

Bainbridge-Guilford Central School  
District Handbook



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2023-2024

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**Philosophies  
Goals  
&  
Objectives**

# **Ensuring High Levels of Learning for All!**

## **District Mission**

We believe that all students can learn and can achieve regardless of their previous academic performance, family background, socio-economic status, race and/or gender. The mission of the Bainbridge-Guilford Central Schools is to assure that all students acquire the knowledge and skills which enable young people to become productive members of society. It is our goal to educate all students to a higher level of academic performance and foster positive growth in social/emotional behaviors and attitudes.

## **Educational Philosophy**

The Board of Education is dedicated to educating students to develop desired moral, ethical and cultural values, love of learning and an understanding and appreciation of the rights and duties of American citizens which will enable them to function effectively as independent individuals in a democratic society.

The Board encourages parents and teachers to offer their expertise in developing a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community and school.

## **B-G Board of Education Goals**

Goal 1: It is the goal of Bainbridge Guilford BOE to collaboratively develop a budget directly aligned with the Strategic plan.

Goal 2: Supporting students and staff with training, tools and facilities able to “Ensure high levels of learning for all.”

# **BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT**

## **STRATEGIC PLAN**



**2022-2027**

# Bainbridge-Guilford Central School District

## LINKS/Strategic Plan

2022-2027

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### Academics

#### **GOAL 1:**

**Provide a sound educational experience that challenges students to achieve their fullest potential.**

1. Evaluate classroom assessment techniques to ensure that all disciplines are focusing on the application of critical thinking skills in preparing our students for the future.

Progress: Through walk-throughs, observations, lesson plans, PLC and department meetings, academic team meetings.

2. Increase the offerings of our academic program with consideration of dual credit courses, online learning opportunities, welding, agriculture etc.

Progress: Welding donations from Raymond, fitness classes, SUNY Broome, advanced placement, online learning opportunities, TC3.

3. Ensure the curriculum is coordinated both vertically and horizontally.

Progress: Utilized staff development days, pacing guides, align curriculum through shared drives, PLC time, department chairs, Google classroom, common meeting time, Curriculum maps.

4. Implement a cohesive, aligned, research-based ELA and math program in grades preK-6.

Progress: BOCES training, PLC times, in house training, use of DCMO BOCES instructional services training and trainers, iReady ELA and math K-8, Letters PreK-3.

## **GOAL 2:**

**Continue to develop and support an exemplary fine arts program and continue to investigate ways to improve and enhance the overall experience of the students.**

Fine Arts:

Increase student involvement as creators, performers, critics, and consumers of fine arts through expansion of our drama, art, and music curriculum.

Progress: Ceramics offered in art, Pep band and Jazz band, Tri-Cities Opera performances, drama club and productions.

Enrichment: Summer art classes for 7-12, summer art field trip for 7-12

Explore options for providing summer enrichment programs for K-6. Explore the idea of pre-K camp. DFS job fair, Hobby fair.

## **GOAL 3:**

**Recruit, hire, and retain qualified and effective teachers and staff.**

1. Assist new teachers with special orientations and ongoing mentoring. New staff orientation, experienced hires, extend mentor program, need substitute training, incorporate a needs assessment (canvas staff for input) for trainings.

2. Develop a school professional development program based on BG staff's identified needs. LINKS, CPI training.

3. Develop a program to show recognition and appreciation for staff's achievements and efforts. Praise and reports at BOE meetings, raffle at faculty meetings, caught you doing something great board, birthday celebrations, pins for years of service, Christmas breakfast, news and notes, Blue and White.

## **GOAL 4:**

### **Create a rigorous academic culture that engages the full community and encourages all students to embrace life-long learning.**

1. Identify ways to inspire students to challenge themselves. AP and dual credit courses, Associates degree program, goal setting, Life Beyond HS, CTE, student 4-year planning, Odyssey of the Mind, Envirothon.
2. Provide alumni and parents an opportunity to become and remain active members of the Bainbridge Guilford community. Hall of Distinction, Alumni panel, LBHS, Community nights, donation of awards and scholarships by community members, Alumni Association, Blue and White.
3. Provide our students with a broader exposure to global cultures. Progress: Exchange program, Diverse reading material in all classes, develop and implement a curriculum that includes diversity, equity and inclusion.
4. Foster an awareness for students and staff of the impacts that poverty has on our academic community. Student nutrition program, Bobcat Boutique, art shows, job shadowing, internships, school supplies provided by district, (when possible), New Visions, LPP tutoring. Foster an awareness for students and staff of the impacts that diversity has on our academic community. (LGBTQ, race, poverty, mental health, physical abilities).



## **Facilities**

### **GOAL 1:**

#### **Develop a Master Plan for the future development of the campus facilities and grounds.**

1. Prioritize the construction of new facilities aligned to the Master Plan.
2. Improve and beautify the appearance of the campus.
3. Identify and prioritize short- and long-term physical plant and technology infrastructure needs.
4. Develop a construction team management system to utilize the talents and experience of the staff and community.

### **GOAL 2:**

#### **Seek innovative ways to make the best use of the existing buildings and grounds.**

1. Update the “as built” drawings and documents upon completion of Capital projects.
2. Explore and identify the creation of additional usable space within the current campus buildings and grounds.
3. Plan, prioritize, and project costs for deferred maintenance.
4. Improve lighting in auditorium and sound systems at Greenlawn and Guilford.
5. Create student participatory gardens (consider a partnership with other outside agencies such as Cornell Cooperative Extension).
6. Encourage use of the teacher Catskill Regional Resource Center.

### **GOAL 3:**

#### **Continually strive to improve the safety, functionality, energy efficiency, and security of the campus.**

1. Identify and take actions to correct areas of security vulnerability, prioritizing areas to be fixed and improved as soon as needed. (Doors, windows, locks, etc.).
2. Increase indoor and outdoor signage. (There is a need for clearer directions for parking, larger signs, better signage on the building).
3. Incorporate the Raptor, limited access system with the use of identity verification badges and educate the entire school community on the security protocol. (Discussion of difficulty of getting in after hours: accessibility versus safety).
4. Long term systematic/rotational plan for classroom furniture replacement (especially student seating and desks).
5. Clear system for retirement/re-use/recycling of furniture and equipment.
6. Consider testing needs when choosing furniture and equipment (size of fold up desks in HS auditorium).
7. System for rotation/replacement of playground equipment (addition of adaptive and sensory equipment).
8. Better heating and cooling system so that classroom temperatures are more conducive to learning.
9. Survey faculty and families regularly regarding technology needs both at home and at school.

#### **GOAL 4:**

#### **Develop a “Best Practices Guide” with the overall goal of moving toward an environment of sustainability through good stewardship and planning.**

1. Set up a committee that will be charged with seeking grants and cooperative partnerships that will enhance the energy efficiency of the facilities.
2. Develop a set of policies and procedures that define the following:
  - a. Who may use facilities?
  - b. What the facilities may be used for.
  - c. When the facilities may be used.
  - d. Rules for the facility care and upkeep, safety.

#### **GOAL 5:**

#### **Develop a plan to communicate with and support parents**

1. Plan for communication of what is available to their students through school.
2. Create trainings for parents on a wide variety of topics (PowerSchool, social media dos and don'ts, cyberbullying, appropriate and inappropriate apps or websites, filters, how your child is using technology at school, guardian access, vaping).

# Financial

## **GOAL 1:**

### **Maintain a balanced budget that will provide financial support for the school's short-and-long-term operations.**

1. Maintain a comprehensive 5-year projected budget/fiscal plan.
2. Budget components are now being presented to the board so that each budget area is clearly understood
3. Provide on-going training and support for department chairs so they can most effectively plan for and maintain budgetary stability within their areas of oversight.
4. Involve other areas of the district where budgets are created (i.e. athletics).

## **GOAL 2:**

### **Create additional revenue streams to help supplement and stabilize district expenses/budget.**

1. Progressively build a diverse curriculum appealing to students from other districts. Tuition is \$1000 per year.
2. Foster a relationship with neighboring districts to explore common financial ends. (Talking to Afton CSD to coordinate some shared services such as board retreats, health services etc.).
3. Increase sources of operational auxiliary income through facilities rentals and summer programming activities.
4. Look for grants.

## **GOAL 3:**

### **Determine an appropriate reserve fund in order to provide for future operating cash needs.**

1. It is important to increase revenue, which will help us to keep grant funded positions and programs.

## **Professional Development**

### **GOAL 1:**

**Enhance the professional development processes for staff and board members to reflect the ever-changing environment of the Bainbridge Guilford Central School District.**

1. Update job descriptions for the Superintendent and Principals to reflect each position's accountabilities clearly and accurately (job descriptions for department chairs, assistant principal, district data coordinator, CSE chair, athletic coordinator, director of facilities, director of food services, treasurer, payroll clerk, SRO, educational technology specialist).
2. Publish annual goals for each committee established in consultation with each committee chairperson. (September)
3. Continue to use the LINKS team to create a training and professional development plan to support the district and Board goals in the future.

### **GOAL 2:**

**The Board of Education will make its role in resource development (time, talent, treasure) a priority to ensure the future financial viability of the school.**

1. The Board's role will continue to be defined as policy/planning/fund development. The Board and Superintendent and LINKS committee will annually update the five-year strategic plan and the financial projection.
2. Strengthen the Board structure through continued goal creation and implementation.
3. Involve the Board in professional development opportunities and team building activities and an annual retreat. SUCO Board training sessions.

### **GOAL 3:**

**Create and strengthen orientation activities for new faculty, staff and board members to enable them to appreciate and participate in the values and mission of the school.**

1. Continue to educate the Board on their role as promoters of the school's mission.
2. The training of Board members will be balanced with expertise of candidates and with special concern for the orientation of new members.
3. Training and orientation for all new staff. Include an orientation for substitute teachers and aides. *BOCES will do regional training for substitutes and aides as well.*
4. Possible follow-up training sessions for new staff during the school year. Also at least one midyear training session for new substitutes and any new aides as more come onboard throughout the school year. Teachers who have had student teachers could work with new substitutes and aides.

### **GOAL 4:**

**The school's administrative structure and composition will ensure accountability for the coordinated implementation of the strategic plan.**

1. The strategic plan is to be championed and assessed by the Board, in cooperation with the Superintendent, with an annual audit, review, and renewal.
2. Develop a plan to select future Board trainings in alignment with the priorities identified in the strategic plan. (The board has brought in a trainer each year to train on topics that were shown as needs via survey of board members).
3. Structure bi-annual meetings of the administrative team to assure oversight of the strategic plan implementation.

# Technology

## **GOAL 1:**

### **Annually review and update the school technology plan.**

1. Secure and maintain funding sources to support the school's technology efforts.
2. Continue to ensure the school buildings have reliable network infrastructure.
3. Upgrade existing infrastructure and resources to support all working and learning environments, as well as the learning needs of students.
4. Utilize funds and resources to continue being a 1:1 district.
5. Continue integrating sophisticated technology in support of teaching and learning opportunities.

## **GOAL 2:**

### **Provide teachers with the current technological tools and the training necessary to fully utilize them to allow for classroom instruction to enhance the learning environment.**

1. Ensure all faculty are trained to use new academic technology resources.
2. Provide instructional technology hardware for use in curricular integration, record-keeping, and stakeholder communications.
3. Secure educational software to enhance and improve the curriculum.
4. Provide educational technology support through the creation of building specific educational technology specialists.
5. Create and maintain instructional educational technology website for staff use.

## **GOAL 3:**

### **Engage and empower students to become more active participants in the learning experiences that are relevant to their lives and the global marketplace.**

1. Investigate establishing a student technology team.
2. Increase student experiences with online courses.
3. Implement standards and learning objectives using technology in all content areas.

**School**

**Directory**

**B-G**

**Staff**



# BAINBRIDGE-GUILFORD CENTRAL SCHOOL DIRECTORY 2023-2024

## BOARD OF EDUCATION

Keith Harvey, President  
Shelly Bartow, Vice President  
Thomas Akshar  
Gordon Daniels

John Gliha  
Marek Rajner  
Rebecca Sullivan

## CENTRAL ADMINISTRATION

Superintendent of Schools  
School Business Manager

Timothy Ryan  
Janice Rideout

## BUILDING ADMINISTRATORS

Jr-Sr High School Principal  
Jr-Sr High School Assistant Principal  
Greenlawn Principal  
Guilford Principal

William Zakrajsek  
Greg Winn  
Jennifer Henderson  
Linda Maynard

## DISTRICT STAFF

Director of PE & Athletics  
• Athletic Coordinator  
Director of Instructional Technology  
District Data Coordinator / Grant Manager  
Special Education Administrator  
• CSE Chairperson  
• School Psychologist  
• Occupational Therapist  
• Speech Therapist  
Director of Facilities II  
• Asst. Director of Facilities  
• Groundskeeper  
• Building Maintenance Worker  
Transportation Supervisor  
Food Service Director  
Informational Technology (IT) Coordinator  
School Resource Officers

William Zakrajsek  
Nick Mayo  
Greg Winn  
Linda Maynard  
Jennifer Henderson  
Colleen Head  
Terri Waters  
Kristen Figary  
Lori Smith  
James Rideout  
Jesse Haskell  
Randy Palmatier  
Erik Kelly  
Jeremy McKenna  
Billie Reigles (DCMO BOCES)  
Ed Monico (BT BOCES)  
Dan Demer (KST Security)  
Michael Shackelton (KST Security)

### DISTRICT OFFICE STAFF

Kelly Grigoli, District Secretary/  
Board Clerk

### BUSINESS OFFICE STAFF

Teresa Burnett, Account Clerk  
Stacey Golden, Payroll Clerk

### CSE SECRETARY

Nancy Peck

### FACILITIES/TRANSPORTATION OFFICE

Julie Fuller, Secretary/Typist

**Guilford Elementary Staff**  
**2023-2024**  
**Linda Maynard, Principal**  
**Main Office: Michele Sherwood – Secretary/Typist**

**Art**

Colleen Jenkins

**Grade 1**

Heather Kelly  
Sarah Codington  
Cloey Oranjian

**Kindergarten**

Kelly Taylor  
Heather Pain  
Jodi Wombacker

**Library**

James Mitchell

**Music**

Molly O'Hara

**Nurse**

Lori Pike

**Physical Education**

Jennifer Cannistra

**Pre-K**

Joshua Conover  
Andrea Weissflog

**RTI**

Wendy Jennings  
Adrienne Seliga  
Brittney Wilson  
Heather Gonzalez – LTA

**School Counselor**

Keren Seiler

**School Social Worker**

Daniel Hardy

**Special Education**

Melissa Margadona

**Support Staff**

**Aides**

Christine Baldwin  
Tina Burnett  
Brandi Donnelly  
Tina Edwards  
Taylor Gonzalez  
Tiffani Hurd  
Toni Mathews  
April McFee  
Kelli Mohrein  
Jessica Naylor  
Diane Parsons  
Valerie Rowe

**Custodial Staff**

Sonya Lindenthaler  
Shaney Stevens

**Cafeteria Staff**

Kristina Nightengale (Cook/Mgr)  
Francesca Covello

**After School Program Director**

Kelli Mohrein

**Greenlawn Elementary Staff  
2023-2024  
Jennifer Henderson, Principal  
Main Office: Michelle Gray, Secretary/Typist**

**Art**

Colleen Jenkins

**Grade 2**

Jenna Buttice  
Amanda Carlin

**Grade 2-3 Multiage**

Amanda Madugno  
Kimberly Morris-Schinn

**Grade 3**

Riley Smith  
Kim Vibbard

**Grade 4**

Jennine Brewer– ELA  
Devin Schmitz – Math  
Chris Metch – SS & Sci

**Grade 5**

Cathryn Martin - ELA  
Miles Keene - Math  
Vicki Ives - Science  
Brian Foster – Social Studies

**Grade 6**

Meaghan Keesler – ELA  
Kimberly Mayo - Math  
Vicki Ives – Science  
Brian Foster – Social Studies

**Library**

James Mitchell

**Licensed Teacher Assistants**

Leslie Cuozzo  
Brandi Clark  
Stephanie Brown  
Richard Beardslee

**Music**

Hilary Goldblatt – Strings  
Paul Jenkins – Band  
Molly O’Hara – Music Teacher

**Nurse**

Rachel Decker

**Physical Education**

Matt Carlin  
Thomas Palmatier

**RTI**

Sharon Morris  
Skylar Clark

**School Counselor**

Phylcia Dunham-Fleming

**School Psychologist**

Terri Waters

**School Social Worker**

Dan Hardy

**Speech Therapist**

Lori Smith

**Occupational Therapist**

Kristen Figary

**Special Education**

Cassandra Boeltz  
Andy Duesler  
Dana Fitchlee  
Patricia Myers  
Emma Walker

**Special Education Office**

Jennifer Henderson- Special  
Education Administrator  
Collen Head- CPSE/CSE  
Chairperson  
Nancy Peck- Secretary

**Support Staff**

**Aides**

Carrie Decker  
Karen Maddalone  
Bobbi Jo Mason  
Kayla Peck  
Nicole Romeo  
Linda Stafford  
Samantha Wygant

**Cafeteria Staff**

Jessica Chambers  
(Cook/Mgr)  
Rebecca Binelli  
Rosa Grigoli  
Robbie Tillapaugh

**Custodial Staff**

Sylvia Farnen  
Luanne Gaudio  
Kathy Hatton

**After School Program Director**

Stephanie Brown

**Jr.-Sr. High School Staff  
2023-2024**  
**William Zakrajsek, Principal**  
**Greg Winn, Assistant Principal**  
**Main Office: Kim Hard, Secretary/Typist**

**Art Department**

Alyssa Hardy

**Business**

Arthur Rigas

**English**

John Grigoli  
Emily Hall (RTI)  
Amy LaFever\*  
James Spinella  
Aaron Waymire

**Foreign Language**

Kier Palmer  
Heather Pratt

**Health/Physical Education**

Justin Autera  
Dan Cirigliano\*  
Ann Messenger  
Rachel Seiler

**Industrial Arts/Technology**

Phillip Bianchi  
Israel Lorimer

**Library**

James Mitchell

**Licensed Teacher Assistants**

Kali Conover  
Christine Gaias  
Cheryl Hetsko-Mason  
Jennifer Sienko  
Tami Wescott

**Math**

Amanda Hosier  
Tracy Kutz  
Tammy Slack\*  
Cierra Stafford  
Kevin Wehri

**Music**

Matt Downey\* – Chorus  
Hilary Goldblatt - Orchestra  
Paul Jenkins – Band

**Nurse**

TBD

**Science**

Emily Anderson  
Erin Degan\*  
Nicole Rowley  
Rita Weidman  
Joseph Wasiura

**School Counselors**

Laura Morris  
Joanne Moxley  
Shannon Phillips

**School Social Worker**

Joanne Moxley

**Social Studies**

Emily Hall  
Sarah Nezelek  
Jason Northrup  
Vanessa Ziegler

**Special Education**

Melissa Epps  
Pam Filor  
Nicholas Mayo  
Jessica Smith

**Year-Long Sub**

Hannah Taggart

\*Department Chairs – English, Math,  
Science, Social Studies, Music, PE/Health

**Support Staff**

**Aides**

Charity Beardslee  
Michael Davidson  
Suzette DuMond  
Robynne Hoblitz  
Jeanmarie Innes  
Rae McCarroll  
Nancy Morse  
Christine Seymour  
Amy Uplinger  
TBD

**Cafeteria Staff**

Kristine Pratt (Cook/Mgr)  
Ruth Curtis  
Emma Kate Pemberton  
Sharon Meres

**Custodial Staff**

Ammon Acla  
Rebecca Fiedler  
Jamie Hatton  
Leslie Stoutenberg  
Clay Uplinger

**Office Staff**

Lavinia Rodriguez  
Asst. Principal  
Taylor Palmatier  
Guidance Office  
Cynthia Judd  
(Aide/Attendance)

**Transportation Staff  
2023-2024**

**Transportation Supervisor**

Jeremy McKenna

**Facilities/Transportation Office**

Julie Fuller – Secretary/Typist

**Mechanic**

Alan White

**Bus Drivers**

Diana Banta

Stanley Brewer

Paula Cole

Philip Gilbert

Bonnie Goss-Beisler

George Hinkley

Christine Hubbard

Roger Ives

Jeremy Lord

Amy Nordberg

Lianne Sprague

Amy Vance

Jeff Vance

**Bus Aides**

Carmen DeCocker

Terry Pineau

James Walling

## DISTRICT COMMUNICATION GUIDELINES

For questions about:	1 <sup>st</sup> Contact	2 <sup>nd</sup> Contact	3 <sup>rd</sup> Contact	4 <sup>th</sup> Contact
<b>Academics</b>	Teacher	School Counselor	Building Principal	Superintendent
<b>Athletics</b>	Coach	Athletic Coordinator	Jr-Sr HS Principal Director of PE & Athletics	Superintendent
<b>Behavior</b>	Teacher	Assistant Principal or Building Principal	Superintendent	
<b>Behavior-Bus</b>	Transportation Supervisor	Assistant Principal or Building Principal	Superintendent	
<b>BOE Policies</b>	District Clerk	Superintendent	Board of Education	
<b>Budget</b>	Business Manager	Superintendent		
<b>Building Use</b>	Building Main Office	Building Principal	Superintendent	
<b>Cafeteria</b>	Building Cook Manager	Food Service Manager	Business Manager	Superintendent
<b>Classroom Procedures</b>	Teacher	Building Principal	Superintendent	
<b>Co-Curricular</b>	Advisor	Building Principal	Superintendent	
<b>Facilities</b>	Director of Facilities II	Superintendent		
<b>Health Office</b>	Building Nurse Office	Building Principal	Superintendent	
<b>Scheduling</b>	Guidance Office	Building Principal	Superintendent	
<b>Special Education</b>	Teacher	Special Education Chairperson	Special Education Administrator	Superintendent
<b>Transportation</b>	Transportation Office	Superintendent		

### **Bainbridge-Guilford Central School Directory**

**Main Switchboard.....607-967-6300**

**District Office.....607-967-6321**

Board of Education  
Superintendent  
District Clerk

**Business Office.....607-967-6335**

Business Manager / District Treasurer  
Accounts Clerk  
Payroll Clerk

### **Guilford Elementary**

**Main Office.....607-895-6700**

Building Principal & District Data Coordinator  
School Social Worker (Gr PK-6)  
School Counselor  
Teachers

**Greenlawn Elementary**

**Main Office.....607-967-6301**

Building Principal & Special Education Administrator  
School Social Worker (Gr PK-6)  
School Counselor  
Teachers  
Advisors

**Jr-Sr High School Main Office.....607-967-6323**

Building Principal & Director of PE and Athletics  
Assistant Principal  
Teachers  
Advisors

**Jr-Sr Guidance Office.....607-967-6320**

School Counselors  
School Social Worker (Gr 7-12)

**Health Offices/Attendance Officers:**

Greenlawn Nurse/Attendance.....607-967-6330  
Guilford Nurse/Attendance .....607-895-6709  
Jr-Sr HS Nurse.....607-967-6313  
Jr-Sr HS Attendance Officer .....607-967-6368

**Special Education.....607-967-6333**

Special Education Administrator  
CPSE/CSE Chairperson 504 Coordinator  
School Psychologist  
Occupational Therapist

**Athletic Coordinator.....607-967-6338**

Coaches

**Building & Grounds.....607-967-6322**

Director of Facilities II

**Food Service.....607-967-6331**

Food Service Manager and Building Cook Managers

**Transportation Office.....607-967-6324**

**School Resource Officer.....607-226-3329**

## **District Committees**

### **District Incident Team (Emergency Response)**

J. Henderson (Incident Commander), T. Ryan (back-up IC) D. Demer, G. Winn, , W. Zakrajsek, L. Maynard, Janice Rideout, James Rideout, N. Peck, R. Decker, J. McKenna, and K. Grigoli, Teresa Burnett (scribe). Other members: J. Porter (NYS Police), S. Hartz (NYS Police), and Alison Bensley (DCMO BOCES)

### **District Diversity, Equity and Inclusion Coordinator**

Kimberley Morris-Schinn

### **District Diversity, Equity and Inclusion Committee**

Members to be determined at a later date

### **District Wide School Safety Team**

Members of the District Incident Team and the Health/Wellness Committee

### **Health & Safety/Wellness Committee**

James Rideout (Facilitator), Tim Ryan, Kathy Knudsen, Vince Taylor, Amanda Winans, Mary Diemer, Alison Bensley, Harrold Ives, and Student (TBD).

### **LINKS**

T Ryan, W. Zakrajsek, J. Henderson, L. Maynard, A. Carlin, M. Margadona, K. Mayo, K. Morris-Schinn, H. Pratt, A. Seliga, A. Madugno, N. Rowley, C. Oranjian, G. Winn, B. Clark, P. Dunham-Fleming, K. Grigoli, S. Clark, C. Stafford, and E. Hall (Parent member).

