or staff websites created and hosted outside of the District network. The District requires that all individual staff/student electronic communication will occur through the District network.

Violations and Consequences

Consequences of violations include but are not limited to:

- Suspension or revocation of information network access;
- Suspension or revocation of network privileges;
- Suspension or revocation of computer access;
- Suspension from school;
- Expulsion from school; and
- Criminal prosecution.

In addition, the District will seek monetary compensation for damages in appropriate cases. Repeated or severe violations will result in more serious penalties than one-time or minor

infractions.

This Acceptable Use Policy is subject to change. The District reserves the right to restrict or terminate information network access at any time for any reason. The District further reserves the right to monitor network activity as it sees fit in order to maintain the integrity of the network and to monitor acceptable use. School and District-wide administrators will make final determination as to what constitutes unacceptable use.

Disciplinary penalties involving possible suspension or expulsion from school will be determined in accordance with the District's Code of Conduct. However, suspension or revocation of access privileges will be determined by the building administration, acting in consultation with school and District-wide administrators.

Cross-Ref 5695 Students and Electronic Personal Devices
New Policy
Adopted: 7-6-06
Revised and Adopted: 1-28-14

Appendix D

STUDENTS AND PERSONAL ELECTRONIC DEVICES 5695

The Board of Education recognizes that there are personal electronic devices (e.g. phones, laptops and other electronic devices) that have educational applications and can be a positive means to facilitate communication and instruction. These devices shall be allowed to be used by students in grades 9-12, and only in classrooms for students in grades 6-8 when they are part of a lesson and under the direction of a teacher. Recognizing that the display and/or use of such devices can cause disruption to the educational process, misuse of any electronic devices may result in a loss of privileges and possible disciplinary action.

Byram Hills provides appropriate and adequate technology to support classroom instruction. The District is aware that not every student may have access to the same level of personal technology, and will make every reasonable effort to ensure that no student is disadvantaged by permitting the use of personal devices. The use of student-owned devices is optional.

In addition to the following provisions for the use of personal electronic devices, students will be expected to comply with the Acceptable Use Policy (4528) and all class and school rules while using personal electronic devices. The permitted use of a personal electronic device on school grounds and during school hours will be consistent with the use of District computer facilities and the District Local Area Network (LAN), with the goal of maintaining the highest standards of acceptable technology use.

The Use of Personal Electronic Devices is Subject to the Following Provisions:

1. Students who bring their own electronic devices must adhere to this policy, the Code of

Conduct (5300), the Student Handbook, the Acceptable Use Policy for Technology and the Internet (4528) and all other District policies governing the acceptable use of technology and student conduct. The District reserves the right to collect and examine any device for: investigation; technology problems; an attack or virus infection; suspected bullying or harassment; or use otherwise inconsistent with these provisions. Electronic devices are subject to search by school administrators, and the student will be required to unlock the device at the request of the school administrator. Failure to adhere to the aforementioned policies may result in a loss of privilege. The device may be confiscated and given to the Assistant Principal, to be returned to the student following a conference with the Assistant Principal. Further discipline may result, as appropriate. The District will cooperate with law enforcement officials, as necessary.

2. The District's network filters will be applied to a device's connection to the Internet, and any attempt to bypass or interfere with the network filters is prohibited. Internet access while on school grounds is limited to District provided Wi-Fi access. Students are not allowed to use cell service to access the Internet. Students will lose the privilege of bringing a personal electronic device if the device infects the network with a virus, is used for "hacking," or it is used to alter or bypass network securities.
3. Each teacher has the discretion to allow and regulate the use of personal electronic devices in the classroom and on specific projects, consistent with all District policies.
4. In general, personal electronic devices must be in silent mode while on campus, and headphones may not be used. Faculty, staff and administrators may grant specific exceptions.
5. Personal electronic devices may not be used to record, transmit, or post unauthorized photographic images or video of a person or persons on campus, or during off campus school activities.
6. Printing from personal devices is not permitted.
7. Charging of devices is not permitted due to safety concerns, unless at a designated charging area. Personal electronic devices must be charged prior to school and may only be operated on battery while at school.
8. Students are responsible for securing their own electronic devices. The District assumes no responsibility whatsoever for stolen, lost or damaged personal electronic devices or for lost or corrupted data on those devices. This includes devices which are left with a District staff member, whether for the student's convenience or because it has been confiscated for improper use.
9. The District is not responsible for any fees or charges to a student or family account.
10. The District technology staff is not responsible for maintaining or troubleshooting student personal devices.

Personal Electronic Devices and Testing

In accordance with state guidelines, students are not allowed to bring cell phones or other prohibited devices into assessment locations. Test proctors, monitors and school officials shall have the right to collect cell phones or other prohibited electronic devices prior the start of any test or assessment, and hold them for the duration of the test taking time.

Admission to an assessment location will be prohibited to any student who has a cell phone or other electronic device in his or her possession and does not relinquish it or store it, as directed. Possession of electronic devices in assessment locations may result in disciplinary action.

Students with Individualized Education Plans (IEPs) or 504 Plans that specifically require the use of an electronic device may do so as specified. In extraordinary circumstances, approval for use may be granted at the Principal's discretion.

Cross-ref: 5300, Code of Conduct

4528 Acceptable Use Policy - Students

Ref: Price v. New York City Board of Education, 16 Misc.3d 543 (2007)

Adopted: 1-28-14

State Law