### **Occupational Education Advisory Council**

Approve DCMO BOCES Occupational Education Advisory Council to act as the Bainbridge-Guilford Advisory Council

### **Technology Committee**

G. Winn (Chairperson), M. Margadona, K. Taylor, A. Madugno, S. Clark, N. Rowley, W. Zakrajsek, T. Ryan, A. Rigas, H. Pratt, E. Monico, and J. Gerlach



# **Bainbridge-Guilford Central School District Procedures**

## **General District Procedures**

### **Procedures / Forms**

**Conferences/Workshops**

**Discipline Referrals**

**Equipment Usage**

**Facility Usage**

**Field Trips**

**Purchasing**

**Student Activity Request**

# General Descriptions

## **ABSENCES**

When you are sick and need a substitute teacher please call 607-335-1203. Please follow the instructions for the Substitute Calling system. The following is a list of information you will need to have:

1. Your name
2. What grade level or areas you teach
3. School district
4. Building
5. Date(s) absent
6. Full or half day
7. If half day, am or pm
8. Reason for absence

Second day absences should be called to the Main Office Secretary before 2 pm on the first day. If you know that you will be absent in advance for a period of time, you may make arrangements with the Main Office Secretary. Teachers should also have "emergency" substitute plans in the Substitute Folder. The secretary should know where the folder is located.

Absences due to chaperoning field trips must be approved by the building administrator prior to dates of absence.

## **ACCIDENTS**

### **Students:**

All accidents involving students should be reported to the Health Office immediately. Administer first aid only to the injured individual until the nurse arrives. After the nurse has examined the injured student she may request that you fill out a detailed Accident Report Form.

### **Employees:**

Should any employee become injured during work, please assess the injury and if necessary go to the Nurse in your building for immediate assistance. You must also complete an Employee Injury and Illness Report form that can be obtained from the Main Office in your building. The completed Injury and Illness Report form must be turned into your administrator or supervisor within 3 days of the injury or illness occurrence. If you need to seek medical attention, attached to the report form will be a notification with information you will need to provide to any medical provider you see for your injury or illness. DO NOT give your medical provider your district provided health insurance information/card. The medical provider must use the information on the attached notification to bill the district's Workers' Compensation carrier.

## **ADDRESS AND PHONE CHANGE**

Please notify the Main Office of any changes in your address or phone numbers and if you know of changes for your students. At the beginning of school, parents are asked to complete a Student Information Update Sheet providing information on how they may be contacted during the school day. This information aids many staff members and is extremely important in the event of emergencies. Please make sure this information is completed and returned to the office.

## ANNUAL REVIEWS-Special Education Students

Teachers who work with students with Special Education need to collaborate to work on the recommendations for that student well before the annual review is held. The special education teacher is responsible for managing this collaboration and collecting information. In this manner, all teachers, including special area teachers, will have direct input into the student's goals and objectives as well as the student's placement and program. Recommendations from this meeting will be presented to the CSE Chairperson for review. Any changes in the program should be discussed with the parents and CSE Chair prior to the annual review and, if either does not agree with the recommendations, he/she will meet with the team of teachers before the actual CSE meeting to iron out any differences. In this way there will not be time consuming "surprises" at the CSE meetings and the involved personnel can be sure to have their areas of concern addressed.

## CHAPERONE DUTY

This is a part of the regular professional responsibilities of all teachers who may volunteer or who may be picked by lottery. Active supervision of students and adults is expected of chaperones. All extracurricular activities are a part of the larger curriculum of the school and the same behavior rules apply as during the regular school day. **Bd. Pol. #7400**

## CHILD ABUSE/NEGLECT

School personnel are mandated reporters and must report any reasonable suspicions of abusive behavior or maltreatment. **Bd. Pol. #7200 and #7201**

If there is reasonable cause to know or suspect abuse:

1. Immediately contact the Building Administrator of the child. All attempts to speak directly with that person should be made. Leave a recorded message on the phone if possible but do not use the name of the child. If that person is unavailable, leave a message with the building secretary for the building administrator to be delivered as soon as possible. Give no specifics but indicate that it is a "serious situation" and ask to be called or contacted directly.
2. If the Building Administrator cannot be contacted, call Joanne Moxley, School Social Worker, (967-6339) and she will contact an administrator. If she is not available, leave a message similar to that in number 1 above.
3. If the Building Administrator and the Social Worker are unavailable but a message to call has been left, contact the Superintendent directly.

All information regarding suspected abuse should be kept with strictest confidentiality. All efforts should be made to limit the number of people with this sensitive information.

## COMMITTEE ON SPECIAL EDUCATION

The committees on Special Education and 504 work with students whose educational needs are not being met within the regular program, without additional supports. If a classroom teacher suspects that a child may need special education or 504 support services, he/she should first talk with the building principal. The building principal will determine if/when to contact the CSE/504 Chair. If it is determined that all necessary action steps have been taken, the next step would be to complete a referral to the appropriate committee. It is imperative and a legal requirement that appropriate interventions/RTI services (i.e., AIS/remedial services, homework room, speech improvement, counseling) have been tried before a referral is considered/put in. Specific intervention information regarding the interventions provided is a necessary part of the referral. This includes how long the

intervention has been, or was, in place and the effect this support has had on the student's performance. This data will need to be collated and provided. Student work samples (of the student being referred and average students) should be saved and available if needed for review. This will also include information on specific times (there should have been several meetings) they have communicated with the parents about their concerns and interventions, and submitting a referral to special education (once it has been agreed to submit a referral with the building principal and/or CSE/504 Chair). The referral forms are available from the building principal or CSE/504 Chair. Throughout the whole process it should be emphasized that the school's main goal is to help the student be successful in school and to feel good about him/herself. If the time is taken to talk with parents and keep them informed, and gain their support, the referral process goes much more smoothly, and this fosters a positive home and school partnership in supporting the student.

## CONFERENCE/WORKSHOP REQUEST

The district supports teachers furthering their professional growth by attending conferences that pertain to their teaching. If teachers wish to attend conferences and the conference has been budgeted, they are to fill out a Conference Request Form and give it to the building principal as soon as possible. Teachers also need to request school transportation. Private transportation will only be permitted if use of the school car is not possible. **SEE SAMPLE FORM - CONFERENCES/WORKSHOPS.**

## CORPORAL PUNISHMENT

**Corporal punishment** or using "any act of physical force upon a pupil for the purpose of punishing that pupil" **is prohibited. Teachers must read** and thoroughly understand the policy on Corporal Punishment found in the **CODE OF CONDUCT.**

## CRISIS MANAGEMENT

A team of personnel has been created to deal with crisis situations. This team will report immediately to the office when called. Grade level aides will cover the classes while the teachers are in the meeting. Students should report directly to their classrooms and stay there until further notice. The District follows our district safety plan and Crisis Prevention Institute (CPI) Protocols.

## DAMAGED SCHOOL ITEMS

A student's parents are expected to pay for school property damage **if the act was malicious or careless.** This includes damage to books. Parents will be notified of a reasonable charge for the repair or replacement of the damaged item. If a student loses a text book, or library book, a reasonable charge for the loss will also be assessed. The librarian assesses the latter and the Registrar's Office will collect all fees and charges for the district.

## DISCIPLINE

Teachers are required to maintain student conduct and discipline both in and out of the classroom according to **B-G Code of Conduct.** Also, teachers should be familiar with the B-G agenda given to all students and the material sent home by the Principal. Individual discipline plans must be filed with the Principal. A well managed classroom should not have discipline problems. **SEE SAMPLE FORM - DISCIPLINE REFERRALS.**

## DRESS

Teacher's dress should be professional to setting and/or activity (reference BGTA contract – Professional Dress). While teaching in the classroom, teachers should remember that students react to teacher behaviors and that dress can have an effect on student discipline.

## EMERGENCY PROCEDURES

See directions found in your Building Teacher Handbook.

## FACILITY USE REQUEST FORM

A Facility Use Request Form is used by organizations and groups to request the use of areas in the building after the normal hours of the school day. **SEE SAMPLE FORM – FACILITY USAGE.**

- Obtain a Facility Use Request Form and building use information packet from the Main Office in any building.
- Complete all information on the form and return to the Main Office of the building to be used.
- Form will be routed to appropriate staff for signatures depending on the request.
- Copies will be distributed accordingly by the Main Office Secretary.

## FIELD TRIPS

All field trips must correlate with the classroom learning program. If you wish to request an educational field trip for your class and the trip has been budgeted, complete the form “Request for Field Trip” which is available in the Main Office of each building. All requests should be submitted at least two weeks in advance of the trip to your respective principal. (It is a good idea to make a copy of this form.) Notification of the field trip must also be sent home to parents with permission slips for their child to attend. All Field Trips (anytime teachers plan on leaving school grounds with students) require a Permission Slip signed by the parent. Finally, be sure to inform the cafeteria and Special Teachers if your trip impacts them. If aides are required on the field trip, teachers need to plan the necessary scheduling changes and inform their respective principal. If teachers who are not directly involved with the class are attending as chaperones, they must notify their respective principal. **Please refer to Field Trip Procedures and Responsibilities and SAMPLE FORM - FIELD TRIPS.**

## KEYS/PROXY CARD

It is important to keep school keys and your proxy card in your possession at all times. ID Badges should be worn in plain sight. Keys are not to be loaned to students or non-school adults. Loss of these items should be reported immediately to your respective principal.

## MAILBOXES

Physical Mailboxes and Email should be checked at least three times a day (morning, noon and late afternoon). Students are not permitted access to the contents of teachers' mailboxes.

# NEWSLETTER - SUBMITTING ARTICLES TO THE BLUE & WHITE

## ARTICLES NEED TO BE TYPED

- **Title of Article boldfaced.**
- Body of the article should be right below the title.
- If you have pictures that go with your article, space one line below the article and type "Caption for [Name of Picture]" and directly underneath what you would like the caption to say.
- SAVE your article in RICH TEXT FORMAT (articlename.rtf).
- SAVE pictures SEPARATELY in JPEG format (picturename.jpg). Please DO NOT send picture embedded in the article.

## Submitting TYPED articles

- Via e-mail to the District Office Secretary by attaching the typed article, saved in rich text format document, to the message.
- Via e-mail in the message section of the screen.

**Please** ... do not submit a hardcopy of a typed article without sending it electronically... either via e-mail or some other medium. There is nothing as frustrating as re-typing a typed article when a "copy", "paste" and "click" could have accomplished the same result.

## MAC Users

Please put the extension (FILENAME.rtf or .doc = ARTICLE or FILENAME.jpg = PICTURE) on your filename **before** you send the file.

### **Publication Schedule**

<b>Issue</b>	<b>Submit Articles by the 2nd Wednesday in:</b>
October	September
December	November
February	January
April	March
June	May

**If you have any questions or need assistance submitting articles, please contact the District Office at 967-6321.**

## PERSONAL INFORMATION

No one should furnish or allow personal information about students or staff to be solicited without permission of your respective principal.

## PERSONNEL CHANGES

### Name Changes

If a legal change in name occurs, please notify the following offices:

- Business Office – Payroll and Income Tax
- CIO Office – Powerschool
- District Secretary – TEACH Certification

### Resignation/Retirement/Termination Letters

- Letter indicating one of the above reasons is received by the District Office.

- Last day of service is determined.
- Form **B-G IT/Security** is forwarded to:
  - Technology Coordinator
  - Chief Information Officer (CIO)
  - Business Office
- PLEASE ROUTE PROMPTLY!

## **PRIVATE USE OF PUBLIC PROPERTY**

Employees should be aware that it is illegal to use school property, materials, or services for personal use. Items that employees are liable to abuse are such things as, use of the postage meter for personal mail, use of the copy machine for copies of personal records, and long distance phone calls for other than school business. All private use must be reimbursed to the district.

**To send a personal fax**, the fee is as follows:

\$2.50 for the first page (this includes a cover page if sent)

\$0.50 for each page thereafter

**To receive a personal fax**, the fee is \$.50 for each page received.

**Personal copies** made on district copy machines are \$0.10 per page.

Fees should be collected and a MISCELLANEOUS receipt written to the person paying the fee. The yellow copy of the receipt and the money collected should be turned into the Business Office. Each building Main Office has MISCELLANEOUS receipts so individuals with fees should be sent to the Main Office of the applicable building to pay their fee if the fax or copy is made on a machine other than the Main Office machine.

## **PROFESSIONAL DEVELOPMENT HOURS – REPORTING TO SED**

### **Professional and Level III LTA Certificate Holders ONLY**

All staff members subject to the requirements for ongoing participation and documentation of professional development (Professional and Level III LTA Certificate holders) are required to maintain their certification.

In June 2016, the New York State Board of Regents approved Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to registration, CTLE, and the approval of sponsors providing CTLE.

#### **Registration:**

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. As defined in the regulations, “practicing” means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

#### **Continuing Teacher and Leader Education (CTLE):**

The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational

services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

**Sponsor Approval:**

The law requires the Department to approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

For more information on these requirements, please see [http://www.highered.nysed.gov/tcert/resteachers/Registration\\_CTLE.html](http://www.highered.nysed.gov/tcert/resteachers/Registration_CTLE.html) .

**It is strongly recommended that the certificate holder retain a copy, with all corresponding documentation, for his/her record. These forms must be retained for seven years.**

## **PURCHASING**

**Ordering materials and supplies** requires the completion of a requisition that is routed through your respective principal. For complete information on how to purchase materials and supplies, please review the Instructions for Purchasing located in the Procedures and Forms section of this handbook.

**Materials and supplies purchased without using the district purchasing procedure will not be reimbursed to you.**

## **SPECIAL SERVICES PERSONNEL**

Our school system is fortunate to have many special services available to our children. Teachers should refer pupils to these departments when the need arises. They include the Nurse, Speech Therapist, Psychologist, AIS/RTI and Special Education teachers, Social Worker and School Counselor. Occupational and Physical Therapy are also available to students in the district. In order to obtain these services for a student, the teacher must go through the School Nurse and the Building Principal or the CSE Chairperson. Staff should go through the Director of Special Education in order to access the services of the school psychologist.

## **STUDENT DRUG USE**

Teachers are required to report suspected alcohol and drug use (including tobacco use) to a building administrator immediately.

## **STUDENT TO OFFICE**

A student should be sent to the principal's office only as a last resort or when his/her behavior has been so outrageous that administrative intervention is necessary. Immediately call and/or write the office of the nature of the offense. Details of all such incidents should be written and submitted to the office before the end of the day on which they occurred. Please use the discipline referral form for this purpose.



## **SUBSTITUTES – TEACHERS RESPONSIBILITIES**

As part of their professional responsibilities, teachers should keep an up-to-date substitute folder which includes daily lesson plans and procedural guidelines for classes. In addition, instilling in students the idea that teachers, students and substitutes are engaged in a collaborative, cooperative arrangement will help the substitute accomplish your goals for that class. Make lesson plans simple and specific.

## **TEACHERS LEAVING THE BUILDING**

During an emergency, staff must be accounted for. Therefore, all staff must sign out and sign in when leaving the building during the school day. Teachers may leave school grounds during his/her assigned lunch period. It is recognized that on occasion, a teacher may need to leave the building/grounds during his/her preparation time. On these occasions, the teacher is required to notify their principal or designee before leaving. Leaving during prep times is at the discretion of the Principal. **All staff must sign out and sign in when leaving the building during the school day.**

## **TECHNOLOGY**

### **EMAIL**

Every BGCSD employee has a school-supplied email account, which is set-up at the time of employment. Troubles with email can be handled through a Service Now ticket.

### **EQUIPMENT**

If you have equipment (computer, printer, laptop, smartboard, etc.) that is damaged please notify the BOCES technicians immediately by submitting a Service Now request through the SCRIC Service Desk. Access to the Service Desk can be found on the Staff Information page of the District website.

### **POWERSCHOOL**

Powerschool is BGCSD's data collection platform. This includes, but is not limited to, grades, attendance, demographic information, and incidents. Access to Powerschool can be found on the Staff Information page of the district website. Any issues with Powerschool should be reported to Lavinia Rodriguez at 6300.

### **SCHOOL DUDE**

School Dude is the way to place a ticket for maintenance repairs within the district. Access can be found on the Staff Information page of the District website. Please report any serious damage, or items in need of immediate attention to your building administrator(s).

### **SERVICE NOW**

Service Now is the system through which technology repairs can be achieved. To place a Service Now ticket, please go to the Staff Information B-G Users and click on **Email Access – My Apps**.

## **TEXTBOOK RETENTION**

Hardcover texts will be used for at least five (5) years and soft covered books will remain in use for least two (2) years.

## **UNUSUAL EVENTS**

Any unusual event or incident must be reported to the Superintendent of Schools or building principal as soon as possible.

## **VISITORS**

Adult visitors are welcome in school during the day but they must register with the Main Office even if they will be guest speakers in your classes. The Building Administrator should be apprised in advance of any non-faculty who will be making presentations to students. All visitors should visibly display the visitors pass on their clothing.

# Sample Forms and Instructions

**All Forms are available in the Main Office**

## Conference / Workshop Requests

The district supports teachers furthering their professional growth by attending conferences that pertain to their teaching. If teachers wish to attend conferences and the conference has been included in the budget, they will need to follow the following steps to insure registration.

### FORMS

- B-G Request for approval of Conference/Workshop
- B-G Conference/Workshop Expense (if a fee is charged)
- BOCES Registration (if applicable)
- Conference/Workshop Registration (if applicable)

### DCMO BOCES Workshops

- Complete the BOCES Registration Form (FRONTLINE in MY APPS)
- Submit to the Building Administrator for approval signature
- Forms are forwarded by Administrator to Superintendent for approval
- District Office forwards completed and approved registration form to BOCES and a copy to the attendee.

### Conferences without Expenses (NOT BOCES)

- Complete B-G Conference/Workshop request for approval form.
- Complete workshop registration form.
- Submit to Administrator for approval signature.
- Forwarded by Administrator to Superintendent for approval.
- District office to distribute copies as indicated on the bottom of the form.
- Attendee will complete registration process.

### Conferences with Expenses

- Complete three forms: Request for Approval B-G Conference/Workshop, Conference/Workshop Expense Form **and** Requisition Form.
- Submit to Administrator for approval signature.
- Forwarded by Administrator to Superintendent for approval.
- District office to distribute copies as indicated on the bottom of the form.
- Purchase orders for registration and hotel accommodations will be completed by the Business office **IF** requisition forms include all information on how and when payments need to be made for registration and lodging is provided.
- **PAYMENTS CANNOT BE PROCESSED WITHOUT A REQUISITION FORM THAT INCLUDES ALL INFORMATION.**

### Credit Card Use

**Credit card use should only occur if the registration fee or the hotel does NOT accept a purchase order. If the registration fee needs to be paid through the use of a credit card, please contact the Business Office.**

### Reserving Hotels

Hotels should be reserved through the use of a purchase order if possible. If the hotel does not accept a purchase order, please contact the Business Office. At the time of

reservation, you should make sure that you receive a confirmation that includes the cost of the hotel which should be turned in to the Business Office with a requisition so a check can be cut and sent with you when you go. Tax exempt forms for the hotel will be completed from the confirmation that you provide to the Business Office.

### **Expenses**

Out of pocket expenses (tolls, meals, etc.) will be reimbursed upon receipt of a claim form and detailed receipts. Receipts should be DETAILED to show the actual meals, drinks, etc. that were purchased.

### **School Vehicle**

The district has a school vehicle available for employee use. The use of the school vehicle is the most economical means of transportation for the district and should be used when traveling to/from conferences. A personal vehicle can be used if it is determined that it is more reasonable to use than the school vehicle (distance from home vs. going to school to pick up school vehicle, multi-day trip, etc.) Mileage will be reimbursed if it is determined that the use of the personal vehicle is more reasonable.

**REQUEST for APPROVAL of CONFERENCE /WORKSHOP**

- Completed form to your Administrator at least two (2) weeks prior to the registration deadline.
- Attach BOCES workshop **OR** conference/workshop registration form.
- Transportation Requests should be forwarded to Transportation Supervisor.

REQUESTED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

CONFERENCE/WORKSHOP: \_\_\_\_\_

LOCATION: \_\_\_\_\_

DATE(S) of CONFERENCE/WORKSHOP: \_\_\_\_\_

**Transportation – Please check your transportation preference.**

\_\_\_\_\_ I will use my own car/ No mileage reimbursement.

\_\_\_\_\_ School Car Requested

Available \_\_\_\_\_ Not Available \_\_\_\_\_ Transportation Supervisor \_\_\_\_\_

Signature

**In order to qualify for mileage reimbursement, school vehicle must be requested in advance and determined to not be available.**

Mileage Reimbursement Request:      No. of Miles \_\_\_\_\_ \$ \_\_\_\_\_

**Estimated Conference Costs: ONLY IF APPLICABLE**

Registration .....\$ \_\_\_\_\_

Transportation: (Mileage Reimbursement) .....\$ \_\_\_\_\_

Lodging .....\$ \_\_\_\_\_

Meals .....\$ \_\_\_\_\_ (Employees are to exercise prudence in purchasing meals)

Total Estimated Cost ..... \$ \_\_\_\_\_

**Submit to Business Office:**

- Copy of this completed form signed by both Administrator and Superintendent.
- Completed requisition for conference/workshop fees and registration information
- Completed requisition for room reservations
- Upon return from conference, submit claim form with receipts for expenses (such as tolls, meals, and mileage).      **NO RECEIPTS – NO REIMBURSEMENT**

**I hereby request approval for attendance at the conference described above.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**ADMINISTRATOR’S REVIEW**

APPROVED \_\_\_\_\_ DENIED \_\_\_\_\_

BUDGET VERIFICATION \_\_\_\_\_ (Y or N)

Comments: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SUPERINTENDENT’S REVIEW**

APPROVED \_\_\_\_\_ DENIED \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Funding Source: Local \_\_\_\_\_ Federal \_\_\_\_\_**

White-Requisitioner    Green-Business Office    Yellow-Transportation    Pink-Administration    Gold-District Office

## **Writing a Disciplinary Referral**

1. Press hard - you are writing through multiple copies.
2. Be specific in your description of the incident, give as much detail as possible.
3. If inappropriate language is used, write out exactly what the student said. This is a legal requirement.
4. Report what you heard and what you saw. If you are reporting what other students have told you, those conversations must be clearly noted. Reporting on hearsay should only be done in extenuating circumstances.
5. Briefly describe how you handled the situation, if it applies.
6. The only student name appearing on the referral should be the name of the student about whom the referral is written. No other student name should appear on the referral. If you need to refer to another student in your documentation then use the words "another student".
7. If there are extenuating circumstances regarding this referral make sure you discuss them with your administrator.
8. Unless writing a referral based on substitute teacher notes, referrals should be written and handed in the same day the incident occurred.
9. If you have questions about whether or not to write a referral or questions about how a specific referral should be written, see your administrator.
10. Once a referral is written it becomes a legal document. Please make sure you keep your personal opinion out of the document. Also, please make sure you state the facts in a professional manner and avoid spelling and grammar errors.
11. If you need more room, please use another sheet of paper and attach it to the form. Do not write in the administrative section.
12. Do not put anything in recommended consequences. If you feel strongly about the consequences that should be awarded then talk about it with your administrator.

**Elementary Main Offices and the Jr-Sr High School Assistant Principal Secretary will send a copy of all Discipline forms to the CSE Office.**

# Discipline Referral Example

MAIN OFFICE – send a copy of all Discipline forms to the CSE Office.

Student Name  
Josiah Smith  
Grade/HR 7  
Date of Incident 1-7-11  
Class/Period /Time of Day 6

**DISCIPLINARY REFERRAL**  
**BAINBRIDGE-GUILFORD**  
**CENTRAL SCHOOL**  
18 Juliand Street, Bainbridge, NY 13733  
(607) 967-6300

Staff Name (Please Print)  
V. Gullo  
Signature  
Victoria Gullo

### NOTICE TO PARENT/GUARDIAN

The purpose of this notice is to inform you of a disciplinary incident involving the student.

#### REASON FOR THIS NOTICE:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Lateness/Missing/Leaving Class                        | <input type="checkbox"/> Cheating/Lying/Acts of Dishonesty      | <input checked="" type="checkbox"/> Unacceptable Procedure |
| <input type="checkbox"/> Disruptive Behavior                                   | <input checked="" type="checkbox"/> Uncooperative/Insubordinate | <input type="checkbox"/> Other _____                       |
| <input checked="" type="checkbox"/> Unacceptable Language                      | <input type="checkbox"/> Fighting/Causing Physical Harm         | _____  |
| <input checked="" type="checkbox"/> Verbal/Physical Intimidation/Confrontation | <input checked="" type="checkbox"/> Disrespectful               | _____  |
| <input type="checkbox"/> Use/Possession of Drugs, Tobacco, Alcohol             | <input type="checkbox"/> Vandalism/Stealing                     | _____  |

#### Brief description of incident:

In the lunchroom, I saw Josiah reach across the table grab another student + then slap him across the face. The other student attempted to hit him back. I intervened to try to stop the situation, I tried to coerce Josiah away from the area, he pushed me away and told me to "mind my own fucking business". He has previously been sent out of the lunchroom due to aggressive behavior.

#### STAFF'S STEPS TO REMEDY:

- Conference with Student
- Responsive Classroom Intervention
- Verbal Reprimand
- Sent Previous Notices to Parent/Guardian
- Conversation with Parent/Guardian
- Change Seat
- Lunch Detention with Teacher
- After School Detention with Teacher
- Other (specify) \_\_\_\_\_

#### ADMINISTRATOR'S ACTIONS:

- Removal from Class
- Lunch Detention
- Call to Parent
- After School Detention \_\_ (3:00-4:00); \_\_ (3:00-5:00)
- Alternate Learning Location
- Suspension from Bus
- Out of School Suspension
- Other (specify) \_\_\_\_\_

#### Office Use Only

#### Administrative Summary:

- Video Available \_\_\_\_\_ Total # of Student Referrals
- NYS Form \_\_\_\_\_ VADIR # \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

V. Gullo  
Administrator Name (Please Print)

Victoria Gullo  
Administrator Signature

1-7-11  
Date



Student Name \_\_\_\_\_  
Grade/HR \_\_\_\_\_  
Date of Incident \_\_\_\_\_  
Class/Period /Time of Day \_\_\_\_\_

**DISCIPLINARY REFERRAL**  
**BAINBRIDGE-GUILFORD**  
**CENTRAL SCHOOL**  
18 Juliand Street, Bainbridge, NY 13733  
(607) 967-6300

Staff Name (Please Print) \_\_\_\_\_  
Signature \_\_\_\_\_

**NOTICE TO PARENT/GUARDIAN**

The purpose of this notice is to inform you of a disciplinary incident involving the student.

**REASON FOR THIS NOTICE:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Lateness/Missing/Leaving Class             | <input type="checkbox"/> Cheating/Lying/Acts of Dishonesty | <input type="checkbox"/> Unacceptable Procedure |
| <input type="checkbox"/> Disruptive Behavior                        | <input type="checkbox"/> Uncooperative/Insubordinate       | <input type="checkbox"/> Other _____            |
| <input type="checkbox"/> Unacceptable Language                      | <input type="checkbox"/> Fighting/Causing Physical Harm    | _____   |
| <input type="checkbox"/> Verbal/Physical Intimidation/Confrontation | <input type="checkbox"/> Disrespectful                     | _____   |
| <input type="checkbox"/> Use/Possession of Drugs, Tobacco, Alcohol  | <input type="checkbox"/> Vandalism/Stealing                | _____   |

Brief description of incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STAFF'S STEPS TO REMEDY:**

- Conference with Student
- Responsive Classroom Intervention
- Verbal Reprimand
- Sent Previous Notices to Parent/Guardian
- Conversation with Parent/Guardian
- Change Seat
- Lunch Detention with Teacher
- After School Detention with Teacher
- Other (specify) \_\_\_\_\_

**ADMINISTRATOR'S ACTIONS:**

- Removal from Class
- Lunch Detention
- Call to Parent
- After School Detention \_\_ (3:00-4:00); \_\_ (3:00-5:00)
- Alternate Learning Location
- Suspension from Bus
- Out of School Suspension
- Other (specify) \_\_\_\_\_

**Office Use Only**

**Administrative Summary:**

- Video Available \_\_\_\_\_ Total # of Student Referrals  
 NYS Form VADIR # \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator Name (Please Print)

Administrator Signature

Date

WHITE - PARENT'S COPY

YELLOW - OFFICE COPY

PINK - COUNSELOR'S

GOLD - STAFF'S COPY

Revised October 2010

**Guilford Elementary School**  
**Discipline Pre-Referral Form**

Person filling form out: \_\_\_\_\_ Date: \_\_\_\_\_

Student (s): \_\_\_\_\_

**What Happened/where did it happen?**

**Who else was involved?**

**What action did you take?**

**What would you like done?**

## **Equipment Usage Request**

To be used when requesting to borrow equipment from the school district. Requests should be received two (2) weeks prior to use.

- Obtain an Equipment Usage Request form from the District Office.
- Complete all information on the form.
- Submit to the Superintendent 2 weeks prior to use.
- Director of Facilities should be contacted to arrange for pick-up and return of equipment.

**Board Policy # 1002.3 (New Manual)**

## Bainbridge-Guilford Central School Equipment Usage Request

I hereby agree to return all borrowed items in the same condition as I borrowed them. I further agree to replace at my cost any items that are damaged, broken or lost. I will return the items promptly as agreed. I also have read, understand, and agree to follow Policy 1002 and Regulation 1002.1.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Borrower

**Items to be borrowed and purpose: (Please fill in).**

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**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone number:** \_\_\_\_\_

**Date to be borrowed:** \_\_\_\_\_

**Date to be returned:** \_\_\_\_\_

**Arrangements for return and pick-up:** \_\_\_\_\_

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**Approved:** \_\_\_\_\_

**Superintendent**

**Note to Custodian: Please note the above number of items borrowed and check upon return that all are accounted for.**

**Thank you.**

**Note:** Equipment Usage Requests should be received 2 weeks prior to use.

## **Facility Use Request Form**

A Facility Use Request Form is used by organizations and groups to request the use of areas in the building after the normal hours of the school day.

- Obtain a Facility Use Request Form and building use information packet from the Main Office in any building.
- Complete all information on the form and return to the Main Office of the building to be used.
- Form will be routed to appropriate staff for signatures depending on the request. All requests will be forwarded to the Director of Facilities for custodial staffing.
  - Cafeteria – Food Service Director
  - Gym and/or Athletic Field – Athletic Coordinator
  - Auditorium – Music Department
- If the event is on a weekend, the form will be forwarded to the Superintendent of Schools.
- Form is returned to the Main Office and copies will be distributed accordingly by the Main Office Secretary.
- Main Office Secretary will contact the requestor with confirmation of building use, Building Usage Checklist and a reminder to contact the Director of Facilities for “keys” and to review building usage requirements.
- After the event, the custodian responsible for building check for the weekend will confirm the condition of the area used for the event. On weekdays, custodians on duty will confirm condition of the area used for the event.

**Board Policy #1002, 1002.1, 1002.2**

**BAINBRIDGE-GUILFORD CENTRAL SCHOOL**  
**FACILITY USE REQUEST FORM**

**ORGANIZATION/GROUP NAME:** \_\_\_\_\_

**EVENT:** \_\_\_\_\_

**Day(s) of the Week. Check all that apply:**  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

**Start Date:** \_\_\_/\_\_\_/\_\_\_ from (time) \_\_\_\_\_ to \_\_\_\_\_ **End Date:** \_\_\_/\_\_\_/\_\_\_ from (time) \_\_\_\_\_ to \_\_\_\_\_

**BUILDING:**  Guilford School  Greenlawn School  Jr-Sr High School  Other \_\_\_\_\_

**ROOM:**  Gym  MPR  Cafetorium  Kitchen  Library  Auditorium  Classroom # \_\_\_\_\_  Other \_\_\_\_\_

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**PUBLIC USE DOORS – TIMES WILL BE PROGRAMMED FOR ENTRY**

**GUILFORD:**  Main Entrance  Parking Lot Side Door **GREENLAWN:**  Main Entrance  Gym  Cafetorium

**JR-SR HIGH SCHOOL:**  Main Entrance  Café (MPR) Lobby  Einstein  Business Entrance  Fitness Center

**Time Doors unlocked\*:** \_\_\_\_\_ **Time Doors locked\*:** \_\_\_\_\_

**\*EVENTS WITH MULTIPLE DATES AND/OR TIMES, PLEASE ATTACH DETAILS.**

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**Equipment Requested:**

PA System  Light/Sound System  Screen  Tables: How Many? \_\_\_\_\_  Chairs: How Many? \_\_\_\_\_

Other: \_\_\_\_\_

**Admission:**  will not be charged.  will be charged, with proceeds for: \_\_\_\_\_

**Representative:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

(Name & Address – Please Print)

As the representative of the above organization, I have read, understand and agreed to the content of BGCSD Policy #1002.

Date \_\_\_/\_\_\_/\_\_\_

Representative Signature

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**NON-SCHOOL RELATED ORGANIZATIONS ONLY:**

*The above named requesting organization hereby agrees to indemnify Bainbridge-Guilford Central School District (BGCSD) against and to hold BGCSD harmless from any and all claims or demands for loss of, or damage to property, or for injury or death to any person from any cause while in, upon or about said BGCSD premises or the sidewalks and ways adjacent thereto during and arising from the use of BGCSD premises. A certificate of insurance naming BGCSD as the additional insured with a minimum coverage of \$1,000,000 will be provided to the building secretary at least 14 days prior to the requested event date.*

*The above named requesting organization has submitted a \$100 rental deposit (checks make payable to BGCSD).*

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**If the following staff and/or areas are required, obtain signatures from the following supervisors:**

**Kitchen Staff** \_\_\_\_\_ Number of Hours Authorized \_\_\_\_\_  **Custodial Staff** \_\_\_\_\_ Number of Hours Authorized \_\_\_\_\_  
(Food Service Director) (Director of Facilities)

**Gym or Athletic Field** \_\_\_\_\_  **Auditorium** \_\_\_\_\_  **Cafetorium** \_\_\_\_\_  
(Athletic Director) (Music Department) (ASP Director)

---

**PERMISSION FOR THE ABOVE REQUESTED USE OF BUILDING IS GRANTED**

Yes  No

\_\_\_\_\_  
Building Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent (Saturday or Sunday)

\_\_\_\_\_  
Date

White: Main Office Green: Business Office Yellow: Superintendent Building and Grounds Pink: Organization Gold: District Office

Revised 3/22/2022

## **Field Trip Form Procedure**

All field trips must correlate with the classroom learning program. Field Trip request forms are available in the Main Office.

- Submit Request for Field Trip form to your building administrator two weeks in advance of the trip. Keep a copy for your records.
- Send a COPY of the top page to the Transportation Supervisor with your transportation needs (signed copy will follow after all approval signatures are obtained).
- Forwarded to the Superintendent by Administrator for approval.
- Notification to parents with permission slip sent home. All Field Trips (anytime teachers plan on leaving school grounds with students) require a Permission Slip signed by the parent.
- Inform the Cafeteria, Special Education personnel and Principal if Aides are needed.
- Send student and chaperone list to building staff to make sure everyone is aware of which students and staff will be on the field trip.
- **MAIN OFFICE – send a copy of all Field Trip forms to the Nurses Office.**

### **Board Policy #7401 and 7401.1 Field Trip Procedures and Responsibilities**

#### **Procedure**

1. Field Trips must tie into the standards or into building goals and must be included in the teacher's budget. Teachers need to submit in writing how the trip will be orchestrated into the curriculum and/or how it ties into building goals.
2. There should be an assignment connected to the field trip or an activity which incorporates the field trip. This needs to be shared in writing prior to approval of trip.
3. The list of chaperones must accompany the field trip request. List must be approved by the building administrator. Also to be included, what teachers/chaperones are responsible for specific students.
4. Recommended student to staff ratio is 8-1. If a particular destination requires a different student to staff ratio this needs to be noted on the request. A variance from an 8-1 ratio needs prior administrative approval.
5. Trip coordinator (person filling out the trip request) is responsible for the field trip kit (medical kit, walkie-talkies etc.).

#### **Teacher/Chaperone Responsibilities**

1. Teachers/chaperones will not partake of alcohol or any other substance which may potentially impair judgment and will not involve themselves in any illegal activity. Teachers/chaperones will act as positive role models at all times and will follow the district's policy regarding staff conduct.
2. Teachers/chaperones will not smoke in front of students.
3. When chaperoning it is your duty to supervise children in your charge at all times. Teacher/chaperones are responsible to students assigned to them for the length of the trip.
4. Teachers/chaperones will spread themselves amongst students on the bus. Adults will not sit together on the bus.
5. A field trip is an extension of the classroom. All school rules (code of conduct) need to be enforced.
6. When trips exceed the normal school day and payroll chaperoning forms are issued, principals must sign payroll chaperoning forms prior to submittal to business office.

**BAINBRIDGE-GUILFORD CENTRAL SCHOOL  
REQUEST FOR FIELD TRIP**

***REQUESTS MUST BE SUBMITTED AT LEAST TWO WEEKS PRIOR TO THE TRIP***

***The Building Administrator and Superintendent must approve all Field Trips.***

Guilford Elementary       Greenlawn Elementary       Middle School       High School

Field Trip requested by \_\_\_\_\_ for \_\_\_\_\_  
(Contact Person) (Class or Group)

to take place on \_\_\_\_\_ . Destination \_\_\_\_\_ Facility \_\_\_\_\_  
(Date) (City)

Time to depart from school \_\_\_\_\_ am / pm      Time to arrive back at school \_\_\_\_\_ am / pm

Time to arrive at destination \_\_\_\_\_ am / pm      Time to leave destination \_\_\_\_\_ am / pm.

Will your group be eating lunch away from school? (please check one)       Yes       No

Do you anticipate that bag lunches will be needed from the cafeteria for some students?       Yes       No

Is there an admission cost?       Yes       No

If yes, how will this be paid?       District Funds       Other \_\_\_\_\_

Will you require school bus transportation?       Yes       No      If no, method of travel \_\_\_\_\_

Number of students \_\_\_\_\_ (Submit attendance list to the office on the day of the trip)

Number of staff \_\_\_\_\_ (Submit list of staff to the office prior to the trip)

Number of chaperones \_\_\_\_\_ (Submit list of chaperones to the office prior to the trip)

Total number riding the bus(es) \_\_\_\_\_ (May be less than the total of students, staff and chaperones if some are driving separately)

Objective(s) for trip: \_\_\_\_\_

Aligned with the following curriculum area(s) and unit(s) of instruction:  
\_\_\_\_\_

Have parents/ guardians been notified of the trip's destination, times of departure and return, and its purpose?

Yes       No

Elementary: Did you request field trip attendance system materials from the main office?       Yes       No

Evaluation: If this is the first time you have taken this field trip, please provide a report to the principal.

**OFFICE USE ONLY**

\_\_\_\_\_  
(Building Administrator)       approved       denied      Date approved or denied \_\_\_\_\_

\_\_\_\_\_  
(Superintendent)       approved       denied      Date approved or denied \_\_\_\_\_



**Bainbridge-Guilford Central School  
Student Field Trip Permission Form**

I \_\_\_\_\_ give my permission for \_\_\_\_\_  
*Parent/Guardian Name* *Student Name*

to go on the following trip to \_\_\_\_\_ sponsored by  
*Identify the Field trip*

the Bainbridge-Guilford Central School on the following dates(s) \_\_\_\_\_ 20\_\_ from \_\_\_\_\_ to \_\_\_\_\_ (AM/PM).

Transportation is provided by the school district unless otherwise indicated.

A list of the trip itinerary and supplies needed have been provided by the teacher organizing the trip. (See Attached)

I understand that the leaders will make every effort to reach me, but in the event emergency treatment is necessary, I give the trip leaders the right to transport and authorize medical treatment on behalf of my child.

My child's physician is: \_\_\_\_\_  
*Name, address and Telephone Number of Child's Physician*

Two emergency contacts are:  
\_\_\_\_\_  
*List the Names, address and Telephone Numbers of the Emergency Contacts*

My child has the following medical conditions that would interfere with his/her Participation on this trip: \_\_\_\_\_

My child takes the following medication: \_\_\_\_\_  
and I have made arrangements for him/her to receive their medication as required.

My child and I have read and understand the school's code of contact for trips.

We agree to abide by these rules.

*Parent or Legal Guardian does hereby covenant and agree to release and hold harmless the District from and against any and all liability, loss, damages, claims, or actions (including costs and attorney's fees) for bodily injury and/or property damage, to the extent permissible by law, arising out participation in the Name of Trip.*

\_\_\_\_\_  
Signature of Parent or Guardian

Parent or Guardian Contact Number \_\_\_\_\_

**Parent Drivers Consent Form  
Field Trip Transport**

If you are willing to drive on field trips, you should be aware of the following:

- Students are not to drive their cars or any other vehicles on a field trip. Teachers and parents may drive their vehicles on field trips provided they are licensed and their vehicles are properly registered, insured and inspected. Any individual who drives students on a field trip is expected to maintain minimum liability coverage of \$100,000 per person; \$300,000 per accident for bodily injury and \$50,000 for property damage. In no instance shall the stated capacity of a vehicle be exceeded when transporting pupils on a field trip. Each occupant is expected to wear a seat belt.
- Those willing to drive must sign this letter, thereby certifying that the driver is properly licensed, the minimum level of insurance coverage as specified is maintained and the policy regarding the transportation of students on field trips will be followed.
- The district must obtain a copy of your New York State driver's license and reserves the right to contact the Department of Motor Vehicles.

Recognizing these provisions, if you remain interested in driving on field trips, please sign below and return a copy of this letter to your school principal or your school office with a copy of your current driver's license.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Telephone Number

# Purchasing

Please follow the procedure outlined below to order/purchase materials and supplies.  
[Board Policies #4500, #4501 and #4502]

- ❖ **DO NOT ORDER ANYTHING ON YOUR OWN!**
- ❖ **THE BUSINESS OFFICE WILL PLACE ALL ORDERS!**
- ❖ **WE DO NOT PAY SALES TAX OR FINANCE CHARGES!**

## **Competitive Bidding**

It is the goal of the district to purchase competitively and seek the maximum educational value for every dollar spent. Therefore, all items you need should be researched to see if they have been competitively bid. You can find the Bid Award Booklets for items that have been competitively bid through DCMO BOCES Cooperative Purchasing on the school district website on the BG Staff information page. Even if you don't find your specific item in the bid documents, vendors who participated in the bid give additional discounts for other products. Contact the vendor for a quote for items not found in the bid documents. **The Bid Documents and any vendors that participated in the bids should be the first resource used when looking to order equipment and supplies.** NOTE: Use "Control F" (FIND) in Adobe to navigate the Bid Award PDF File. You can also use NYS Contracts or Cooperative Purchasing Arrangements to purchase your supplies. If you find items from a vendor that is not in the BOCES bid documents, contact the vendor to see if they participate in any NYS Contracts or Cooperative Purchasing arrangements such as OMNI Partners, TIPS-USA or PEPPM. If they do, you can obtain a quote from the vendor for what you are looking for. Make sure the contract used is referenced on the quote.

## **Ordering Procedure**

**STEP 1 – Where to buy your items(s)** - Determine if the item(s) you need are included in one of the Bid Award booklets. If your item is not in the bid but can be purchased from a vendor that participated in the bid, contact the vendor for a quote on the item(s) you need and reference the DCMO BOCES bid that they participated in. If you are unable to find your item through a vendor that participated in the bid, you may research your item through another vendor (see above information on Competitive Bidding). **The vendor MUST accept a school purchase order and the district's tax exempt status. You must also request a quote from the vendor to ensure accuracy of pricing and any shipping charges, if applicable.**

## **Bid Awards**

We are **required** to purchase items through either a bidding process, NYS contract or another Cooperative Purchasing arrangement. DCMO BOCES conducts bids for many categories of commodities. All bid awards for DCMO BOCES are available on the district website on the Staff Information page under the Purchasing Information section.

Please keep in mind the following criteria when completing requisitions to order items from the bid booklets:

- Minimum vendor purchase, usually \$25, to receive free shipping. You should review the Vendor Contact Page of the bid for more specific information.
- Complete a separate requisition for each vendor within the bid.
- Reference the Bid Award Number on the requisition (for example; DCMO BOCES Bid #2023-100).
- When entering product numbers on the requisition, be sure to use the **VENDOR** number **NOT** the **BOCES** number.

**Amazon.com:** We do order from Amazon, however Amazon should be a last resort if you cannot find the product you need through bid documents, state contract awards or cooperative purchasing arrangements.

**Key points to watch for with Amazon:**

- We qualify for free shipping on orders totaling \$25 or more.
- Typically, we do not order used items from individual sellers on Amazon as they charge shipping for each item or may charge sales tax, also returns or damages are not an easy process with an individual seller.
- **For Amazon orders, we REQUIRE that the requisition be typed (use the FILLABLE form on the Staff Information page).** You may include a print out of the items to be ordered but the print out MUST include the ASIN number or ISBN number. You will have to scroll down several pages in Amazon to find this number. Below is a sample of what the ASIN number looks like.



- PO's for Amazon are processed, shipped and received in the name of the Business Office. We check all the items in and send them to the requisitioner.

**STEP 2 – Complete a requisition.** A FILLABLE requisition can be located on the Staff Information page of the district website under the Purchasing Information section. All requisitions should be typed using the fillable form so forms are LEGIBLE especially for the product numbers.

**Complete a Requisition Form** (see attached sample):

- Date the requisition is completed
- Requisitioner is the person placing and receiving the order.
- Enter Vendor (company) name and address
- Tell us how the PO should be sent to the vendor. Mail, Email or Fax (include the email address or fax number). Email address is preferred.
- Enter product numbers and detailed descriptions.
- All calculations should be extended and the order totaled. The FILLABLE form will do this for you.
- Enter any shipping & handling fees. Review applicable shipping and handling fees within the bid documents. Quotes should include any shipping and handling fees.
- Quotes should be submitted with the requisition if you are ordering items that are not specifically listed in the bid documents.
- Enter your Account Code. To ensure funds are available for your purchase, please check with your administrator. They receive budget information every two weeks from the Business Office.

**STEP 3 - Obtain approval for your purchase** – all purchases require the approval of your administrator or supervisor, therefore, send your requisition form to your building administrator or supervisor.

**STEP 4 – Business Office receives your Requisition** - The building administrator/ supervisor will forward the approved requisition to the Business Office where the Business Office will obtain the approval from the Purchasing Agent for the order.

**STEP 5 – A Purchase Order is generated** - The Business Office will generate a Purchase Order (PO) and will forward the PO to the vendor to order the supplies. **Please make sure you include accurate information on your requisition for how to send the PO to the vendor.**

**STEP 6 – You receive your PINK Purchase Order** - The Business Office will provide a pink copy of the Purchase Order to you. This is verification that the order has been placed. Please do not remove any documentation that is attached to the PO. **KEEP the PO!** You will use this to verify that all your items were received.

**IF YOU DO NOT RECEIVE YOUR PINK COPY OF THE PURCHASE ORDER, THE ORDER HAS NOT BEEN PLACED. CHECK WITH THE BUSINESS OFFICE FOR THE STATUS OF YOUR ORDER.**

**STEP 7 – Receiving your Order** - Unless otherwise noted, the vendor will ship your supplies to you. The below steps should be completed **AS SOON AS POSSIBLE** after you receive your items from the vendor.

**Compare items received to what was ordered on the Pink Copy of the school Purchase Order (PO). Do not remove attachments from the PO.**

- Complete Orders: If everything has been received, sign the PINK copy of the Purchase Order (PO) indicating the items have been received and are satisfactory. The certification statement is at the bottom of the PO. Send the signed PO to the Business Office with all packing slips and invoices (if any) that came with your order.
- Partial Orders: Please check the packing list to see if you received all the items listed. A call to the company may be necessary to check the status of incomplete orders. Take notice of backordered or canceled items. If items are canceled or discontinued and the order is complete otherwise, please sign the pink PO and return it to the Business Office.
- Backordered items: If there are items on backorder, please contact the company to see if they will be holding the invoice of the received items until the backordered item(s) are sent. If the vendor will be sending an invoice for the received items, make a copy of your PO, mark the items you did receive, sign the receiving certification and send it to the Business Office so the payment can be made for the partially received order. When the backordered item(s) come in, mark you received that item(s) on your PO, sign and send to the Business Office.
- Missing or Damaged Items: If there are missing or damaged items, discrepancies, or other problems with your order please let the Business Office know as soon as possible.
- Outstanding PO Request Notice: If you receive a Outstanding PO Request notice this means the district has been invoiced for your order and payment is due. Please follow the instructions on the form that apply to your order and return the form to the Business Office.

If you have questions on a purchase order regarding items you have or have not received, please do not hesitate to contact the Business Office. The Business Office can assist with missing items, backordered items, etc. if needed.

**STEP 8 – Payment for your Supplies** - Once the Business Office receives an invoice from the vendor for the supplies that were shipped AND the signed PO has been sent back to the Business Office verifying the supplies were received, payment will be issued.

**Please ask questions and DO NOT order anything on your own!**

# Requisition

**Bainbridge-Guilford Central School**  
**18 Juliand Street**  
**Bainbridge, NY 13733**  
**(607)-967-6341**

Date: \_\_\_\_\_

Requisitioner: \_\_\_\_\_

Vendor: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Send PO by:  Mail (address above)

Email \_\_\_\_\_

Fax \_\_\_\_\_

For Office Use Only			
Purchase Order No.	Date		
	Mo	Day	Yr

X \_\_\_\_\_  
**Purchasing Agent**

Quantity	Product No.	Description	Unit Price	Amount
<b>Bid/Quote Reference #:</b>			<b>Shipping</b>	
			<b>TOTAL</b>	

Account Code: \_\_\_\_\_ \$ \_\_\_\_\_

Account Code: \_\_\_\_\_ \$ \_\_\_\_\_

- All information must be complete and legible.
  - BOCES bids or state contracts must be used as the first source for purchasing per Board Policy.
  - Include all Bid reference numbers.
  - Quotes must be obtained and attached for items not found in bid or state contract documents.

X \_\_\_\_\_ Date: \_\_\_\_\_  
**Building Administrator**

# Requisition

**Bainbridge-Guilford Central School**  
**18 Juliard Street**  
**Bainbridge, NY 13733**  
**(607)-967-6341**

**Date:** August 18, 2022

**Requisitioner:** Jane Everly

**Vendor:** School Specialty  
P O Box 1579  
Appleton, WI 54912-1579

**Send PO by:**  Mail (address above)  
 Email orders@schoolspecialty.com  
 Fax \_\_\_\_\_

For Office Use Only			
Purchase Order No.	Date		
	Mo	Day	Yr

**X** \_\_\_\_\_  
**Purchasing Agent**

Quantity	Product No.	Description	Unit Price	Amount
2	1322083	Vowels and Vowel Teams Flash Cards	6.92	13.84
1	038663	20 x 23 Post-it Easel Pad, Table Top, Unruled, White - 20 sheet/pad	25.79	25.79
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
<b>Bid/Quote Reference #:</b> DCMO BOCES BID# 2022-100, Q-160536			<b>Shipping</b>	
			<b>TOTAL</b>	39.63

**Account Code:** A2110450033500 \$ 39.63

**Account Code:** \_\_\_\_\_ \$ \_\_\_\_\_

- |  |
|--|
| <ul style="list-style-type: none"> <li>All information must be complete and legible.</li> <li>BOCES bids or state contracts must be used as the first source for purchasing per Board Policy.</li> <li>Include all Bid reference numbers.</li> <li>Quotes must be obtained and attached for items not found in bid or state contract documents.</li> </ul> |
|--|

**X** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Building Administrator**

## Student Activity Request Form

1. Group Requesting the Activity \_\_\_\_\_
2. Date to be held \_\_\_\_\_
3. Time \_\_\_\_\_
4. Time DJ is arriving \_\_\_\_\_
5. Type of Activity \_\_\_\_\_
6. Rooms to be used \_\_\_\_\_
7. Special Requests \_\_\_\_\_
8. Supervisors (Faculty/Staff/ 2 Male & 2 Female)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
9. Students in Charge: Chairperson \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
10. Signature of Advisor(S) \_\_\_\_\_
11. Signature of Student Council Advisor \_\_\_\_\_
12. Signature of Principal \_\_\_\_\_

### **Procedure for Approval – PLEASE CHECK WITH THE FOLLOWING PEOPLE FOR ROOM USAGE!**

#### **Please check with the following people for room usage:**

\_\_\_\_\_ Athletic Coordinator - MPR & MS GYM; \_\_\_\_\_ Music Teacher – Auditorium; \_\_\_\_\_ Food Service Director – Cafeteria

- See HS Student Council Advisors or Jr High Student Council Advisor for possible dates.
- If money is needed (refreshments, decorations, etc.) make a formal written request to the Student Council
- DJ Contracts must be authorized by the Purchasing Agent in the Business Office.
- See Assistant Principal's Secretary for faculty members assigned to chaperone and then have them initial above.
- Obtain your advisor's signature and return to Student Council advisors for approval.
- Student Council will forward requests to the appropriate principal. When activity and date are approved, the principal will return the form to the students in charge. The students should return the sheet to Ms. Hager.
- This procedure must be complete TWO WEEKS prior to the event or the event will not be scheduled.

**cc: Jr-Sr Principal Office; District Office; Director of Facilities; Food Service Director; Athletic Coordinator.**



**B-G**

**Board Of  
Education  
Policies**

**Specific to Staff and Students**

# **Bainbridge-Guilford Central School Opening Plan**

September 2023

The following is a summary of the Bainbridge-Guilford Central School's plan for safely opening schools this fall and is based on directives from the Centers for Disease Control, the New York State Education Department, the State Department of Health, and the Chenango County Department of Public Health. This plan is subject to change as we monitor local transmission rates, positivity rates, and new or additional guidance that may be released. This plan is built on a return to a "normal" school opening.

**Mode of Instruction:** Instruction for the 2023-2024 school year will be full-time and in person. If directed by state or county authorities to close to in-person instruction, we are ready to move to a remote instruction model on short notice.

**Remote Learning:** Will NOT be an option for students this year. All instruction will occur on campus.

**Face Coverings:** Individuals who test positive for Covid-19 must stay home for at least 5 days, and not return to school or work until they have been fever-free without the use of fever reducing medicine for 24 hours and their symptoms have resolved or are resolving. They are strongly recommended to wear a mask upon return to school or work for days 6-10.

**Transportation:** No restrictions.

**Health and Safety:** All classrooms and common areas in school buildings will be disinfected and cleaned on a regular basis. Hand washing and the use of sanitizer will be practiced and encouraged.

**Screening:** Daily health screening is not required. However, if a student or staff member tests positive for COVID-19, they should stay home for at least 5 days, and not return to school or work until they have been fever-free without the use of fever reducing medicine for 24 hours and their symptoms have resolved or are resolving. They are strongly recommended to wear a mask upon return to school or work for days 6-10.

**Symptomatic Protocol:** Any student or staff member experiencing COVID-like symptoms should remain at home until receiving a negative test result. Students and staff who become ill with COVID-19 like symptoms during the school day will go to the school nurse for evaluation. Siblings of a symptomatic child will NOT be sent home this year unless symptomatic.

**Child Nutrition:** The district will not be delivering meals or doing curbside pick-up this year.

**Interscholastic Athletics:** Athletics will be held without restrictions at this time.

Please contact the district office with any questions at 607-967-6321.

**2023-2024**

**BAINBRIDGE – GUILFORD  
Central School District**

**18 Juliand St.  
Bainbridge, NY 13733**

**CODE OF CONDUCT**

**BAINBRIDGE-GUILFORD STUDENT RESPONSIBILITIES**

A student shall not act in such a manner which disrupts the rights of others, or which causes disorder or invades the rights of others. A school is a place of learning. Learning involves the expansion of knowledge as well as acting in a manner considerate of the rights and feelings of others. Students learn from each other. Students must be conscious that younger students follow the leadership of upper classmen. Such examples should enhance the school environment. Students are expected to show respect for faculty and other members of the school community. A relationship based upon respect creates a harmonious environment.

**The Code of Conduct supports our broad discretionary authority to maintain safety, order, and discipline.**

# BAINBRIDGE-GUILFORD SCHOOL DISTRICT CODE OF CONDUCT

“We believe that all students can learn and can achieve given time and quality instruction regardless of their previous academic performance, family background, socioeconomic status, race and/or gender. The mission of the B-G schools is to ensure that all students acquire the knowledge and skills which will enable young people to become productive members of society. It is our goal to educate all students to a higher level of academic performance and social/emotional behaviors and attitudes.”

## 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, to identify the possible consequences of unacceptable conduct, and to ensure that necessary discipline 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.

## II. DEFINITIONS

For purposes of this code, the following definitions apply:

“**Color**” means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

“**Creed**” means (a) a formal statement of religious belief, a confession of faith (b) a system of belief, principles, or opinions.

“**Cyber Bullying**” shall mean harassment or bullying as defined in “Harassment” or “Bullying” which occurs through any form of electronic communication.

“**Disability**” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“**Discrimination**” means discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, ethnic group, religious practice, disability or predisposing genetic characteristic

“**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.

“**Emotional Harm**” that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex

“**Employee**” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

“**Ethnic Group**” means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

“**Gender**” means actual or perceived sex and includes a person’s gender identity or expression (Education Law Section 11[6]).

“**Harassment**” or “**bullying**” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyber bullying, 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 wellbeing; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety, or reasonably causes or would reasonable cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non- verbal actions.

“**National Origin**” means a person’s country of birth or ancestor’s country of birth.

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

“**Race**” means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.

“**Religion**” means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

“**Religious Practice**” means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

**“School Bus”** means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation.

of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law

Section 11[1] and Vehicle and Traffic Law Section 142).

**“School function”** means any school-sponsored extra-curricular event or activity.

**“School property”** means in or within any building, equipment, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

**“Sex”** means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

**“Sexual orientation”** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

**“Violent student”** means a student under the age of 21 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 the 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.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

**“Weapon”** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious sprays, 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.

**“Weight”** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

### 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, weight, national origin, ethnic group, creed, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
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.
4. To be respected as an individual.
5. To have access to relevant and objective information concerning drug and alcohol abuse, as well as information to access individuals or agencies capable of providing direct assistance to students with serious personal problems.
6. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, national origin, religion, marital status, military status, sex, age, weight, sexual orientation, gender identity, ethnic group, religious practice, disability or predisposing genetic characteristic, or disability, by employees or students on school property or at a school-sponsored event, function or activity.
7. Be free from retaliation when, in good faith, the student reports or assists in the investigation of harassment, bullying and/or discrimination.

#### 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. Accept responsibility for their actions.
10. 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.
11. To respect one another and to treat others in the manner that one would want to be treated.
12. To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
13. To dress appropriately in accordance with the dress code.
14. To be aware of available educational programs in order to use and develop one's capabilities to their maximum.

**Bainbridge-Guilford School District Bullying Prevention Rules:**

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know somebody is being bullied, we will tell an adult at school and an adult at home.

**IV. ESSENTIAL PARTNERS EXPECTATIONS:****Expectations for Parents**

1. Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
2. Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
3. Beginning at a very early age parents read to their children on a daily basis.
4. Ensure their child is immunized in a timely manner.
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 to maintain a safe, orderly environment in accordance with the District Code of Conduct.
8. Convey to their children a supportive attitude towards education and the District.
9. Build good relationships with teachers, other parents and their children's friends.
10. Work with our schools to maintain open and respectful communication.
11. Help their children deal effectively with peer pressure.
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. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

**Expectations for Teachers**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
  - a. Course objectives and requirements.
  - b. Marking/grading procedures.
  - c. Assignment deadlines.
  - d. Expectations for students.
  - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other school personnel concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) or Title IX Coordinator in a timely manner.
10. Be free from retaliation when, in good faith, the employee reports or assists in the investigation of harassment, bullying and/or discrimination.

**Expectations for School Counselors**

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate and appropriately document teacher/student/counselor conferences and parent/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with the students their educational progress, career plans and graduation requirements.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) or Title IX Coordinator in a timely manner.
9. Be free from retaliation when, in good faith, the employee reports or assists in the investigation of harassment, bullying and/or discrimination.

### **Expectations for Support Staff**

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate conversation or provide information to a teacher/counselor/principal as necessary or requested as a way to resolve problems or provide information regarding student progress or need.
7. Encourage students to benefit from the curriculum and extra-curricular programs.
8. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) or Title IX Coordinator in a timely manner.
10. Assist in promoting a safe, orderly and stimulating school environment.
11. Be free from retaliation when, in good faith, the employee reports or assists in the investigation of harassment, bullying and/or discrimination.

### **Expectations for Principals**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
7. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC) or Title IX Coordinator.
8. Be free from retaliation when, in good faith, the Principal reports or assists in the investigation of harassment, bullying and/or discrimination.

### **Expectations for the Superintendent**

1. Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the School Board about educational trends, including student discipline.
  4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Address all areas of school-related safety concerns.

### **Expectations for the Board of Education**

1. Collaborate with students, teachers, administrators 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. Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a District Dignity for all Students Act Coordinator. The Dignity for all Students Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), and sex. The Dignity for all Students Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity for all Students Act.
4. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

## **V. STUDENT DRESS CODE**

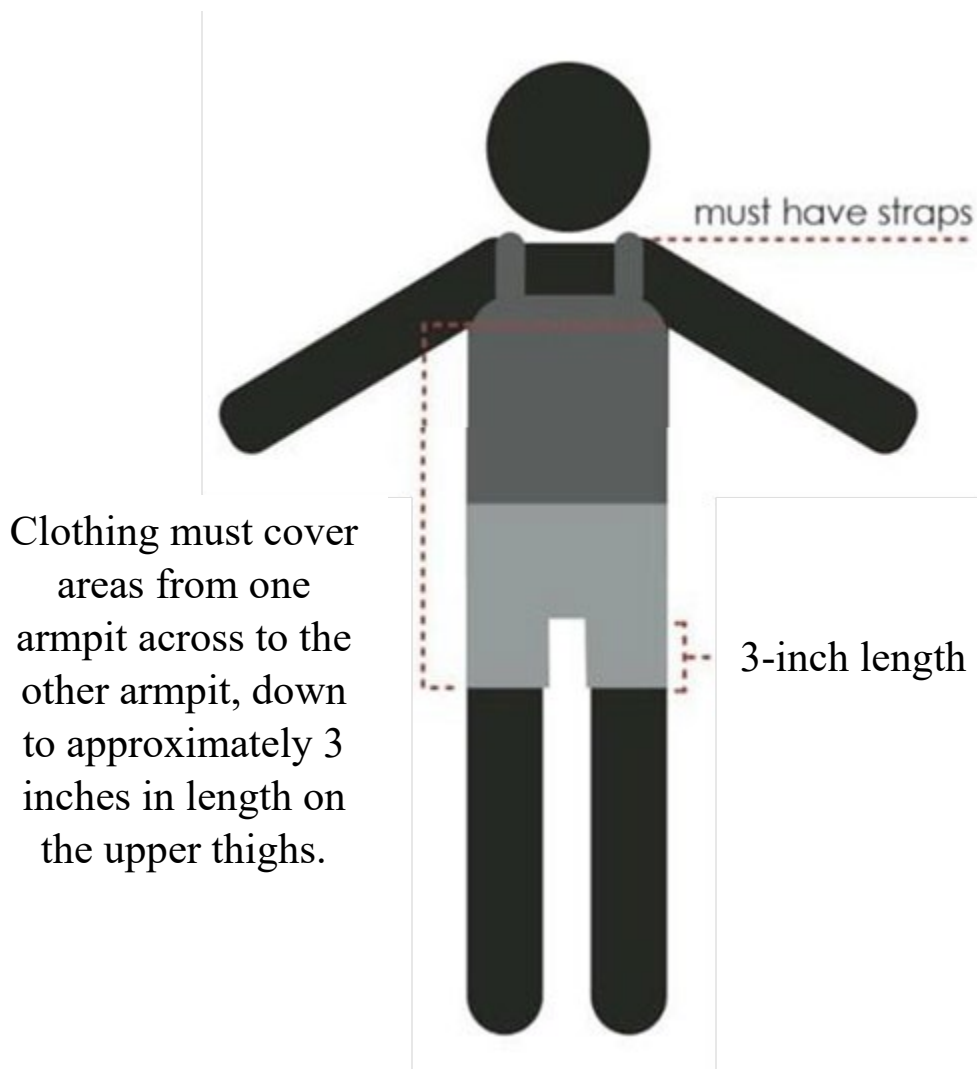
All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and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

1. Clothing must be clean, appropriate and not disrupt or interfere with the educational process.
2. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3" in length on the upper thighs. Tops must have shoulder straps at least one-half inch wide. Rips or tears in clothing should be lower than the 3" in length.
  - a. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, vapes, lighters/matches, or other paraphernalia/equipment for inhalation purposes, marijuana or other controlled substances.
  - b. Clothing may not depict pornography, nudity or sexual acts.

- c. Clothing may not display vulgar, discriminatory, or obscene language or images.
  - d. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification, such as confederate flag, swastika, etc.
  - e. Sunglasses may not be worn inside the building.
  - f. Clothing or accessories that endanger student or staff safety may not be worn.
  - g. Nothing may be worn or displayed that depicts membership in a gang that advocates illegal or disruptive behavior is prohibited.
  - h. Underwear must be covered.
3. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes, slippers shall not be worn, except for school activities approved by the principal).
  4. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
  5. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reason by school administration. Students may wear a headband for the purpose of holding their hair back. The students' face and line of sight must not be obstructed. The headband may not contain, profanity, hate symbols, drug, or alcohol advertising.
  6. Coats/Jackets are to be stored in one's locker from 7:55am- 3:05pm and are not to be worn during the school day.
  7. Backpacks, bags, etc. must not be carried in the school from 7:55am-3:05pm (except totally clear/see through backpacks, bags, etc.)

\*The administration reserves the right to determine what constitutes appropriate dress. Parent/guardian will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

## STUDENT DRESS CODE





## VI. PROHIBITED STUDENT CONDUCT

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to 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 on the next pages are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior 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 the following occur:

- a. Being under the influence of any substance that alters behavior in any way i.e.: any drug, synthetic drug (Including e-cigarettes and other devices designed for inhalation purposes) or controlled substance, an alcoholic beverage, drinking an alcoholic beverage or in possession of an alcoholic beverage on school property or at a school function or school sponsored function or on a bus going to or coming from a school function or school sponsored function. Alcoholic beverages shall mean and include alcohol, spirits, liquor, wine, beer and cider having alcoholic content.
- b. The use, possession, sale or gift of tobacco products, vapes, lighters/matches, or other paraphernalia/equipment for inhalation purposes, any drug or controlled substance, including marijuana or any instruments for the use of such drugs, controlled substance or marijuana such as a pipe (Including e-cigarettes and other devices designed for inhalation purposes), syringe or other paraphernalia, while on school property or at a school function or school sponsored function or on a bus going to or from a school function or school sponsored function. Excepted is any drug taken in accordance with a current prescription signed by a physician who is to be taken by the particular student at the time in question and administered through the Health Office.
- c. Stealing, lying, cheating, plagiarism or other acts of dishonesty.
- d. Verbal or physical intimidation, harassment or discrimination against any person on the basis of race, color, weight, national origin, creed, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
- e. Fighting or causing physical harm to another.
- f. Disrespect toward a faculty member, administrator, or other school employee.
- g. Possession, use of, or threatening to use a weapon, which constitutes a firearm or destructive device, on school property or at a school function or school sponsored function.
- h. Possession, use of, or threatening to use knives or other weapons not included in section (g) on school property or at a school function or school sponsored function.
- i. Failure to comply with the directions of a teacher, administrator or other school employee.
- j. Engaging in acts of sexual harassment as defined in the district sexual harassment policy.
- k. Using in either words, clothing, or signs, profane, lewd, vulgar, abusive language or words which may incite or offend another person.
- l. Selling, using or possessing obscene material.
- m. Lateness for, missing or leaving school, school grounds, or class without permission or an excuse given by a faculty member.
- n. Any willful act which disrupts the normal operation of the school community.
- o. Smoking a cigarette, cigar, or pipe, or using chewing or smokeless tobacco, vapes, lighters/matches, or other paraphernalia/equipment for inhalation purposes, on school property, at a school function or school sponsored function or on the bus going to or from a school function or school sponsored event.
- p. Disrupting the educational process.
- q. Interfering with the teacher authority over the classroom.
- r. Acting as a violent pupil.
- s. Vandalizes school property or the property of student or staff member.
- t. Violates the civil rights of another student.
- u. Violates the district's dress code.
- v. Public displays of affection.
- w. Cell phones and other electronic devices may disrupt or interfere with the learning process and are encouraged to be kept in the student's locker and turned off during the hours of 7:55 – 3:05. Cell phones and electronics are prohibited from being on one's person during any testing. When cell phones or electronic devices are a distraction, viewed by staff as inappropriate or against classroom rules, they will be confiscated. The consequence given to a student for violation of this rule may include, among other consequences, requiring a parent/guardian to pick up the device from the building principal.
- x. Taking or sharing pictures, audio, and/or videos of students or staff without their permission. This includes anything that can lead to harm, be offensive, depict breaking school rules, or disrupt the school day.
- y. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
- z. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) on or off school property, where the content of such communication
  - a. can reasonably be interpreted as a threat to commit an act of violence on school property; or,
  - b. results in material or substantial disruption to the educational environment
  - c. is harassing or discriminating as defined by this Code.An example in this category is cyber-bullying.
- aa. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
- bb. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- cc. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.

dd. Engage in misconduct while on a school bus including but not limited to noise, pushing, shoving and fighting.

## VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal/his or her designee or any other staff member. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent. A Bainbridge-Guilford Problem Report will be available in each building and on-line at the district website (www.BGCSD.org). All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staffs that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification may be made by telephone, in writing or orally. The notification must identify the student involved and explain the conduct in question.

The District has designated a Dignity Act Coordinator for each school. Those coordinators are:

Jr-Sr High School  
Joanne Moxley, School Social Worker  
18 Juliand Street  
Bainbridge, NY 13733  
Phone: 607-967-6323

Greenlawn Elementary School  
Phylcia Dunham-Fleming, Counselor  
43 Greenlawn Ave  
Bainbridge, NY 13733  
Phone: 607-967-6305

Guilford Elementary School  
Keren Seiler, Counselor  
138 School Street  
Guilford, NY 13780  
607-895-6710

## VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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 or others, as appropriate.
6. Other extenuating circumstances.
7. The effect/impact that the offense had upon the individual.

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability.

### ***A. 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:

1. verbal warning
2. written warning
3. written notification to parent
4. reprimand
5. lunch detention
6. after school detention
7. suspension from transportation
8. suspension from athletic participation
9. suspension from social or extracurricular activities
10. suspension of other privileges
11. exclusion from a particular class
12. involuntary transfer
13. suspension upon instruction – Long-term (more than 5 days)
14. suspension upon instruction – Permanent
15. Suspension upon instruction- 5 days or less.
16. In-school suspension

## 17. Removal from classroom by teacher

### **B. Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

#### **1. Detention**

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

#### **2. Suspension from transportation**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. 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 become responsible for seeing that his or her child gets to and from school safely. If the parent is unable to provide transportation, the parent should contact the building principal.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's 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 subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's 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 supervision**

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school supervision." Any student who has served in school suspension is eligible to attend but is prohibited from participating in extra-curricular activities on that day.

A student subjected to an in-school supervision 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:

1. short-term "time out" in a classroom or in an administrator's office
2. sending a student into the hallway briefly
3. sending a student to the principal's office for the remainder of the class time only
4. sending a student to a school (guidance) counselor or other district staff member for counseling.

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

On occasion, a student's behavior may become disruptive. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates an unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom rules.

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain 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. 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 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 removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, 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 principal may require the teacher to attend the 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. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by a written mutual agreement between the principal and parent.

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:

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

The principal or his or 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 the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

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

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

A one or two day 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 severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The superintendent or principal, 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 propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student 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 conference shall be in the dominant language or mode of communication used by the parents.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the 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. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

##### *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. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine 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. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

##### *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, unless the Superintendent determines otherwise as stated below. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- 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 or others.
- f. Other extenuating circumstances.
- g. The effect/impact that the offense had upon the individual.

h. 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, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a

short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly I 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. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

### **C. Referrals**

1. Counseling- The Guidance Office shall handle all referrals of students to counseling.

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

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 a controlled substance 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, except or

b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

## **IX. 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 steps to provide alternative means of instruction for the student as soon as possible.

When any student is removed or suspended from school the student is responsible for all schoolwork assigned during said removal/suspension. Schoolwork is expected to be turned in through a tutor or upon students return to school unless a different plan is developed with the teachers.

## **X. DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

### **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 § 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The board, the district (BOCES) superintendent, the superintendent of schools, or a building principal may order the placement

of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

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, or 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 causes serious bodily injury to staff or students.

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 of causing death or serious bodily injury (definition on page 2 of this code).

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 federal law.

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

#### *B. Change of Placement Rule*

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a. for more than 10 consecutive school days; or

b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

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

#### *C. Special Rules Regarding the Suspension or Removal of Students with Disabilities*

1. The district's Committee on Special Education shall:

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

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

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 school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

1. conducted an individual evaluation and determined that the student is not a student with a disability, or

2. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited

evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because the student causes staff or students serious bodily injury or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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 opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be divided 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 removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

#### *D. Expedited Due Process Hearings*

1. An expedited due process hearing 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 where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

1. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, serious bodily injury or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the 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. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

#### *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 whom a crime is reported to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

## **XI. CORPORAL PUNISHMENT**

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

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 with the Commissioner of Education in accordance with Commissioner's regulations.

## **XII. 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 and building principals, 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 law or the district code of conduct

has been violated.

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.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practical, searches will be conducted in the privacy of administrative offices with a third party and students will be present when their possessions are being searched.

#### *A. Student Lockers, Desks and other School Storage Places*

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent to further the District's efforts to create a safe and healthy environment. Only school- issued locks may be used.

#### *B. 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 an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

When interrogated by Police, students are required to be in the presence of a parent unless permission is given otherwise.

#### *CANINE SEARCHES*

Periodically there will be searches conducted by a canine in the hallways and classrooms. The purpose of the searches is to create a safe environment for our students. The searches will be conducted to eliminate weapons, including knives, drugs and alcohol and tobacco products, vapes, lighter/matches, or other paraphernalia/equipment for inhalation purposes, in the school building.

#### *C. 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, or neglect, or custody investigations. All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of 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 may 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 a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

### **XIII. VISITORS TO THE SCHOOLS**

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The 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. All visitors to the school must report to the Main Office 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 Main Office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. 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.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

### **XIV. 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 and district personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

#### *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 school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate any person on the basis of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) or sex.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, designer, synthetic or look alike drugs under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gambling or card playing on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
16. Use any form of tobacco products, vapes, lighter/matches, or other paraphernalia/equipment for inhalation purposes, on school property.
17. Public displays of affection.

#### *B. Penalties*

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

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

#### *C. Enforcement*

All staff shall be responsible for enforcing the conduct required by this code. When staff members see an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, they shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The staff member shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall be contacted and have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

## **XV. CHEATING POLICY**

Integrity matters at Bainbridge-Guilford Central School. Cheating is copying someone else's work and submitting it as your own, or enabling others to do so. Each faculty member will articulate what is considered cheating in his or her class. Not only will cheating be discussed in each class, but information on cheating will also be included in each teacher's course syllabus that is sent home with students at the beginning of each semester.

The procedure taken when a student (or students) is caught cheating will be as follows:

1. All teachers, staff, and administration will confront and question a student suspected of cheating – the student's paper will also be taken away from him or her. If the suspected cheater is not in the class of the teacher who confronted him or her, that teacher must report the incident to the teacher who assigned the work.
2. The teacher(s) will then investigate the incident.
  - If it is concluded that a student was not cheating, the staff member who reported the incident and the student must be informed.

- If it is concluded that the student was cheating, that student (and any other students involved) will;
  - A. Receive a 0 for the work.
  - B. Be written up on referral turned in to the principal.
  - C. Have their parents called to report the incident that was written up on the referral form.
  - D. Receive, at minimum, a p.m. detention by the principal after due process.
  - E. Be disqualified from Honor Roll and the Principal's List for the marking period.
- 3. The teacher whose class the student cheated in will provide feedback to whoever reported the cheating incident.
- 4. All incidents will be shared – in confidence – at grade level meetings.
- 5. Additional incidents of cheating by the same student will result in the above procedure, a parent-conference, and more severe disciplinary consequences including disqualification from consideration for the Honor Society.

## **XVI. DISSEMINATION AND REVIEW**

### *A. Dissemination of Code of Conduct*

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.
7. Posting the code on the District website.

The District will provide an education program for all district staff members to ensure the effective implementation of the code of conduct.

### *B. Review of the Code of Conduct.*

The Board will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and 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 of Education no later than 30 days after adoption.

# BOARD POLICY 2023

## ALL STAFF

- 0001 Educational Philosophy/District Mission
- 0002 School District Goals and Objectives
- 0010 Code of Ethics for All district Personnel
- 0013 Diversity, Equity, and Inclusion in Public Education
- 0015 Equal Opportunity and Prohibition of Discrimination and Harassment
- 0015.1 DASA Incident Reporting Form
- 0015.2 Report of Possible Discrimination or Harassment
- 0016 Instruction and Employment of HIV-Infected Individuals
- 0020 Drug-Free Workplace Policy
- 0021 Tobacco and Nicotine Use
- 1003 Visitors to the Schools
- 2400 Shared Decision Making
- 5300 Internet Safety Policy
- 5301 Purpose and Administration of District Digital Information Systems
- 5303 Use of Surveillance Cameras
- 5306 Protection of Student, Teacher, and Principal Personal Information
- 7200 Reporting Possible Child Abuse or Maltreatment
- 7201 Child Abuse in an Educational Setting (7201.1, 7201.2, 7201.3, 7201.4)
- 7303 Concussion Management

EDUCATIONAL PHILOSOPHY/DISTRICT MISSION

I. Educational Philosophy

The Board of Education is dedicated to educating students to develop desired moral, ethical and cultural values, love of learning and an understanding and appreciation of the rights and duties of American citizens which will enable them to function effectively as independent individuals in a democratic society.

The Board encourages parents and teachers to offer their expertise in developing a school environment that is academically challenging, psychologically satisfying and socially fulfilling for students at all levels. The objectives of an educational program are best realized when mutual understanding, cooperation, and effective communications exist among the home, community and school.

II. District Mission

We believe that all students can learn and can achieve regardless of their previous academic performance, family background, socio-economic status, race and/or gender. The mission of the Bainbridge-Guilford Central Schools is to assure that all students acquire the knowledge and skills which enable young people to become productive members of society. It is our goal to educate all students to a higher level of academic performance and foster positive growth in social/emotional behaviors and attitudes.

## SCHOOL DISTRICT GOALS AND OBJECTIVES

### I. Objectives and Goals

In furtherance of its educational philosophy, the Board of Education hereby establishes the following objectives and goals:

1. To employ an excellent school staff, including both professional and support personnel;
2. To encourage the development of meaningful, interpersonal relationships among the students, the staff and community;
3. To ensure that the staff, students, and parents are afforded opportunities for meaningful participation in the development and evaluation of programs and policies;
4. To strive for maximum efficiency in the use of district resources to meet the goals and objectives of the various programs and services;
5. To encourage all students to:
  - a. Develop skills in reading, writing, speaking, listening, and mathematics by developing skills in oral and written English to help communicate ideas effectively;
  - b. Learn how to examine and use information by using scientific methods and logical reasoning;
  - c. Develop a desire for learning now and in the future by encouraging intellectual curiosity and eagerness for life-long learning;
  - d. Develop good character and self-respect by encouraging development of standards of personal character and ideas;
  - e. Develop pride in their achievements and progress and a feeling of self-worth; and
  - f. Develop skills to enter a specific field of work and gain information needed to make job selections by developing an awareness of opportunities and requirements; and
6. To promote the development of a true “community school” in services to the adult community.

### II. Goals for Instructional Programs

The Board of Education establishes the following goals for the instructional program to:

1. Instill in students basic skills as well as the knowledge, attitudes and habits that will allow them to adopt, adapt and utilize these skills in the ever-changing environment;

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### SCHOOL DISTRICT GOALS AND OBJECTIVES

2. Provide an educational program that challenges each student yet minimizes failure. Everyone willing to make the effort to work and learn should be able to achieve a certain measure of success;
3. Develop an educational program that is comprehensive and involves input from all groups within the school community, especially administrators, staff, parents and students;
4. Create a learning process that emphasizes human worth and incorporates real and relevant experiences that students may identify with and learn from easily.

### III. Goals for Operations

The Bainbridge-Guilford School Board is committed to:

1. The education of all students;
2. An awareness of the concerns and aspirations of the community, regarding the quality and performance of the School District; and
3. The employment of a Superintendent to ensure that the School District maintains a position as an outstanding school system and to ensure school personnel carry out the policies of the Bainbridge-Guilford School Board with imagination and dedication.

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Bainbridge-Guilford Central School District

Adopted: 03/16/96

Revised: 01/05/17

CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

I. Statement of Policy

The District must act as a careful steward of the resources given to us by the community for the education of our children. Observing ethical standards of conduct promotes public confidence in the District and its officers and employees.

The standard of conduct expected of every District officer and employee is that they will not engage in any conduct that calls into question the integrity of the management or operation of the District. The specific examples of conduct that violates this Code of Ethics which are set forth below are illustrative, and not exhaustive.

II. Scope of Policy

A. Positions to Which the Policy Applies

This Code of Ethics governs the conduct of members of the Board of Education, all District officers, whether paid or unpaid, and all District employees to include individuals working on a volunteer basis for the District.

B. Statutory Obligations

The Board has adopted this Policy to meet its obligation under General Municipal Law Section 806. All District officers and employees are reminded that they may be subject to civil or criminal penalties for conduct that violates Article 18 of the General Municipal Law.

The Board may conclude that a person's conduct violates the general standard of conduct required in Part I of this Policy, even if that conduct is not considered a violation of the General Municipal Law; however, nothing in this Policy shall be interpreted to permit any conduct that is prohibited by the General Municipal Law.

C. Reservation of Rights

It shall not be a violation of this Policy for a present or former officer or employee of the District to file on their own behalf, or on behalf of a family member, a claim, account, demand or suit against the District arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

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## CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

### III. Consequences of Unacceptable Conduct

If the conduct of a Board member or other officer fails to adhere to this Code of Ethics, the Board member or officer may be subject to removal from the Board. If the conduct of an employee fails to adhere to this Code of Ethics, the employee will be subject to adverse employment action, including possible termination of employment, following procedures consistent with any applicable employment contract, collective bargaining agreement, or statute.

### IV. Standards of Conduct

#### A. Gifts Worth \$75 or More

No officer or employee shall solicit or accept or receive a gift, directly or indirectly, under circumstances where it can reasonably be inferred that the gift was intended: (1) to influence them in the performance of their official duties, or (2) as a reward for any official action on their part. Among the prohibited gifts are money, services, loans, travel, entertainment, hospitality, and promises. This prohibition does not apply to gifts having a value less than \$75.

#### B. Confidential Information

No officer or employee shall disclose confidential information acquired by them in the course of their official duties or use such information to further their personal interest.

#### C. Services to Parties Coming Before the Board

No officer or employee may receive compensation for rendering any services to an outside party with a matter before the Board; nor may they enter into an express or implied agreement to receive such compensation. These prohibitions apply to agreements whether or not the compensation is to be contingent upon the Board or the District administration taking, or not taking, a particular action.

#### D. Conflicts of Interest

1. *Definition of "Interest"*: An officer or employee has an interest in a transaction or contract if that person may experience a monetary or material gain or loss, based on the outcome of the contract award or transaction, whether the gain or loss is direct or indirect. An officer or employee is considered to have an interest in a transaction or contract if the contract or transaction is with: (a) that person's spouse, minor child, or



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CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

dependent, except a contract of employment with the District which such officer or employee serves (b) a firm, partnership, or association of which that person is a member or employee, or (c) a corporation of which that person is a director, officer, or employee, or of which that person owns or controls any stock.

2. *General Rule:* No officer or employee shall have an interest in any contract to which the District is a party, or in any other matter coming before the Board for action, if that individual's duties include: (a) negotiation, preparation, or approval of the contract or payment under the contract, (b) auditing bills or claims made under the contract, or (c) appointing someone who does any of those things. No chief fiscal officer or treasurer, or their deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or investor of funds of the District.
3. *Exceptions:* The situations described in Section 802 of the General Municipal Law shall not be considered violations of this Code of Ethics.
4. *Disclosure of Interests:* Any officer or employee of the District who has an actual or potential interest, or whose spouse has an actual or potential interest, in any proposed or existing contract to which the District is a party, or other matter coming before the Board for action, must disclose the nature and extent of their interest to the Board, in writing, as soon as that person has knowledge of the circumstances. This disclosure shall be made a part of the Board's minutes.

E. Investment Conflicts

No officer or employee shall invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with their official duties.

F. Employment Conflicts

No officer or employee shall hold, seek, or promise to take employment that creates a conflict with, or impairs the proper discharge of, their duties and responsibilities at the District.

G. Post-Service Conflicts

After an officers or employees service with the District has ended, that person may not appear before the Board, or any panel or committee of the Board, in

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CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

relation to any matter in which they had participated as an officer or employee of the District. Where a conflict of interest exists see Section IV. D. of this policy. This provision should only apply to one year post service with the District.

V. Procedure for Seeking an Opinion Involving the Code of Ethics

In those instances where an officer or employee has questions as to whether their actions or involvement in a particular matter may constitute or cause a question as to a potential conflict of interest, that officer or employee may contact the Superintendent or his/her designee for guidance on the issue.

VI. Distribution of Code of Ethics

As part of the Superintendent's general responsibility for implementation of Board Policy, the Superintendent shall ensure that: (1) each officer (including Board members) and employee of the District receives a copy of this Code of Ethics before entering into their duties, and (2) a copy of Article 18 of the General Municipal Law is posted in each building under the control of the District in a place conspicuous to District officers and employees.

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Bainbridge-Guilford Central School District

Legal Ref: General Municipal Law Sections 800-808

Adopted: 04/16/92

Reviewed: 03/03/16

Revised: 01/05/17

## DIVERSITY, EQUITY AND INCLUSION IN PUBLIC EDUCATION

### I. Statement of Policy

#### A. Recognizing Diversity

The Board of Education (the Board) recognizes that the students we serve come from a community that is diverse in many ways, including race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, educational attainment, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental and physical ability, genetic information, and learning styles. Each student reflects an individual amalgam of these identities, and it is the goal of the Bainbridge-Guilford School District (the District) to deliver differentiated instruction, and to interact with our community, in a manner that recognizes each individual's background.

#### B. Including All Viewpoints

The Board recognizes that to meet the goal of fully serving our community's diverse members, it is important to take action toward ensuring that the experiences and viewpoints of all different backgrounds are included in the District's educational programs and also in public discussions about the District's goals, strategies, and operations.

#### C. Providing Opportunities Equitably

The Board commits the District to provide public education to its diverse community in an equitable manner, recognizing that assuring fair treatment, access, opportunity, and advancement for all requires ongoing alertness to identify and eliminate barriers that may have hindered the full participation of individuals sharing one or multiple identities.

### II. Areas of Focus

#### A. Teaching and Learning

The Superintendent shall lead the District's administrators, instructional staff, and noninstructional staff in identifying and implementing practices that will enable the District to reach these goals of providing full and equitable opportunities to learn for all students:

##### 1. Instructional Practices

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### DIVERSITY, EQUITY AND INCLUSION IN PUBLIC EDUCATION

- a. using inclusive and culturally responsive curricula in all content areas;
  - b. using books and instructional materials that are inclusive and culturally responsive;
  - c. implementing pedagogical practices and choosing professional development opportunities that support inclusion and cultural responsiveness; and
  - d. using multiple assessment measures to support inclusion and cultural responsiveness.
2. Diverse Schools and Learning Opportunities
    - a. ensure coursework, programs, and activities are accessible to all students, regardless of their disability status, native language, income level, or any other status;
    - b. identify creative ways to enhance the level of diversity across all potential identities within school buildings and when making classroom groupings.
  3. Student Supports, Discipline, and Wellness
    - a. focus on the well-being of the whole child by always considering, and providing student support systems for, all developmental pathways;
    - b. implement programs and practices that enhance all students' self-identity, self-confidence, and self-esteem; and
    - c. implement the District's Code of Conduct and related discipline practices on a non-discriminatory basis.
- B. Family and Community Engagement

Community support is essential to maintaining a vibrant public education program, and family engagement is an important determinant of student success. The District is committed to building community and family engagement and will conduct its engagement practices to build mutual trust, confidence, and respect.

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DIVERSITY, EQUITY AND INCLUSION IN PUBLIC EDUCATION

C. Workforce Diversity

Exposing students to a diverse range of school leaders, teachers, and school support staff can offer role models for students, reduce stereotypes, and prepare students for an increasingly global society. Consistent with the District's goal of offering a quality educational experience for its students, when filling a vacancy the District shall take steps to ensure that a broad cross-section of our community is made aware of the opportunity and, when searches extend beyond our community, shall take steps to ensure that the opportunity is advertised to a diverse audience of potential candidates.

III. Inclusion of Community Viewpoints

- A. The Board authorizes the creation of a District Committee on Diversity, Equity and Inclusion that is representative of all stakeholders including students. The Board shall appoint at least one of its members to be a liaison to the Committee.
- B. The Committee shall be chaired by the Superintendent of Schools or their designee. The members of the Committee shall be appointed by the Board upon the recommendation of the Superintendent. The size of the Committee shall be large enough to be representative of the diverse identities in the school community, but compact enough to permit reasonable scheduling of meetings and practicable discussion among Committee members at those meetings.
- C. The scope of work of the Committee shall be to develop recommendations to the Superintendent for advancing the District goals described in this Policy.

IV. Communication of Policy

This Policy shall be posted in an accessible part of the District's website.

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Bainbridge-Guilford Central School District

Cross Ref: Code of Conduct  
Equal Opportunity and Prohibition of Discrimination and Harassment Including  
Sexual Harassment

Adopted: 02/09/22

EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT  
(INCLUDING SEXUAL HARASSMENT)

I. Statement of Policy

- A. The Bainbridge-Guilford Central School District provides education programs and services, does business with vendors and the public, provides equal access to the Boy Scouts and other designated groups, and makes decisions regarding employment without consideration of an individual's race, color, creed, religion, national origin (regardless of English language skills), age, sex, sexual orientation, marital status, military or veteran status, disability, genetic information or predisposing genetic characteristics, arrest record, prior criminal convictions, or domestic violence victim status; except when sex or age are a bona fide occupational qualification, when a criminal conviction is related to job duties, or when an individual's religion or disability warrants reasonable accommodation
- B. Our commitment to provide education programs and services without discrimination includes participation in nonacademic and extracurricular services such as transportation, counseling services, student clubs, and physical education and athletics.
- C. Our commitment to provide employment without harassment, including sexual harassment, or discrimination includes recruiting, employment decisions, promotion opportunities, compensation, fringe benefits, workplace conditions, workplace discipline, and termination decisions.
- D. No student shall be subjected to harassment or bullying (as defined below) by employees or students on school property or at a school function. No student shall be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, (including gender identity or expression), or sex by another student or a school employee on school property or at a school function. This Policy does not prohibit a denial of admission into, or an exclusion from, a course of instruction that is permissible under the New York State Education Law and Federal Title IX of the Education Amendments of 1972; nor does it prohibit actions that are permissible under Section 504 of the Rehabilitation Act of 1973.
- E. The goal of this Policy is to create a school environment that is free from harassment, bullying, and discrimination. This Policy shall be interpreted and implemented so that the District complies with its obligations under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Americans with Disabilities Act, the Age Discrimination in Employment Act, Section 201-g of the New York Labor Law, Section 504 of the Rehabilitation Act of 1973, the New

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### EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

York State Human Rights Law, and the New York State Education Law, as interpreted and enforced by applicable regulations.

#### II. Opportunities for Individuals with Disabilities

- A. **Education Programs, Services, and Activities:** A student with a disabling condition who qualifies for services under the Individuals with Disabilities Education Act (IDEA) and Part 200 of the Regulations of the Commissioner of Education shall receive services in accordance with the Special Education Policy. A student with a condition that is considered a disability for purposes of Section 504 of the Rehabilitation Act of 1973, but does not qualify for services under the policy, shall be provided educational programs, services, and activities in accordance with Section 504.
- B. **Employment:** An employee with a condition that is defined as a disability, or with a history of such a condition, and who is otherwise qualified to perform the essential functions of the position, shall not be denied any employment opportunity or benefit. When a reasonable accommodation will permit an applicant or employee to perform the essential functions of the position, the District will provide a reasonable accommodation that does not impose an undue burden upon the District.
- C. **Public Accommodation:** District facilities shall be designed, constructed, and maintained so that, when each part of the District's program is viewed in its entirety, that part of the program is readily accessible to handicapped persons.

#### III. Harassment, Bullying, and Discrimination Prohibited

##### A. General Standard of Conduct

No one who is receiving an education from the District, or who is employed by the District, or who is present on school property or at a school event, should experience harassment, bullying, or discrimination. The District's Code of Conduct prohibits harassment, bullying, and discrimination and it applies to conduct by District employees, District students, and anyone else on school property or at a school event.

When determining whether particular conduct or statements are to be classified as prohibited harassment the District will consider the intent of the person engaging in the conduct or making the statement; however, the determining factor will be whether the person at whom the conduct or statement was directed reasonably experienced the conduct or statement as unwelcome harassment.

##### B. Conduct Directed at a Student

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1. Conduct (including verbal conduct) directed at a student will be classified as harassment or bullying if it creates a hostile environment that either:
    - a. has the effect, or would have the effect of substantially and unreasonably interfering with the student's educational performance, opportunities, or benefits; or
    - b. causes, or would be expected to cause, the student to reasonably fear for their physical safety; or
    - c. causes, or would reasonably be expected to cause, harm to the student's emotional well-being through the creation of a hostile school environment that is so severe, or so pervasive, that it substantially and unreasonably interferes with the student's education.
  2. Conduct that occurs off school property will be classified as a violation of this Policy if it creates, or foreseeably would create, a risk of substantial disruption within the school environment.
  3. Conduct that occurs through electronic communication will be classified as a violation of this Policy if it otherwise fits the definition set forth in this section.
- C. Conduct Directed at Someone Other than a Student
- Conduct (including verbal conduct) directed at someone other than a student who is present on school property or at a school event will be classified as discrimination or harassment if it is motivated by that person's race, color, creed, religion, national origin, age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, and
1. It has the purpose or the effect of substantially interfering with the person's work performance; or
  2. The person is explicitly or implicitly told that they must submit to that treatment in order to receive or continue to receive employment opportunities; or
  3. A decision by the District about that person's employment is influenced by whether that person has submitted to the treatment or objected to it.
- D. Also prohibited, as sexual harassment, is the making of unwanted sexual advances, the making of any requests for sexual favors, and subjecting another person to any



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touching, teasing or other verbal communication of a sexual nature. The following describes some of the types of acts that may be unlawful sexual harassment:

1. Physical assaults of a sexual nature, such as:
    - a. Rape, sexual battery, molestation, or attempts to commit these assaults.
    - b. Intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.
  2. Unwanted sexual advances, propositions or other sexual comments, such as:
    - a. Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or detriments;
    - b. Subtle or obvious pressure for unwelcome sexual activities;
    - c. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience which are sufficiently severe or pervasive to create a hostile work environment.
  3. Sexual or discriminatory displays or publications anywhere in the workplace, such as displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic.
- E. Anyone who feels that they have experienced prohibited discrimination or harassment should bring this to the District's attention by using the Complaint Procedure described below. Administrators and other supervisors who observe conduct that might constitute harassment, including sexual harassment, are required to report that conduct to the Compliance Coordinator.
- F. An employee, including supervisors and managers, who subject another employee to harassment, including sexual harassment, will be subject to disciplinary consequences, consistent with applicable laws and collective bargaining agreements.
- G. Conduct that occurs away from school property, such as on social media or at after-hours events, may violate this policy if it has a prohibited workplace impact.
- IV. Strategy to Prevent Harassment, Bullying, and Discrimination

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With the objective of preventing acts of harassment, bullying, or discrimination from interfering with any student's educational opportunities or sense of safety in school, the District will implement the procedures described in this Policy to:

- A. Expand student and employee awareness of the problem;
- B. Train staff and instruct students about appropriate, non-discriminatory behavior;
- C. Respond to reports of conduct that may violate this Policy; and
- D. Implement corrective and restorative measures as appropriate, when unacceptable conduct occurs.

#### V. Compliance Coordinator

- A. The Compliance Coordinator for purposes of implementing this Policy shall be:

Named at the Board of Education Re-Organization meeting.

The Compliance Coordinator is responsible for receiving complaints of conduct that may violate this Policy and Title IX (sex discrimination), Title VI (race and national origin discrimination), or Section 504 or the Americans with Disabilities Act (disability discrimination); directing a thorough fact finding regarding those complaints; making a determination whether a violation of the Policy and federal law has occurred; overseeing the implementation of corrective action when necessary, including the making of reasonable accommodations for student or employee disabilities; making sure that this Policy has been publicized as required by law; keeping records of all reports of possible discrimination based on sex, race, national origin, or disability; and making recommendations for the updating of this Policy as necessary.

The Compliance Coordinator is responsible for fulfilling these responsibilities in the event of incidents involving adult conduct directed at other adults, adult conduct directed at students, and student conduct directed at other students.

- B. The principal of each school building is designated as the District's DASA Coordinator for that school building, and their names and contact information shall be included in the Code of Conduct and prominently displayed in each building. The DASA Coordinators are responsible for receiving complaints of conduct directed at students by adults or other students that may be harassment, bullying, or discrimination as described in Part I-D and Part III of this Policy; conducting a thorough fact-finding regarding those complaints; determining whether a violation of this Policy has occurred; overseeing the implementation of corrective action when required; and keeping accurate records of complaints received and action taken, as

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required by the State Education Department. The DASA Coordinators serve as the Superintendent's designee for purposes of Article 2-A of the Education Law (DASA).

- C. The Compliance Coordinator shall inform the DASA Coordinators of matters that involve conduct directed at students, and the DASA Coordinators shall evaluate those incidents for possible violations of DASA. The DASA Coordinators shall inform the Compliance Coordinator of matters that involve complaints of possible discrimination on the basis of sex, race, national origin, or disability and the Compliance Coordinator shall evaluate those incidents for possible violations of Title IX, Title VI, Section 504, and the Americans with Disabilities Act.
- D. When a report complains of possible discrimination by the Compliance Coordinator, or a DASA Coordinator, the Superintendent shall designate another school official to conduct the necessary fact-finding and make recommendations.

#### VI. Complaint and Fact-finding Procedure

- A. Reports of Possible Harassment, Bullying, or Discrimination: Attached to this Policy Report of Possible Harassment, Bullying or Discrimination and DASA Incident Reporting Form. The Compliance Coordinator and DASA Coordinator shall make sure that this form is available in each school building, and its availability is known to those who may need to use it. The use of these forms is encouraged, but not required; the Compliance Coordinator or DASA Coordinator shall conduct a fact-finding inquiry anytime a written or oral report is received that contains enough information to reasonably investigate.
  - 1. An employee may report possible discrimination or harassment directed at them or another employee to the employee's supervisor or directly to the Compliance Coordinator. If the report is about conduct by the Compliance Coordinator, the report may be made to the employee's supervisor or Superintendent of Schools. If an employee makes a verbal report, they shall be asked to make a written report and told of the availability of the Report form. The person to whom the report is made is also responsible for reporting in writing their conversation and other available information to the Compliance Coordinator or Superintendent of Schools.
  - 2. A student may report possible harassment, bullying or discrimination directed at them or another student to any teacher, counselor, or school administrator. If a student makes a verbal report, they shall be asked to make a written report and told of the availability of the Report form. The person to whom the report is made is also responsible for reporting in writing their conversation and other available information to the Compliance Coordinator or DASA Coordinator. School staff shall be trained on how to receive and refer student complaints.

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3. A parent, school volunteer, or other member of the public who wishes to report possible harassment, bullying, or discrimination against a student shall make the report to the Superintendent, the Compliance Coordinator, a DASA Coordinator, or any building principal or teacher. If a verbal report is made, a written report shall be requested. The person to whom the report is made is also responsible for reporting in writing their conversation and other available information to the Compliance Coordinator.
  4. District employees who either witness conduct directed at a student that may be harassment, bullying, or discrimination, or receive an oral or written report of such conduct, must report that to the DASA Coordinator. The employee must make an oral report to the DASA Coordinator within one school day, followed by a written report to the DASA Coordinator no more than two school days after their oral report.
- B. Fact-finding Inquiry: Upon receiving a written report of possible harassment, bullying, or discrimination, the Compliance Coordinator or DASA Coordinator shall log the report, acknowledge in writing its receipt, and conduct a fact-finding inquiry designed to determine with a reasonable degree of probability what actually transpired.
1. The fact-finding inquiry should begin promptly after receiving the complaint, and be pursued with sufficient diligence to reach a conclusion within thirty (30) days after receipt of a written report.
  2. The inquiry should determine with as much detail as possible the sequence in which events occurred, the identity of each person involved and their respective roles, and the exact words spoken by each participant. To the extent practicable, all interviews should be conducted by one person.
  3. The inquiry shall include an opportunity for any person who has been identified as possibly violating this Policy to respond to each assertion made against them.
  4. Interviews shall be scheduled and conducted in compliance with applicable provisions of New York law and collective bargaining agreements.
  5. Each person interviewed shall be reminded that they are protected by the non-retaliation provision of this Policy, and that they are bound by that provision.
- C. Resolution: The Compliance Coordinator or DASA Coordinator shall prepare a written fact-finding report describing what investigation was done, what conclusions have been drawn about what happened, a conclusion as to whether the conduct

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violated the District's Policy, and, if it did, a recommendation regarding what corrective action should be taken. This report shall be submitted to the Superintendent for further action.

1. If the determination is that this Policy has not been violated, the person who made the report, and each person whose conduct was challenged, shall be told of that determination verbally and in writing. The person who made the report shall be told of the option to have the determination reviewed.
  2. If the determination is that this Policy has been violated, the person who made the report of possible discrimination shall be told of that determination verbally and in writing and, consistent with the confidentiality accorded to student and personnel records, told that appropriate corrective action has been taken to deter any repetition of the offending conduct. The person whose conduct violated the Policy shall have that explained to them, shall be told of the corrective action being taken by the District, and shall be told of the option to have the determination reviewed.
  3. When the Compliance Coordinator or DASA Coordinator verifies the occurrence of harassment, bullying, or discrimination directed at a student, the school shall take prompt action that is consistent with the District's Code of Conduct and is reasonably calculated to end the harassment, bullying, or discrimination to eliminate any hostile environment; to create a more positive school culture and climate; to prevent a recurrence of the behavior; and to ensure the safety of the student(s) at whom the conduct was directed.
    - a. Responsive actions shall be measured, balanced, and age-appropriate.
    - b. Responsive actions shall follow a progressive model and make appropriate use of intervention, education, and discipline.
    - c. Responsive actions shall vary according to the nature of the offending behavior, the developmental age of the person engaging in the behavior, and the prior history of problem behaviors by the person engaging in the conduct.
- D. Report to Law Enforcement Agency: When the Compliance Coordinator or DASA Coordinator believes that conduct has occurred that constitutes criminal conduct, the Coordinator shall promptly notify the Superintendent, and the Superintendent shall promptly notify the appropriate law enforcement agency.
- E. Confidentiality: It shall be explained to anyone making a report or providing information about a report that the District does not reveal information about reports or the fact-finding process except to the extent necessary to fulfill its legal obligations

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to make as complete an inquiry as possible and to take appropriate corrective action when discrimination has occurred. Every witness interviewed during the fact-finding inquiry shall be instructed not to discuss the complaint or the investigation with anyone else, except as may be privileged by law.

- F. **Special Fact-finder:** The Superintendent is authorized to appoint a special fact-finder to carry out the responsibilities of the Compliance Coordinator or DASA Coordinator when the Superintendent concludes that the circumstances of a particular report warrant that action, and the special fact-finder shall fulfill the responsibilities of the Compliance Coordinator described in this policy.
- G. **Interim Protective Action:** The Superintendent has discretion to implement interim protective action, pending the completion of a fact-finding inquiry, to protect an individual when the Superintendent concludes that the circumstances of a particular report warrant that action.
- H. **Review of Administrative Response:** If a person who initiated a report of possible harassment or discrimination, or a person whose conduct was challenged by a report of possible harassment or discrimination, is not satisfied with the action taken by the Superintendent, they may request that the determination be reviewed by the Board of Education.
  - 1. A request for Board review must be made in writing, filed with the Board Clerk within ten (10) business days of receiving the written notice of the determination.
  - 2. The person requesting review shall provide a written explanation of their objection(s) to the determination, including the corrective action taken, if any. That statement shall be filed with the Board Clerk at least five (5) business days before the Board meeting at which the review will be conducted. The Board shall also be provided with a copy of the Compliance Coordinator's report and recommendation, and documentation of the Superintendent's subsequent action(s).
  - 3. Board discussion of the determination and the objection(s) made shall take place in executive session. Board action to adopt or change the determination shall be take place in public session.
- I. **No Retaliation:** No employee or student shall take a retaliatory action, or request or cause anyone else to take a retaliatory action, against any person who, in good faith, reports information about a possible violation of this Policy to a District employee or to the Commissioner of Education or to a law enforcement agency, or who initiates a report or encourages another person to initiate a report, or testifies or assists or

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participates in the investigation of a report, or complaint by the District or a governmental agency.

#### VII. Remedial Measures When This Policy is Violated

- A. An employee found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) in the course of their employment will be subject to discipline, up to and including termination. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct) and applicable statutes and collective bargaining agreements.
- B. A student found to have engaged in prohibited harassment, bullying or discrimination against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property will be subject to discipline. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct), the New York State Education Law, and any other applicable statutes.
- C. Any other person found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property may have their future access to school activities limited, as deemed appropriate under the circumstances.

#### VIII. Dignity Act Coordinator

- A. The Board appoints at least one staff member at each school to serve as the Dignity Act Coordinator for that school, upon the recommendation of the Superintendent. Each person designated for this role shall be instructed in the provisions of Article 2-A of the Education Law and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
- B. The name and contact information for each Dignity Act Coordinator shall be publicized as follows:
  - listing such information in the Code of Conduct posted on the District's website;
  - including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;

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- including such information in at least one mailing per school year to parents and persons in parental relation, and in additional mailings if the information changes;
- posting such information in a highly visible location in each school building; and
- making such information available at the District office and each school building office.

The publication of this information shall also inform students and persons in parental relation to students that the Dignity Act Coordinator is available to speak with them if they have witnessed possible discrimination, harassment, or bullying, or if they have experienced treatment that may be prohibited discrimination, harassment, or bullying.

- C. In the event a designated Dignity Act Coordinator vacates that position, the Superintendent shall immediately designate an interim Coordinator pending appointment by the Board. In the event that a Coordinator is unable to perform the duties of the position for an extended period of time, another staff member shall be immediately designated by the Superintendent as an interim Coordinator pending return of the previous Coordinator to the position. Contact information for the new Coordinator shall be distributed as provided above.

#### IX. Training and Publication of Policy

- A. All District employees will be provided with a copy of this policy. Online access to a printable copy of this Policy will satisfy this requirement.
- B. All students and their families will be notified at the beginning of the school year, or at the time of enrollment, of this Policy, the conduct expectations established by it, and how they may request accommodation of a disability, initiate a complaint, or report possible discrimination, harassment, or bullying.
- C. A summary of this Policy shall be posted as part of the District's website, and shall be distributed periodically with District publications.
- D. The Superintendent shall insure that all District employees receive training designed to meet the following objectives each year in an interactive format:
1. discourage the development of harassment, bullying, and discrimination;
  2. make employees aware of the effects on students of harassment, bullying, cyberbullying, and discrimination;



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3. raise the awareness and sensitivity of employees to potential harassment, bullying, and discrimination;
  4. enable employees to prevent harassment, bullying, and discrimination;
  5. enable employees to respond to harassment, bullying, and discrimination;
  6. inform employees about social patterns of harassment, bullying, and discrimination, including that based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender (including gender identity or expression); and
  7. strategies for effectively addressing the problems of exclusion, bias, and aggression in an educational setting.
- E. The Superintendent shall develop and implement guidelines:
1. for the development of nondiscriminatory instructional and counseling methods to be used by District staff;
  2. for the development of measured, balanced and age-appropriate responses to instances of harassment, bullying, and discrimination by students, with remedies and procedures following a progressive mode that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history or problem behaviors, and are consistent with the Code of Conduct; and
  3. include safe and supportive school climate concepts in curriculum and classroom management.
- F. The District shall develop and implement a program of instruction in grades Kindergarten through Grade 12 to include a component on civility, citizenship and character education in accordance with Education Law.
1. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.
  2. Instruction on the principle of respect for others shall discourage acts of harassment, bullying, and discrimination.

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3. Instruction on the principle of tolerance, respect for others, and dignity shall seek to instill an awareness and sensitivity to harassment, bullying, discrimination, and civility in the relations of people of different races, weights, national origins, ethnic groups, religion, religious practices, mental or physical disabilities, sexual orientation, genders, and sexes gender (including gender identity or expression).
  4. This shall include instruction about safe and responsible use of the internet and electronic communications.
- X. Other Available Remedies for Unlawful Discrimination and Harassment, including Sexual Harassment:
- A. In addition to this Policy, District employees and other persons visiting or doing business with the District are protected from discrimination and harassment, including sexual harassment, by New York State and federal law. There also may be applicable local laws.
  - B. The New York State Human Rights Law prohibits discrimination in employment and public accommodations, including sexual harassment. Your rights can be enforced by a complaint filed with the New York State Division of Human Rights or by filing a complaint in New York State Supreme Court.
    1. You may learn more about your rights under the Human Rights Law by calling the Division's toll-free telephone number (888-392-3644) or visiting the Division's website ([www.dhr.ny.gov](http://www.dhr.ny.gov)).
    2. You may file a complaint with the Division within one year of the event you feel was harassment. You do not need a lawyer to file a complaint with the Division. The Division will investigate your complaint and make a determination whether unlawful harassment occurred. If a public hearing is required, the Division will provide an attorney. The Division may seek monetary damages on your behalf.
    3. You may start a lawsuit in Supreme Court within three years of the event you feel was harassment. You can start a lawsuit yourself (pro se), but you should retain a lawyer who is familiar with court procedures.
  - C. Federal laws, including Title VII of the Civil Rights Act of 1964, also prohibit discrimination in employment and public accommodation, including sexual harassment. Your rights can be enforced by filing a charge of discrimination with the United State Equal Employment Opportunity Commission (EEOC).
    1. You may learn more about your rights under federal law by calling the EEOC's toll-free number (800-669-4000) or visiting the EEOC's website ([www.eeoc.gov](http://www.eeoc.gov)).

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2. You may file a charge with the EEOC within three-hundred (300) days of the event you feel was harassment. You do not need a lawyer to file a charge with the EEOC.

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Bainbridge-Guilford Central School District

Legal Ref: Title IX, Education Amendments of 1972 (20 USC 1681, 45 CFR Part 86); Section 504, Rehabilitation Act of 1973 (29 USC 794, 45 CFR Part 84); 28 CFR 35.107(b), 34 CFR 104.7(b), 106.8(b), NYS Human Rights Law, (Article 15, NYS Executive Laws); 8 NYCRR 100.4, 135.4, 141.1 and 200; Civil Rights Act of 1964, Title VI and VII (42 USC 2000d and 2000e); New York State Education Law, Article 2-A and §§3201 and 3201-a; Americans with Disabilities Act of 1990 (42 USC 12101-12213, 29 CFR Part 1630); Age Discrimination in Employment Act (29 USC 621-634); EEOC guidelines (29 CFR Part 1609.1 and 1609.2); and NYS Labor Law §201-g.

Adopted: 02/17/94, 09/14/94

Revised: 07/06/06, 04/03/14, 06/05/14, 01/05/17, 01/03/19

Directions: The Bainbridge-Guilford Central School District is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students, students and staff do occur at times. If you wish to report a disturbing incident between two or more students, or between a student and staff member, complete this form and return it to the Principal at the Student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.

## Dignity for All Students Act (DASA) Incident Reporting Form

To be completed by person reporting the incident (or the person receiving the complaint and/or investigating the incident)

Today's date: \_\_\_\_\_ Name of School: \_\_\_\_\_

Name of person reporting incident: \_\_\_\_\_

Role of person reporting incident (Check one)

- Student target     Student (witness)     Parent/Guardian     Staff member     Other

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name of target: (student being bullied, harassed, or discriminated against)

\_\_\_\_\_

Name(s) of alleged Offender(s): \_\_\_\_\_

Date(s) and time(s) of incident(s): \_\_\_\_\_

What was your involvement in the incident?

- I was directly involved in the incident     I observed the incident     I heard about the incident

Where did the incident happen? (Check all that apply)

- On school property     Cafeteria     On a school bus  
 Classroom     Gym     Off school property  
 Hallway     Locker room     Electronic communication  
 Bathroom     At a school function     Other (describe): \_\_\_\_\_

Type of incident (Check all that apply)

- Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)  
 Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)  
 Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)  
 Abuse (actions or statements that put an individual in fear of bodily harm)  
 Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))  
 Other (describe): \_\_\_\_\_

**Who was involved in the incident?**

- Student       Employee       Both student and employee

**Describe the specific nature of the incident. What happened? (Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. if possible.**

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*(add extra pages if needed)*

**If there were any adults in the area when this happened, what did they do?**

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**Types of bias involved (if known):** *(Check all that apply)*

- Race       Religion       Sex  
 Color       Religious practice       Other (describe)  
 Weight/size       Disability  
 National origin       Sexual orientation  
 Ethnic group       Gender

**Names of others who may have witnessed the incident:**

---

**Was the student absent from school as a result of the incident?**

- No  Yes    Number of days student was absent: \_\_\_\_\_

Does the situation continue to occur?       Yes     No

**What do you think should be done about the situation?**

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**Please return the completed form to Dignity Act Coordinator or Building Administrator.**

**You can contact the school administrator, Dignity Act Coordinator, counselor, or other staff member (whichever you are most comfortable with) for information or assistance at any time.**

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Approved by the Superintendent:    01/05/17, 08/28/18\*

# Regulation

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REPORT OF POSSIBLE DISCRIMINATION OR HARASSMENT

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: ( ) \_\_\_\_\_

Work Address (if applicable): \_\_\_\_\_

Work Telephone (if applicable): ( ) \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of person(s) you believe discriminated against you: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Describe the incident(s) as clearly as possible, including such details as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

\_\_\_\_\_  
\_\_\_\_\_

What would you like done to correct this situation?

\_\_\_\_\_  
\_\_\_\_\_

I hereby certify that the information I have provided in this Complaint is true, correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date

Received by: \_\_\_\_\_

\_\_\_\_\_  
Date

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Bainbridge-Guilford Central School District  
Approved by the Superintendent: 01/03/19

## INSTRUCTION AND EMPLOYMENT OF HIV-INFECTED INDIVIDUALS

### I. Policy

The Board is committed to providing a safe and healthy environment in the District's schools and to protecting the rights of HIV-infected individuals to confidentiality and to continued education or employment where possible. The Board also recognizes that current law and regulations strictly limit the disclosure of confidential HIV-related information without an authorized consent form or a Court Order.

It is the policy of the Board of Education that no individual shall be denied access to any program or activity sponsored by, or conducted on the grounds of the District solely on the basis of the HIV-infection status of that individual or anyone with whom that individual is associated.

No student, employee, or volunteer shall be required or requested to undergo an HIV-antibody test or other AIDS-related diagnostic test. However, the District retains and will exercise its authority to require medical examinations where other reasons for doing so exist.

Each District employee shall be given a copy of this Policy at the beginning of each school year, and new employees shall be provided a copy at the time they begin employment.

### II. Voluntary Disclosure

A. To Obtain Public Health Assistance: Employees or students who suspect that they are infected with, or at risk of contracting, the HIV virus is encouraged to:

1. Contact the New York State Health Department AIDS Hotline for general information: 1-800-541-AIDS, or 1-800-541-2437,
2. Contact the New York State Health Department toll-free number for AIDS Testing and Counseling: 1-800-562-9423 (Syracuse),
3. Report to the County Health Department, or
4. Report to your personal physician.

B. To Inform the District: Any infected employee or infected student, or the parent of any infected student, is encouraged to report this diagnosis to the District's medical staff and other relevant staff members, with the assurance that such information will be kept confidential, as described below.

### III. Confidentiality of HIV Related Information

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### INSTRUCTION AND EMPLOYMENT OF HIV-INFECTED INDIVIDUALS

- A. Public Health Law Article 27-F strictly regulates the disclosure of HIV-related information, setting requirements even more stringent than those protecting other health-related information. One purpose of this Policy is to insure that all District personnel conduct District business in conformance with the Public Health Law.
- B. As used in this Policy, the term “HIV-related information” includes all Authorizations for Release of Confidential HIV Related Information (“Release Authorization”) forms held by the District, all medical records received by the District containing HIV-related information, and all notes or memoranda that refer to an individual’s HIV status or whether an individual has been tested for HIV infection. It includes records maintained on paper or digitally.
1. All HIV-related information held by the District must be kept in the Superintendent’s office, in a locked file. Access to this information is allowed only to those persons named in a proper Release Authorization, or to whom voluntary disclosure was made. Electronic copies must be kept in password-protected digital files, with a separate file for each individual whose HIV status is recorded. The password for each separate file shall be known only to the District personnel who are authorized to have access to that information by the applicable Release Authorization, or to whom a voluntary disclosure was made.
  2. No HIV-related information shall be transmitted within the District by electronic mail.
  3. No HIV-related information shall be transmitted from the District to any other party by electronic mail, unless that party is a governmental entity or health care provider that requires it to be sent in that format.
- C. No request for HIV-related information shall be made by anyone on behalf of the District unless that request has been previously approved by the Superintendent. The Superintendent shall determine the specific District personnel to whom release of information is requested.
1. The HIPAA Compliant Authorization for Release of Medical Information and Confidential HIV Related Information form is available at <http://www.health.ny.gov/forms> and is referred to in this Policy as the Release Authorization.
  2. Any request by the District for HIV-related information shall be made (after approval of the Superintendent) by providing the individual, or the person authorized by law to consent for the individual, with a copy of the Release Authorization, filled in to identify the District personnel to whom disclosure is



INSTRUCTION AND EMPLOYMENT OF HIV-INFECTED INDIVIDUALS

requested, and the reason(s) disclosure is requested. The Superintendent shall always be identified as a person authorized to access the information, to fulfill the Superintendent's responsibility to maintain student safety and the confidentiality of all HIV-related information held by the District.

3. HIV-related information received by the District pursuant to a Release Authorization shall be made available only to those persons listed in the Release Authorization, only for the time period identified there, and only for the reasons identified there.

- D. If a student, student's parent, or person in a parental relation voluntarily discloses to a District staff member HIV-related information about the student, the staff member to whom the information is disclosed shall advise the person making the disclosure of this Policy, and request that the person making the disclosure speak to the Superintendent or give permission for the staff member to share the information with the Superintendent.

If a District employee voluntarily discloses to a supervisor or management employee information about their own HIV status, the supervisor or manager shall advise the employee of this Policy, and request that the person making the disclosure speak to the Superintendent or give permission for the staff member to share the information with the Superintendent.

Anyone who has made a voluntary disclosure of their own HIV status or the HIV status of a student for whom they are legally responsible, shall be requested to complete a Release Authorization in order to identify the persons who may have access to this information and the reasons for that access.

- E. No HIV-related information in the possession of the District shall be disclosed to any other party except in response to a properly executed Release Authorization (or a written authorization that the school attorney advises the Superintendent satisfies the Public Health Law and HIPAA), or a court Order.
1. Disclosure may be made to a health care provider for purposes of providing the HIV- positive individual with health care, as allowed by Public Health Law Section 2782.
  2. If any other person asserts that they are authorized by Public Health Law Section 2782(1) to access HIV-related information in the possession of the District, without being named in a Release Authorization, the Superintendent shall confer with the school attorney before releasing any HIV-related information.

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### INSTRUCTION AND EMPLOYMENT OF HIV-INFECTED INDIVIDUALS

#### IV. CSE Referrals and Procedures

- A. No student shall be referred to the Committee on Special Education solely on the basis of the student's HIV status. A referral shall only be made when a student's condition interferes with the student's ability to benefit from instruction, and shall be processed in accordance with the requirements of Section 200.1 of the Regulations of the Commissioner.
- B. If a student who is HIV-positive requires special accommodations to continue to attend school, the student shall be referred to the multi-disciplinary team for consideration in accordance with Section 504 of the Rehabilitation Act.
- C. The consideration and discussion of HIV-related information by the CSE or multidisciplinary team must conform to the confidentiality requirements of the Public Health Law and this Policy. In particular, both District personnel and non-District professionals can only take part in CSE discussions that reveal the HIV status of an individual if they have been authorized to do so by a properly executed Release Authorization, or another document that satisfies the Public Health Law and HIPAA.

#### V. Court Orders

The District shall comply with all Orders issued by a court in conformance with Public Health Law Article 27-F regarding disclosure of HIV-related information, regardless of whether there is a Release Authorization in effect.

#### VI. Infection Control Procedures

The District's Infection Control Program is part of its District-wide Safety Plan. It is designed to comply with the standards for handling blood and other body fluids that are published at 29 CFR Section 1910.1030.

#### VII. Classroom Instruction

The education of students in grades kindergarten through high school with respect to the Human Immunodeficiency Virus and AIDS shall be provided in an age appropriate manner, unless exempted, in conformance with Education Law Section 3208, and Sections 101 and 135.3 of the Commissioner's Regulations.

- A. In compliance with the regulations of the Commissioner of Education, the district will provide classroom instruction concerning Human Immunodeficiency Virus and AIDS as part of a sequential and comprehensive health program for all students, K-12. Instruction will be offered during regularly schedule classes. Such instruction will be age-appropriate, and include the following information:

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1. the nature of the disease;
  2. methods of transmissions of the disease; and
  3. methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).
- B. A student may be excused from the segment of AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Superintendent of Schools. The request shall give assurance that such instruction will be given at home.
- C. The Board shall establish an advisory council which shall be responsible for making recommendations on content, implementation, and evaluation of the AIDS instructional program. The advisory council must consist of Board members, appropriate school personnel, parents and community representatives, including representatives from religious organizations.

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Bainbridge-Guilford Central School District

Legal Ref: 29 U.S.C. Section 794 et seq. (Federal Rehabilitation Act of 1973); Education for all Handicapped Children's Act of 1975; Public Health Law, Article 27-F; 8 N.Y.C.R.R. Sections 135.3 and 200; Exec. Law Section 290 et seq. (Human Rights Law); Americans with Disabilities Act of 1990.

Cross Ref: District-Wide Safety Plan  
Infection Control Program  
Citizens Advisory Committees

Adopted: 12/18/97

Revised: 01/05/17

## DRUG-FREE WORKPLACE POLICY

### I. Statement of Policy

- A. The District is committed to maintaining a drug free work environment and adopts this policy to ensure compliance with the *Drug Free Workplace Act of 1988*.
- B. The unlawful manufacture, distribution, dispensation, possession, or use of a “controlled substance” (any substance listed in any schedule of 21 U.S.C. Section 812) is prohibited on District property and at District-sponsored events. The use or possession of a prescribed medication in any manner other than as prescribed is also prohibited on District property and at District-sponsored events.

### II. Drug-Free Awareness Program

- A. Each new employee shall be given a copy of this Policy.
- B. The Superintendent shall adopt a procedure that will ensure that each District employee is informed about:
  - 1. This Policy,
  - 2. The dangers of drug abuse in the workplace,
  - 3. Available drug counseling and rehabilitation services and the District’s employee assistance program, and
  - 4. The penalties that may be imposed upon District employees for violations of this Policy.

### III. Consequences for Violation of Policy

- A. Penalties for violations of this Policy shall be determined by the Superintendent based on all of the facts of a particular case, including the nature of the substance involved. The Board considers any violation of this Policy by an employee to be detrimental to the District’s pedagogical mission to educate students not to use or abuse illegal substances, and any penalty assessed should reflect this.
  - 1. The penalty for a violation of this Policy typically will be a reprimand, an unpaid suspension, a fine, a demotion, or dismissal from employment.
  - 2. Where the Superintendent deems appropriate, a disciplinary consequence may be held in abeyance pending the employee’s satisfactory completion of

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DRUG-FREE WORKPLACE POLICY

medical treatment, counseling, community service, or other appropriate rehabilitative activity.

- B. Penalties for violations of this Policy shall be administered in a manner consistent with applicable statutes, collective bargaining agreements that relate to employee discipline and the District's Code of Conduct.

IV. Special Rules Relating to Employees Working under a Federal Grant

- A. The District will notify each employee working under a federal grant that as a condition of working under the grant, the employee will abide by the terms of this policy.
- B. When a District employee working under a federal grant is convicted of a violation of a criminal drug statute:
  - 1. The Employee must notify the District of the conviction no later than five days after the conviction; and
  - 2. The Superintendent (or designee) will notify the federal agency providing the grant of the employee's conviction no later than ten days after it learns of the conviction; and
  - 3. The District will initiate appropriate disciplinary action and/or will require the employee to participate in an appropriate rehabilitation program no later than 30 days after it learns of the conviction.

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Bainbridge-Guilford Central School District

Legal Ref: 41 USCA 702, et. seq; 21 USCA 812; 21 CFR 1308, et. seq.

Adopted: 10/02/95, 12/1897

Reviewed: 06/05/14

Revised: 01/05/17

## TOBACCO AND NICOTINE USE POLICY

- I. The Bainbridge-Guilford Central School District is committed to providing a healthy, safe and tobacco and nicotine free environment for students, staff and visitors. The purpose of this policy is:
  - A. To prevent and address youth addiction to tobacco and nicotine products;
  - B. To promote a positive, pro-active approach to eliminating tobacco and nicotine products on District property and at District events;
  - C. To prevent students, staff and visitors from being exposed to second hand smoke and vapor.
- II. Definitions:
  - A. “Tobacco and nicotine products” include any product made or derived from tobacco or that contains nicotine, whether synthetic or natural, that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any means, or any component, part, or accessory of a tobacco product, including but not limited to; cigarettes; electronic smoking devices; cigars; little cigars; snuff; snus; bidis; dip; chewing tobacco; and other kinds and forms of tobacco.
    1. FDA approved cessation materials are exempt.
  - B. “District Property” means any building, vehicle, or structure owned or leased by the District, and the surrounding outdoor grounds contained within the legally defined property boundaries of the District’s properties as registered in the county clerk’s office. This includes the entrances and exits of District buildings and structures.
  - C. “Promotional advertising” means brand names or logos and publications on any clothing, shoes, accessories, gear, supplies or publications provided by tobacco companies (including prevention/educational materials).
  - D. Tobacco-related devices” ashtrays, rolling papers, wraps, or pipes for smoking and any components, parts, or accessories of electronic devices.
  - E. “Smoking” is defined as inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or nay other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. “Smoking” also includes, but

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### TOBACCO AND NICOTINE USE POLICY

is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, Juul, Suorin, or any other product name or descriptor.

1. “Electronic smoking device” includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, or pods.

#### III. Prevention:

- A. Staff will receive training in tobacco and nicotine use prevention education. This can be accomplished through publications and ongoing professional development.
- B. Tobacco and nicotine use prevention will be appropriately integrated into curriculum. All students will receive instruction on avoiding tobacco and nicotine use.
- C. The District will request tobacco-free versions of all publications in school libraries.
- D. The District will not accept gifts or funds from the tobacco or nicotine industry.
- E. “No Smoking/Tobacco Use” signs shall be prominently and conspicuously posted in strategic locations on District Property and in District vehicles in accordance with NYS Law.
- F. Staff, students and visitors will be notified annually of this policy through presentations, student handbooks, newsletters, meetings, events and functions.
- G. Outside groups who use District facilities will be notified of this policy by way of the Building Use Request Policy and Form.
- H. Tobacco and nicotine cessation information will be available to staff, students, parents and visitors.
- I. There shall be no advertising of tobacco on District Property or functions.

#### IV. Prohibited Conduct:

- A. All forms of tobacco and nicotine use and sale of tobacco and nicotine and tobacco-related devices by students, staff, volunteers and visitors is prohibited on school grounds (including any vehicle owned or operated by the District), and at

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TOBACCO AND NICOTINE USE POLICY

school sponsored events, including events off school grounds, at all times including non-school hours.

- B. Student possession of tobacco and nicotine products and tobacco-related devices is prohibited.
  - C. Public Health Law Section 1399-o prohibits all smoking within 100 feet of the entrances, exits or outdoor areas of the District's school buildings, except in a residence or within the real property boundary line of a residence.
- V. Enforcement:
- A. Individuals who violate this policy face possible discipline, including ejection or exclusion from District property and/or District events in accordance with any applicable Board Policy (including the Code of Conduct), collective bargaining agreement or provision of law.
  - B. The Superintendent shall designate one or more District personnel to have the authority to report to the county's enforcement officer possible violations of Public Health Law Section 1399-o occurring within 100 feet of the outside areas of the District's school buildings.

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Bainbridge-Guilford Central School District

Legal Ref: Article 13-E NYS Public Health Law §1399; NYS Education Law §409; No Child Left Behind 2001, Part C Section 4303

Adopted: 01/05/88, 10/02/95

Revised: 07/26/88, 1994, 11/0, 01/05/17, 6/1/23



## VISITORS TO THE SCHOOLS

- I. In order to allow parents, members of the community and other interested persons to learn what the District does, the Board encourages visitations to the buildings and grounds.
- II. It is the policy of the District to allow visits to the school buildings and facilities by parents, adult community members and other interested persons, according to the guidelines issued herein to preserve the safety of students and staff and to avoid disruption of the educational program. These guidelines are in addition to any rule, regulation, penalty or punishment under the provisions of existing state law.

### A. Visitor Procedure

In order to safeguard a school and classroom atmosphere which is conducive to learning, the District establishes the following rules for the governance of visitors to the schools.

#### **All visitors, including parents, who have legitimate business in the public schools must:**

1. report to the Main Office immediately upon entering a building
2. sign in
3. proceed with the RAPTOR VISITOR MANAGEMENT SYSTEM process
4. receive the permission of the Building Principal or his/her designee (VISITOR BADGE)
5. sign out at the conclusion of the visit.

#### **Raptor Visitor Management System**

The Raptor Visitor Management System screens against the national sex offender registry for every visitor based on first name, last name, and date of birth. The Raptor system will also screen against custom alerts the district configures, such as, non-custodial parents/guardians, no-trespass order, etc.

The Raptor Visitor Management System only collects first name, last name, and date of birth, partial ID #, and picture. Raptor DOES NOT keep a copy of the ID.

The Raptor scan can read 2D barcodes and/or Machine-Readable Zone (MRZ). Identification cards and Driver's Licenses are examples of IDs that the system will read. If an ID does not contain a 2D barcode or MRZ, the scanner will look for and capture a photo if one is available and prompt the user to manually enter the first name, last name, date of birth, and ID number.

The district will also manually enter data from a passport, school/college identification card with photo, employer identification card with photo. These forms of identification may not have a 2D barcode, therefore the district will scan the photo and then manually enter the name, date of birth, and ID number.

#### **Visitor ID Scan**

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### VISITORS TO THE SCHOOLS

- Any visitor that will be going beyond the front vestibule will need ID to be scanned, unless deemed otherwise by school administration.
  - If the visitor does not possess a valid form of ID, the district will take a photo and manually enter first name, last name, and date of birth.
  - If a parent refuses to present ID or provide required information, entry will not be allowed.  
Possible Offender Match
  - If a possible sex offender match occurs, front office personnel will notify administration or the school resource officer. School administration or the school resource officer will then go through the potential offender protocol and make a decision on entry.  
Positive Offender Match
  - If a positive sex offender match occurs, front office personnel will notify administration and school resource officer. If the visitor is also a parent, School Administration will review rights of access, if any, with the visitor. If the visitor is not a parent, access will be denied.  
Custom Alerts
  - The district will be customizing alerts within the Raptor Visitor Management System. Visitor entry could be restricted based on non-custodial parent restrictions, no-trespassing orders, orders of protection etc. The front office personnel will notify administration or the school resource officer. School administration or the school resource officer will notify the person that entry is denied.
- B. Parental Visits by Appointment
1. Visitations to classrooms for any purpose require permission in advance from an administrator or his/her designee in order to allow teachers the opportunity to accommodate their schedules. Parents or guardians wishing to speak with a specific teacher concerning the progress of a child must make an appointment with the teacher, in addition to obtaining the permission of the Building Principal.
  2. Parents are encouraged to visit guidance counselors, school nurses, school psychologists and other support personnel by appointment to discuss any concerns the parent or guardian may have regarding a student.
- C. Any visitors wishing to inspect school records must comply with all applicable Board rules and regulations (e.g. Policy 1100, Public Access to Records).
- D. No staff member shall transact business with, or permit the continuing presence in the school of, a visitor who has not been duly registered. Unauthorized visitors should be reported to the Building Principal or his/her designee.
- E. The Superintendent and Building Principal each possess the authority to prohibit the entry of any person to the school premises, or to expel any person from the school premises, when the presence of such person is unauthorized or disruptive. If such individual refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request assistance from

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VISITORS TO THE SCHOOLS

the local law enforcement agencies. F. Unauthorized visitors to the school buildings or grounds are subject to arrest under Sections 140.10 and 240.35 of the NYS Penal Law.

- F. Unauthorized visitors to the school buildings or grounds are subject to arrest under Sections 140.10 and 240.35 of the NYS Penal Law.

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Bainbridge-Guilford Central School District  
Legal Ref: NYS Education Law §§ 1708 and 2801  
Adopted: 03/16/95  
Revised: 09/22/03, 04/24/17, 10/03/19\*

SHARED DECISION MAKING AND SCHOOL BASED PLANNING

- I. The Board of Education encourages the participation of the community in improving education in our schools. In accordance with the regulations of the Commissioner, the Board has adopted a plan for the effective participation of parents, teachers, administrators and the Board in shared decision making at the building level. This plan must specify:
  - A. The educational issues which will be subject to decision sharing and cooperative planning at the school level;
  - B. The manner and extent of the expected involvement of all parties;
  - C. The means and standards by which all parties will evaluate improvement in student achievement;
  - D. The means by which all parties will be held accountable for the decisions made;
  - E. The process whereby disputes will be resolved at the local level; and
  - F. The manner in which all state and federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.
- II. A copy of the Plan for Participation by Teachers and Parents in School-Based Planning and Shared Decision-Making shall be available at each school and at the central district office; individual copies of the plan will be provided upon request.
- III. Every two years, the Board shall review the plan to determine its effectiveness and to recertify or amend the plan, as needed. Any amendment or recertification of the plan will be developed and adopted in accordance with section 100.11 of the Regulations of the Commissioner.
- IV. The amended or recertified plan together with a statement of the plan's success in achieving its objectives shall be submitted to the Commissioner of Education for approval no later than February 1<sup>st</sup> of each year in which biennial review takes place.

## INTERNET SAFETY POLICY

- I. A. Although the Bainbridge-Guilford Central School District recognizes the value of the internet as an educational tool, it also understands that information with no redeeming social value is accessible through the internet.
- B.
  - 1. The Bainbridge-Guilford Central School District has developed and will enforce this Internet Safety Policy in compliance with the Children’s Internet Protection Act (CIPA) and the Neighborhood Children’s Internet Protection Act (NCIPA).
  - 2. In addition, the Bainbridge-Guilford Central School District maintains its “Purpose, Use and Administration of District Digital Information Systems” which governs the acceptable use of the Internet by students and employees.
- II. Access to the Internet using the District’s computer equipment is subject to the following restrictions:
  - A. **Filtering.** Filtering software will be used to block minors’ access to:
    - 1. visual depictions that are (a) obscene, (b) child pornography, or (c) harmful to minors;<sup>1</sup> and
    - 2. Internet sites which, in the Board’s determination, contain material which is “inappropriate for minors.” (See item B. below.)

Adult access to visual depictions that are obscene and/or child pornography will also be blocked. However, the Superintendent or his/her designee may disable the software to enable access to blocked sites for bona fide research or other lawful purposes.
- B. **Matter Inappropriate for Minors.** The Board will (from time to time) determine by resolution what Internet material is “inappropriate for minors” in the District. This determination will be based on community standards.

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<sup>1</sup> The terms “obscene”, “child pornography”, “harmful to minors,” and “matter inappropriate for minors,” used throughout the policy, are defined in the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act (Public Law 106-554). See Appendix A.

INTERNET SAFETY POLICY

- C. **Safety of Minors When Using Direct Electronic Communications.**
1. In using the computer network and Internet, minors are not permitted to reveal personal information such as home addresses, telephone numbers, their real last names or any information which might allow someone they are communicating with online to locate them. No minor may arrange a face-to-face meeting with someone he/she “meets” on the computer network or Internet without his/her parent’s permission.
  2. Before utilizing any electronic communications (including but not limited to electronic mail and “chat rooms”) in any instructional setting, students will be taught that they must disclose to their teacher any message they receive that is inappropriate or makes them feel uncomfortable. They must also be taught that they must never agree to meet with someone they have met online without their parent’s approval.
- D. **Unauthorized Access and Other Unlawful Activities.** It is a violation of this Policy to:
- a. use the District’s computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
  - b. damage, disable or otherwise interfere with the operation of computers, computer systems, software or related equipment through physical action or by electronic means; and/or
  - c. violate state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.
- E. **Unauthorized Disclosure and Dissemination of Personal Identification Information Regarding Minors.** Personally identifiable information concerning minors may not be disclosed or used in any way on the Internet (e.g., on the District’s web page or otherwise) without the permission of a parent or guardian. If a student is 18 or over, the permission may also come from the student himself/herself.
- III. **Regulations and Dissemination.** The Superintendent is authorized to develop and implement regulations consistent with this policy. The Superintendent will also be responsible for disseminating the policy and associated regulations to school personnel and students.

INTERNET SAFETY POLICY**Appendix A**

Generally speaking, “**obscenity**” is defined as any work that an average person (applying contemporary community standards) would find, taken as a whole, appeals to a prurient interest. The work also must depict or describe, in a patently offensive way, sexual conduct as specifically defined in state law. Moreover, the work, taken as a whole, has to lack serious literary, artistic, political or scientific value (See 18 U.S.C. §1460 and the cases interpreting that statute.)

“**Child pornography**” is defined as:

...any visual depiction, including a photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where (a) the production of visual depiction involves the use of a minor [someone under the age of 18] engaging in sexually explicit conduct; (b) such visual depiction is or appears to be, of a minor engaging in sexually explicit conduct; (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (d) such visual depiction is advertised, promoted, presented, described or distributed in such manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. (18 U.S.C. §2256[8]).

The phrase “**harmful to minors**” is defined as:

... any picture, image, graphic image, file, or other visual depiction that (a) taken as whole and with respect to minors [defined here as anyone under the age of 17], appeals to a prurient interest in nudity, sex or excretion; (b) depicts, describes, or presents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (Public Law 106-554, §1703{b}{2}.)

The phrase “**matter/material inappropriate for minors**” must be defined by a determination by the Board applying local community standards. (Public Law 106-554, §1732[1][2].)

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Bainbridge-Guilford School District

Legal Ref: The Children’s Internet Protection Act (CIPA); The Neighborhood Children’s Internet Protection Act (NCIPA) (Public Law 106-554)

Adopted: 11/20/97

Revised: 05/03/07, 01/11/18

Reviewed: 03/06/14

PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION  
SYSTEMS

**I. Scope of Policy**

- A. Digital information systems are important to achieving the District’s educational goals and conducting business operations in an efficient manner. The Board’s goal is to provide students and staff with digital technology tools that are appropriate to support the District’s instructional goals and operational needs, consistent with a wise use of the District’s financial resources.
- B. When used in this Policy, the term “digital information systems” includes computers of any size and form factor (including smartphones and tablets), network servers, routers, cables, interactive white boards, video conferencing equipment, switches, and software that is owned, leased, or licensed by the District, or that the District has the use of through a cooperative educational services agreement (CoSer), and that is used to create, modify, store, or transmit information in a digitized form.
- C. This Policy applies to the use of all District-managed devices, including mobile devices such as laptop computers and digital tablets, whether the equipment is used by staff, students, or members of the public. References to District-managed devices shall include devices owned by the District and devices that may continue to be owned by the BOCES but are assigned to the District for use within the District under District supervision.
- D. This Policy also applies to the use of digital devices that are not District-managed devices but are used to access and connect to the District’s network, whether the device is owned or used by a staff member, student, or member of the public.
- E. Anyone who uses any part of the District’s digital information systems is expected to comply with the standards of use set forth in this Policy, whether that person is a staff member (employees and volunteers), student, contractor, or member of the public (including parents and community members).
- F. In addition to the standards set forth in this Policy for use of the District's digital information systems, users of those systems must comply with all other board-adopted policies and related regulations, including but not limited to, the Code of Conduct, the Internet Safety Policy, and the Equal Opportunity and Nondiscrimination Policy.



PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION  
SYSTEMS

**II. District Accountability for Use of Digital Information Systems**

- A. The Board recognizes the District's responsibility to monitor the use of its digital information assets to insure that those assets are used for their intended purposes, and that the use of those assets does not expose the District to unnecessary risk. The Superintendent shall develop procedures and operating protocols that provide for the periodic review of access logs and filtering logs for the purpose of identifying possible misuse of the District's assets.
- B. The District reserves the right to inspect the contents of any digital files, folders, images, or other digital information created, modified, stored, or transmitted using the District's digital information assets.
  - 1. The only information that should be created, modified, stored, or transmitted using the District's digital information systems is information that is necessary to or supportive of the District's education program or business operations. Individuals do not have an expectation of personal privacy in any information created, stored, or transmitted by the individual using the District's digital information systems. This includes any passwords to an individual's personal internet accounts that the individual chooses to store on the District's digital information systems.
  - 2. The Superintendent shall insure that staff, students, and the public are periodically advised that any information created, modified, stored, or transmitted using the District's digital information systems may be examined by the District for such reasons as to insure that the systems are being properly used, or to comply with obligations under laws such as the Freedom of Information Law (FOIL), the Family Educational Rights and Privacy Act (FERPA), and litigation discovery procedures.
- C. The District is not responsible for the quality, availability, accuracy, nature, or reliability of Internet service beyond the point at which the District's digital information systems connect to the Internet. Not all information found on the Internet is accurate or reliable, and each user is responsible for verifying the integrity and authenticity of information that the user finds on the Internet.
- D. The District maintains its digital information systems for the sole purpose of delivering its educational program and conducting its business operations, and the digital information system shall not be deemed to be a public forum or limited public forum.

PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION  
SYSTEMS

**III. Responsible Use of Digital Information Systems**

- A. Instructional and non-instructional staff are provided with access to the District's digital information systems for the purpose of performing their work duties. Use of the systems for any other purpose may be classified as unacceptable work performance, and may be subject to counseling or discipline consistent with applicable laws and collective bargaining agreements. Limited personal use for such purposes as brief communication with family members may be acceptable, but staff members should keep in mind that any data created by personal use remains subject to review by the District.
- B. Students are provided with access to the District's digital information systems for the purpose of completing instructional assignments under the guidance of a teacher. Use of the systems in a manner that does not comply with the standards in this Policy or another Policy, or guidance issued by the Superintendent or other administrator or teacher, may result in disciplinary action consistent with the District's Code of Conduct.
- C. Members of the public may access the District's digital information systems to support a child's education (e.g., Parent Portal to access grades), to communicate with staff, or for personal reasons (e.g., WiFi access while in the school building). The Superintendent, in consultation with the Director of Instructional Technology, shall develop and implement procedures and protocols so that members of the public are reasonably advised of their responsibility to adhere to the standards set forth in this and other Board Policies, and are reasonably advised that information created, modified, stored, or transmitted through the District's digital information systems is not considered private, except to the extent explicitly provided by law.
- D. Users must not engage in conduct that may compromise the security of the District's digital information systems.
  - 1. A user may not access the systems with any password other than the password given to the user by the authorized District staff member.
  - 2. A user may not disclose the user's assigned password to anyone except a District staff member authorized to have access to that user's password.
  - 3. A user may not download or install any program, app, content, or other software that has not been approved for installation by the District.

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4. A user may not circumvent, or attempt to circumvent, any computer security measure implemented by the District or required by any service provider or program as a condition for using a service or program.
  5. A user may not download, create, or distribute a virus, Trojan horse, adware, or other malware, or add files to or delete files that change the function or operation of the digital information systems.
- E. Users must understand and respect the capacity of the digital information systems and the need to accommodate other users. Therefore, users shall not engage in activities that use a disproportionate share of the system's assets, such as creating or disseminating commercial advertising, political fundraising, mass mailings (unless pre-approved school-related purposes), or playing online games that have not been incorporated into course material.
- F. Users must respect the rights of other individuals regarding content those individuals have created. A user cannot download or use content in violation of copyright laws, including music, movies, artwork, photographs, and programs.
- G. Users may not access, upload, download, or distribute pornographic material, obscene material, or sexually explicit material.
- H. Users may not create or distribute information that is disrespectful of other persons or groups, or that is illegal, defamatory, abusive, intimidating, harassing, or bullying, or the creation or distribution of which is illegal.
- I. Users may not participate in chat rooms, instant messaging, or e-mail that is not specifically permitted by a staff member as a legitimate school-related purpose.
- J. Users may not send or display unsolicited non-educational related messages or pictures.
- K. Users may not access the internal components of a computer or other device, except as instructed by an authorized member of the District's instructional technology staff or other technical consultants.
- L. Users may not access, or "hack into," other user accounts or files or directories that the user is not authorized to access.
- M. Users may not use the District's digital information systems to conduct business transactions not related to their school responsibilities, or to perform work on behalf of any non-school organization.

PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION  
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- N. Users may not engage in any activity using the District's digital information systems that violates any local, State, or federal law.
- O. Users who engage in inappropriate use of the digital information systems may have their access rights modified or revoked, or be subject to discipline consistent with the District's Code of Conduct and applicable laws and collective bargaining agreements.

**IV. Physical Environment and Security**

- A. The physical assets that are incorporated into the District's digital information systems (hardware) are both valuable and vulnerable. To the extent feasible in existing facilities, network servers and other critical infrastructure shall be installed in physical locations that provide appropriate ventilation, electrical supply, and an absence of potential risks (e.g., water leaks). Future facility plans shall include consideration of proper physical spaces to house digital network infrastructure.
- B. The Superintendent, in consultation with the (Director of Instructional Technology), shall adopt a protocol for limiting access to spaces housing network servers and other critical infrastructure, and for logging the identity of those accessing those spaces and the dates of access.
- C. If a District-managed mobile device is assigned to a student or staff member for their dedicated use, a record shall be made identifying the device, the person to whom it is assigned, the date of the assignment, and the date of the expected return of the device. All devices shall be returned to the Instructional Technology Department no later than June 30 of each school year, unless prior arrangements have been made with the IT Department.
- D. A staff member or student may take possession of an assigned device only after providing the Instructional Technology Department with a written agreement acknowledging the following conditions with respect to the device and any related equipment provided with the device:
  - 1. Use of the device must conform to the standards of responsible use set forth in this Policy, and all other applicable District policies and rules, whether the device is connected to the District's digital information systems or not;

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2. The device remains the property of the District, and must be returned to the District at the designated time or when the user ceases to be affiliated with the District, if earlier;
3. The user will take reasonable care to protect the device from damage due to dropping or other physical shock, inclement weather, spillage of food or other substances, and other physical dangers;
4. The user will lock the device using the assigned password, will not share that password with anyone other than an authorized District employee or designee, and will not allow any other person to use the device;
5. The software installed on the device is owned by or licensed to the District, and the user may not copy or alter the installed software; the user will not install or download any software, program, application, or executable code onto the device that is not approved by an authorized District employee or designee;
6. The user acknowledges that the device may be equipped with software installed by the District to protect the device from damage from viruses or other malware, which may prevent the user from installing software or making other changes to the device, and the user agrees not to attempt to remove, neutralize, or circumvent this security measure;
7. The District retains the right to examine the device and its contents, and may do so remotely, and the user has no expectation of privacy in any information created, modified, stored, or transmitted with the device; and
8. If the device is damaged through the gross negligence of the user, the user will be responsible for compensating the District for the damage.

Where the user is a student, the acknowledgement shall be signed by both the student and a parent or person in parental relation.

#### **V. User Access Rights**

- A. The District shall assign each user rights to access only those assets of the digital information systems, and only those data fields, files, or elements that are appropriate to the user's status and, where applicable, job responsibilities.
- B. The District shall periodically review the roster of users and their assigned access rights, and make adjustments to reflect any changes in circumstances.

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- C. Users shall be required to use passwords that meet standards established by the Superintendent, in consultation with the Director of Instructional Technology, and to change passwords periodically.
- D. The Superintendent, in consultation with the Director of Instructional Technology, is authorized to develop and adopt procedures and protocols for assigning, reviewing, and removing user access rights, including the use of passwords. These procedures and protocols shall include procedures for removing users from the roster when an individual is no longer affiliated with the District.

**VI. Mitigation of Business Interruption Risk**

- A. The District shall create, periodically review, and update as necessary, a disaster recovery plan that provides a reasonably specific roadmap to responsible District personnel of the steps to follow in responding to, and recovering from, a disaster-related interruption of the operation of the District's digital information systems. The plan shall be responsive to such extraordinary events as flood, storm, electrical grid failure, system component failure, and cyber intrusion.
- B. As part of the disaster recovery plan, the District shall create, periodically review, and update as necessary, a plan for routine backup of the information stored in the District's digital information systems. The backup plan shall balance cost and administrative effort with the potential consequences of losing particular data elements. The importance of individual data elements or databases to the continued operation of the District shall be prioritized and backup schedules set accordingly.
- C. The Superintendent, in consultation with the Director of Instructional Technology, is authorized to develop and implement the procedures and protocols for disaster recovery and information backups. The Board shall be briefed on the status of these plans at least annually.

**VII. Email Component of Digital Information Systems**

- A. All references in this Policy to the use of District digital information systems include the use of those systems for the composing, sending, receipt, and storage of email. The District's reserved right to access and inspect information stored on or passing through its systems applies to email messages and related metadata. The standards of responsible use set forth above apply to email.
- B. Use of Email By Staff Members

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1. Staff members are provided with credentials to access and use the District's email domain (@bgcsd.org) to send and receive work-related emails. As noted above, those emails are not confidential or private. The District may review those emails for any reasonable business purpose, including to insure compliance with this and other Policies, and with other applicable laws and regulations. The District may be required to disclose emails to third parties pursuant to FOIL, FERPA, or other legal requirements. Employees shall not conduct personal business using the District's email address.
2. Staff members must use the District's email domain to send and receive all work-related messages. If a staff member uses a personal email account to send or receive a work-related message, the staff member may be required to provide access to the personal email account in order to comply with FOIL, FERPA, or another legal requirement.
3. If a staff member stores personal email, or passwords to personal email accounts, on the District's digital information systems, that information will be available to the District.
4. Each email is a business document. Consistent with the standards for responsible use set forth above, all email should be businesslike, appropriate to the business purpose, and respectful of the recipients. Staff members must keep in mind that every email is subject to public disclosure under FOIL.
5. Emails that contain personally identifiable student information may be classified as education records under FERPA. Staff members should use discretion when communicating personally identifiable student information to anyone through email. Disclosure of personally identifiable student information to other staff members should be limited to those staff members who work with the student.

#### C. Use of Email by Students

1. Use of the District's email domain by students is permitted when assigned by a teacher as part of a class requirement, project, or unit.
2. Students may not access their personal email accounts (such as Yahoo!, MSN, personal Gmail, etc.) through a District-owned machine.

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3. The District's email domain is filtered and can be monitored by school staff. Students do not have an expectation of privacy when using the District's email domain.

#### **VIII. Personally-Owned Devices Connected to the District's Digital Information Systems**

- A. When devices not owned or managed by the District access the District's digital information systems, the District is exposed to several additional risks, such as the risk that malware will infiltrate the District's system from a non-secure device; the risk that confidential student information will migrate to the device, which might then be lost or stolen; and the risk that records relating to District business will be stored on the device, and the District will be legally obligated to produce those records in response to a FOIL request or litigation. To mitigate these risks, employees connecting non-District managed devices to the District's digital information systems shall be required to accept certain requirements.
- B. The Superintendent, in consultation with the Director of Instructional Technology, shall develop and implement procedures and protocols for authorizing devices not managed by the District to be connected to the District's digital information systems. Devices shall not be connected to the District's systems unless the user of the device agrees to the terms determined by the Superintendent to be appropriate and necessary to mitigate the foreseeable risks. Those terms shall include, but not be limited to:
  1. The user acknowledges familiarity with this Policy and other relevant Policies, and agrees that the use of the District's digital information systems through the device will comply with the standards of responsible use and other requirements in the Policies;
  2. The user agrees to give the District access to the memory of the device when the District has a business reason to retrieve data or documents, including the need to respond to a FOIL request, a request for education records under FERPA, or a litigation disclosure requirement, or a review to confirm compliance with the standards of responsible use;
  3. The user agrees that no District-related data or documents will be copied or otherwise stored in personal "cloud" accounts such as Dropbox, Box, OneDrive, etc.;
  4. The user agrees that District-related communications will be sent and received as email when practicable, and that text messaging will only be used to relay non-essential information;



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5. In the event that the device is lost, stolen, or missing for more than 48 hours, the user will immediately notify the Director of Instructional Technology, and will cooperate with all District efforts to recover or reconstruct District-related information that was stored on the device;
  6. The user acknowledges that if the device is used to access the internet through the District's digital information systems then that access will be filtered in accordance with the District's Internet Safety Policy;
  7. The user agrees that all system updates and all application updates will be installed within a reasonable time of being available, and agrees that anti-virus software will be installed on the device, activated, and updated where applicable;
  8. The user agrees that, if the device has the capability to connect to the internet using cell phone (3G/4G) connections, the user will not connect the device to the internet using that capability while on school premises. Instead, the user will always connect to the District network in order to connect to the Internet;
  9. The user agrees that the District will not be responsible for any damage that occurs to any component of the device, including processors, memory, video displays, WiFi or Bluetooth circuitry, or programs as a result of being connected to and operating on the District's digital information systems; and
  10. The user agrees that failure to abide by the terms of use will be sufficient reason for the District to block the device from further access to the District's digital information systems.
- C. The use of non-District managed devices by students on school property shall be subject to rules and protocols approved by the Superintendent after consultation with building principals and teachers.

#### **IX. Student Data Security and Parental Consent**

- A. The creation, modification, storage, and transmission of personally identifiable student information using the District's digital information systems must comply with the requirements of federal and State law.

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1. Usernames and passwords assigned to or created for students will generally be considered personally identifiable student information.
  2. Personally identifiable student information may not be provided to third party contractors (including online or “cloud” services) without determining that any online Terms of Service or other online agreement complies with federal and state laws. The Superintendent shall develop and implement a procedure for administrators, teachers, and other staff to seek evaluation of any online product or service that they wish to implement to support instruction or business operations.
- B. The standard procedure in the District shall be to provide each student with access to the District’s digital information systems unless student violates the District rules for the use of those systems or the District is notified in writing (including email) by a student’s parent or person in parental relation that the student is not to be given access to those systems. At the time of enrollment and the beginning of each school year, a student’s parent or person in parental relation shall be notified of this Policy, the importance of online access to contemporary education methods, and how to inform the District that their student is not to be given access to the District’s digital information systems.

**X. Data Security Awareness Training**

District staff shall be provided with instruction concerning the requirements of applicable laws and this Policy, and the importance of following best practices to protect the security of information stored in the District’s digital information systems.

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Bainbridge Guilford Central School District

Cross Ref: Equal Opportunity and Nondiscrimination  
Code of Conduct  
Internet Safety

Adopted: 11/20/97  
Revised: 05/03/07, 01/11/18  
Reviewed: 03/06/14

## USE OF SURVEILLANCE CAMERAS IN SCHOOL DISTRICT

- I. Statement of Policy
  - A. The Board of Education is committed to maintaining the physical safety and security of the District.
  - B. In order to better fulfill its obligation to provide a safe environment for learning and work, the Board of Education authorizes the use of equipment capable of recording images to monitor activity on school property (including property leased to the district) and recording images and sounds to monitor activity in school vehicles (including school buses).
  - C. The Board of Education prohibits the installation or use of cameras in restrooms, locker rooms or rooms designated by the District for individuals to change their clothes. Individuals are required to change their clothes only in designated areas.
  - D. Video and sound recordings of students are considered to be “Student Education Records” and will be handled in accordance with the policy and regulations.
- II. Notice:
  - A. The District will include a copy of this policy in the annual information packet it sends to student homes.
  - B. The District’s student handbook will contain a notice giving notice of the District’s-use of video surveillance cameras and sound.
  - C. The District will post signs on campus, in campus buildings and on buses and other areas giving notice of the District use video surveillance cameras with sound.
  - D. The District will post this policy on its webpage so that it is available to the public.
- III. Records Retention
  - A. All videotaped or other recordings obtained for security purposes that contain incidents that have potential administrative or legal uses (e.g. incidents where students are hurt, illegal activities, etc.) will be kept by the District for three (3) years.
  - B. Videotaped or other recordings not containing incidents warranting retention for potential administrative or legal uses need only be retained for at least two (2) weeks.

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Bainbridge-Guilford Central School District

Legal Ref: Family Education Rights and Privacy Act, 20 U.S.C. 1232(g); NY Labor Law Section 203-c; NY Penal Law Article 250.

Cross Ref: Education Records Regulation, Student Privacy FERPA Notice Regulation

Adopted: 01/11/18

PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION  
(DATA SECURITY AND PRIVACY)

I. Statement of Policy

In order to conduct a successful education program, the District receives, creates, stores, and transfers information about students, teachers, and principals that is protected by state and federal law. The District takes active steps to protect the confidentiality of protected information in compliance with all applicable state and federal laws. The District expects all District officers, employees, and partners to maintain the confidentiality of protected information in accordance with state and federal law and all applicable Board Policies.

This Policy shall be published on the District website.

II. Scope of Policy

A. Protected Information

1. The term Protected Information used in this Policy includes both, Protected Student Information, and Protected Teacher and Principal Information that is recorded in any form, including paper or digital, and text or image or sound.
2. The term Protected Student Information means personally identifiable information as defined in the federal regulations implementing the Family Educational Rights and Privacy Act (FERPA), found at 34 C.F.R. Section 99.3.
3. The term Protected Teacher and Principal Information means personally identifiable information about an individual's Annual Professional Performance Review (APPR) rating, as described in Education Law Section 3012-c(10).

B. Affected Persons and Entities

1. The term Student includes any person attending school in an educational agency, or seeking to become enrolled in an educational agency.
2. The term Parent includes the parent, legal guardian, or person in parental relation to a Student.
3. The term Data Subject includes any Student and the Parent of the Student, and any teacher or principal who is identified in Protected Information held by the District.

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

4. As used in this Policy, the term Third Party means any person or organization that (a) is not employed by this District and is not an Educational Agency and (b) receives Protected Information from this District. The term Third Party includes for-profit organizations, not-for-profit organizations, higher education institutions, and governmental agencies that are not Educational Agencies (such as law enforcement agencies).
5. As used in this Policy, the term Educational Agency includes public school districts, boards of cooperative educational services, charter schools, the State Education Department, certain pre-k programs, and special schools described in Section 2-d of the Education Law; higher education institutions are not Educational Agencies for purposes of this Policy.

#### C. Other Important Definitions

1. The term Breach means the unauthorized acquisition of, access to, use of, or disclosure of Protected Information by or to a person who is not authorized to acquire, access, use, or receive that Protected Information.
2. A Disclosure of Protected Information occurs when that information is released, transferred, or otherwise communicated to an unauthorized party by any means, including oral, written, or electronic; a disclosure occurs whether the exposure of the information was intentional or unintentional. A Disclosure is Unauthorized if it is not permitted by state or federal law or regulation, or by any lawful contract, or not made in response to a lawful order of a court or tribunal.
3. The term Commercial or Marketing Purpose means (a) the sale of Protected Student Information, (b) the use or disclosure of Protected Student Information by any party (including the District) for purposes of receiving remuneration, either directly or indirectly, (c) the use of Protected Student Information for advertising purposes, (d) the use of Protected Student Information to develop or improve a Third Party product or service, or (e) the use of Protected Student Information to market products or services to students.

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

#### D. Implementation with Other Policies and Laws

The District has adopted other Policies and practices to comply with state and federal laws such as FERPA, IDEA, and the National School Lunch Act. This Policy will be implemented to supplement, and not replace, the protections provided by those laws, as recognized in District Policies and practices.

### III. General Principles for Use and Security of Protected Information

#### A. Intentional Use of Protected Information

1. All District staff and officers are expected to receive, create, store, and transfer the minimum amount of Protected Information necessary for the District to implement its education program and to conduct operations efficiently. In particular, the number of email documents containing Protected Information should be minimized.
2. Protected Student Information will only be disclosed to other District staff or Third Parties when that person or entity can properly be classified as a school official with a legitimate educational interest in that Protected Information, meaning that the person or entity requires that information to perform their job or fulfill obligations under a contract with the District.
3. Protected Information shall not be disclosed in public reports or other public documents.
4. Before Protected Student Information is disclosed to a Third Party, there shall be a determination that the disclosure of the Protected Information to that Third Party will benefit the student(s) whose information is being disclosed and the District.
5. Except as required by law or in the case of educational enrollment data, the District shall not report to the State Education Department student juvenile delinquency records, student criminal records, student medical and health records, or student biometric information.

#### B. Commercial and Marketing Use of Protected Information Prohibited

The District shall not sell protected information or use or disclose protected information for the purpose of receiving remuneration either directly or indirectly. The District shall not facilitate the use of Protected Information by another party for that party's commercial or marketing purpose.

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#### IV. Data Protection Officer

##### A. Board Designation

Upon the recommendation of the Superintendent, the Board will designate a Data Protection Officer. The designation shall be made by formal action at a Board meeting.

##### B. Responsibilities of Data Protection Officer

1. The Data Protection Officer shall be responsible for the implementation of this Policy, under the supervision of the Superintendent and consistent with other Board Policies.
2. The Data Protection Officer shall serve as the initial point of contact for data security and privacy matters affecting the District, including communications with the Chief Privacy Officer of the State Education Department.
3. In addition to specific responsibilities identified in this Policy, the Data Protection Officer shall oversee the District's assessment of its risk profile and assist the Superintendent in identifying appropriate steps to decrease the risk of Breach or Unauthorized Disclosure of Protected Information, in alignment with the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

#### V. Actions to Reduce Cybersecurity Risk

##### A. NIST Cybersecurity Framework

1. The District shall plan, install, maintain, operate, and upgrade its digital information network systems, infrastructure, and practices in alignment with the NIST Cybersecurity Framework, version 1.0, with the goal of steadily reducing the risk of unauthorized disclosure of, or access to, the Protected Information stored on and transmitted through the network.
2. In accordance with the approach of the NIST Cybersecurity Framework, the Superintendent shall direct appropriate District personnel, including the Data Protection Officer, to continually assess the current cybersecurity risk level of the District, identify and prioritize appropriate "next steps" for the District to take to reduce cybersecurity risk, and implement actions

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(DATA SECURITY AND PRIVACY)

to reduce that risk, consistent with available fiscal and personnel resources of the District.

3. Decisions regarding procurement and implementation of hardware and software, and decisions regarding the collection and use of Protected Information, shall take into consideration the anticipated benefit to the education program or operations of the District, and the potential increase or decrease in the risk that Protected Information will be exposed to unauthorized disclosure.

B. Setting Expectations for Officers and Employees

1. Notice of this Policy shall be given to all officers and employees of the District.
2. Officers and employees of the District shall receive cybersecurity training designed to help them identify and reduce the risk of unauthorized disclosures of Protected Information. Each employee shall receive such training at least annually. This training shall include information about the state and federal laws that govern Protected Information and how to comply with those laws and meet District expectations for use and management of Protected Information.

VI. Parents Bill of Rights for Data Privacy and Security

A. Content of the Parents Bill of Rights for Data Privacy and Security

The District publishes on its website and will maintain a Parents Bill of Rights for Data Privacy and Security that includes all elements required by the Commissioner's Regulations, including supplemental information about data-sharing agreements as described in Part B below.

B. Public Access to the Parents Bill of Rights for Data Privacy and Security.

The Parents Bill of Rights for Data Privacy and Security shall be posted on the District website. The website copy of the Parents Bill of Rights for Data Privacy and Security shall include links to the following supplemental information about each contract between the District and a Third Party that receives Protected Information:

1. The exclusive purpose(s) for which the District is sharing the Protected Information with the Third Party;



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2. How the Third Party will ensure that any other entities with which it shares the Protected Information, if any, will comply with the data protection and security provisions of law and the contract;
3. When the agreement expires and what happens to the Protected Information when the agreement expires;
4. That a Data Subject may challenge the accuracy of the Protected Information through the process for amending education records under the Education Records Policy of the District (Protected Student Information) or the appeal process under the APPR Plan of the District (Protected Teacher and Principal Information);
5. Where the Protected Information will be stored (described in a way that protects data security); and
6. The security protections that will be taken by the Third Party to ensure that the Protected Information will be protected, including whether the data will be encrypted.

#### VII. Standards for Sharing Protected Information with Third Parties

##### A. Written Agreement For Sharing Protected Information With a Third Party Required

1. Protected Information shall not be shared with a Third Party without a written agreement that complies with this Policy and Section 2-d of the Education Law.
2. Disclosing Protected Information to other educational agencies does not require a specific written agreement, because educational agencies are not Third Parties. However, any such sharing must comply with FERPA and Board Policy.
3. When the District uses a cooperative educational services agreement (CoSer) with a BOCES (the CoSer BOCES) to access an educational technology platform that will result in Protected Information from this District being received by a Third Party, this District will confirm that the product is covered by a contract between the CoSer BOCES and the Third Party that complies with Education Law Section 2-d. This District will confirm with the CoSer BOCES the respective responsibilities of this District and the CoSer BOCES for providing breach notifications and publishing supplemental information about the contract.

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

#### B. Review and Approval of Online Products and Services Required

1. District staff do not have authority to bind the District to the Terms of Use connected to the use of online software products, regardless of whether there is a price attached to the use of the online product. Any staff member considering the use of an online product to perform the duties of their position should carefully read the online Terms of Service to determine whether accepting those terms will be considered binding on the District by the vendor.
2. If the use of an online product will result in the vendor receiving Protected Information, then the vendor is a Third Party and any agreement to use the online product must meet the requirements of this Policy and Education Law Section 2-d. Therefore, no staff member may use an online product that shares Protected Information until use of that product has been reviewed and approved by the Data Protection Officer.
3. The Superintendent, in consultation with the Data Protection Officer, shall establish a process for the review and approval of online technology products proposed for use by instructional or non-instructional staff.

#### C. Minimum Required Content for Third Party Contracts

1. Protected Information may not be shared with a Third Party unless there is a written, properly authorized contract or other data-sharing agreement that obligates the Third Party to:
  - a. maintain the confidentiality of the Protected Information in accordance with all applicable state and federal laws;
  - b. maintain the confidentiality of the Protected Information in accordance with this Policy;
  - c. use the shared Protected Information only for the purpose(s) specifically described in the contract, and to not use the Protected Information for any Commercial or Marketing Purpose;
  - d. limit access to Protected Information to only those officers and employees who need access in order to perform their duties in fulfilling the contract on behalf of the Third Party;

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- e. ensure that no officer or employee of the Third Party will be given access to Protected Information until they have received training in the confidentiality requirements of state and federal laws and this Policy;
  - f. not disclose any Protected Information to any other party who is not an authorized representative of the Third Party using the information to carry out Third Party's obligations under the contract, unless (i) Third Party has the prior written consent of the Data Subject to disclose the information to that party, or (ii) the disclosure is required by statute or court order, and notice of the disclosure is provided to the source of the information no later than the time of disclosure, unless such notice is expressly prohibited by the statute or court order;
  - g. maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of Protected Information in its custody;
  - h. use encryption technology to protect data while in motion or in its custody from unauthorized disclosure using a technology or methodology specified by the secretary of the U S. Department of HHS in guidance issued under P.L. 111-5, Section 13402(H)(2);
  - i. notify the District of any breach of security resulting in an unauthorized release of Protected Information by the Third Party or its assignees in violation of state or federal law, or in violation of contractual obligations relating to data privacy and security in the most expedient way possible and without unreasonable delay but no more than seven calendar days after the discovery of the breach; and
  - j. where a breach or unauthorized disclosure of Protected Information is attributed to the Third Party, the Third Party shall pay for or promptly reimburse the District for the full cost incurred by this District to send notifications required by the Education Law.
2. The contract or other data-sharing agreement with the Third Party must include the Third Party's Data Security and Privacy Plan that is accepted by the District. The Plan must include a signed copy of the District Parents Bill of Rights for Data Privacy and Security, and shall:

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SUPPORT OPERATIONS

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

- a. warrant that the Third Party's practices for cybersecurity align with the NIST Cybersecurity Framework 1.0;
  - b. equal industry best practices including, but not necessarily limited to, disk encryption, file encryption, firewalls, and password protection;
  - c. outline how the Third Party will implement all state, federal, and local data security and privacy contract requirements over the life of the contract, consistent with this Policy;
  - d. specify the administrative, operational and technical safeguards and practices it has in place to protect Protected Information that it will receive under the contract;
  - e. demonstrate that it complies with the requirements of Section 121.3(c) of the Commissioner's Regulations;
  - f. specify how officers or employees of the Third Party and its assignees who have access to Protected Information receive or will receive training on the federal and state laws governing confidentiality of such data prior to receiving access;
  - g. specify if the Third Party will utilize sub-contractors and how it will manage those relationships and contracts to ensure Protected Information is protected;
  - h. specify how the Third Party will manage data security and privacy incidents that implicate Protected Information including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the District; and
  - i. describe whether, how, and when data will be returned to the District, transitioned to a successor contractor, at the District's option and direction, deleted or destroyed by the Third Party when the contract is terminated or expires.
3. The contract or other data-sharing agreement with the Third Party must also include information sufficient for the District to publish the supplemental information about the agreement described in Part VI-B of this Policy.

#### VIII. District Response to Reported Breaches and Unauthorized Disclosures

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SUPPORT OPERATIONS

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

- A. Local Reports of Possible Breach or Unauthorized Disclosures
1. Data Subjects and other District staff who have information indicating that there has been a Breach or Unauthorized Disclosure of Protected Information may report that information to the Data Protection Officer.
  2. The report of suspected Breach or Unauthorized Disclosure must be made in writing. A report received by email will be considered a written report. The report shall provide as much information as is available to the reporting party concerning what Protected Information may have been compromised, when and how the possible Breach or Unauthorized Disclosure was discovered, and how the Data Privacy Officer may contact the reporting party. The Data Protection Officer shall make a form available online and in each school office to be used for reporting a suspected Breach or Unauthorized Disclosure.
  3. The Data Protection Officer, or designee, shall take the following steps after receiving a report of a possible Breach or Unauthorized Disclosure of Protected Information:
    - a. promptly acknowledge receipt of the report;
    - b. determine, in consultation with appropriate technical staff, what, if any, technology-based steps should be taken immediately to secure against further compromise of Protected Information;
    - c. conduct a thorough factfinding to determine whether there has been a Breach or Unauthorized Disclosure of Protected Information, and, if so, the scope of the Breach or Unauthorized Disclosure and how it occurred;
    - d. if a Breach or Unauthorized Disclosure of Protected Information is found to have occurred, implement the Cybersecurity Incident Response Plan to correct and ameliorate the Breach or Unauthorized Disclosure and provide appropriate notifications to the SED Chief Privacy Officer and affected Data Subjects; and
    - e. when the factfinding process is complete, provide the reporting party with the findings made at the conclusion of the factfinding process; this should occur no later than 60 days after the receipt of the initial report, and, if additional time is needed, the reporting

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

party shall be given a written explanation within the 60 days that includes the approximate date when the findings will be available.

4. The Data Protection Officer shall maintain a record of each report received of a possible Breach or Unauthorized Disclosure, the steps taken to investigate the report, and the findings resulting from the investigation in accordance with applicable record retention policies, including Retention and Disposition Schedule for New York Local Government Records (LGS-1).
5. When this reporting and factfinding process results in confirmation of a Breach or Unauthorized Disclosure of Protected Information, the Data Protection Officer, or designee, shall follow the notification procedures described in Part VIII. B., below.
6. The availability of this process for reporting suspected Breaches or Unauthorized Disclosures of Protected Information shall be communicated to all staff and all student households, in addition to the general posting of this Policy on the District website.

#### B. Notification of Breach or Unauthorized Disclosure of Protected Information

1. Third Parties who learn of the Breach or Unauthorized Disclosure of Protected Information received from the District are required by law to notify the District of that occurrence no more than seven days after their discovery of the Breach or Unauthorized Disclosure. When the District receives such a notification, the Data Protection Officer, or designee, shall promptly obtain from the Third Party the following information if it is not already included in the notice:
  - a. a brief description of the Breach or Unauthorized Disclosure;
  - b. the dates of the incident;
  - c. the dates of the discovery by the Third Party;
  - d. the types of Protected Information affected; and
  - e. an estimate of the number of records affected.
2. When the District is notified by a Third Party of a Breach or Unauthorized Disclosure of Protected Information in the custody of the Third Party, the Data Protection Officer shall notify the Chief Privacy Officer of the State

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### PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION (DATA SECURITY AND PRIVACY)

Education Department of that information within ten calendar days of receiving it from the Third Party, using the form provided by the Chief Privacy Officer.

3. When the District learns of an Unauthorized Disclosure of Protected Information originating within the District, whether as the result of a report made under this Policy or otherwise, the Data Protection Officer shall notify the Chief Privacy Officer of the State Education Department of that information within ten calendar days of discovering the Unauthorized Disclosure, using the form provided by the Chief Privacy Officer.
4. When the District has received notification from a Third Party of a Breach or Unauthorized Disclosure of Protected Information, or has otherwise confirmed that a Breach or Unauthorized Disclosure of Protected Information has occurred, the District shall notify all affected Data Subjects by first class mail to their last known address, by email, or by telephone, of the Breach or Unauthorized Disclosure. Notifications by email shall be copied into the record of the incident. Logs of telephone notifications shall be maintained with each record signed by the District employee making the contact. Each notification shall include the following information:
  - a. each element of information described in paragraph 1 above,
  - b. a brief description of the District investigation of the incident or plan to investigate; and
  - c. contact information for the Data Protection Officer as a point of contact for any questions the Data Subject may have.
5. The notification of affected Data Subjects shall be made in the most expedient way possible and without unreasonable delay, but no later than 60 calendar days after the discovery of the Breach or Unauthorized Disclosure or the receipt of the notice from the Third Party. If notification within the 60 day period would interfere with an ongoing law enforcement investigation or would risk further disclosure of Protected Information by disclosing an unfixed security vulnerability, notification may be delayed until no later than seven calendar days after the risk of interfering with the investigation ends or the security vulnerability is fixed.
6. Where notification of affected Data Subjects is required because of a Breach or Unauthorized Disclosure attributed to a Third Party, the Data

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PROTECTION OF STUDENT, TEACHER, AND PRINCIPAL PERSONAL INFORMATION  
(DATA SECURITY AND PRIVACY)

Protection Officer shall prepare and submit to the Third Party a claim for reimbursement, as provided in Section 2-d of the Education Law.

7. Where notification of affected Data Subjects is required because of a Breach or Unauthorized Disclosure of Protected Information under this Policy, the Data Protection Officer shall also determine whether the District is required to provide any notifications pursuant to the Information Security Breach policy.

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Bainbridge-Guilford Central School District

Legal Ref: NYS Education Law Section 2-d; Family Educational Rights and Privacy Act  
FERPA 20 U.S.C. 1232g

Cross Ref: 7500, Education Records  
5304, Information Security Breach

Adopted: 06/04/20

Revised: 12/03/20



## REPORTING POSSIBLE CHILD ABUSE OR MALTREATMENT

### **I. Statement of Policy**

- A. The District recognizes that every school official holding a license or certificate has a legal duty to make a report when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, and to then immediately notify the designated District administrator that a report has been made. The District also recognizes that any person may make such a report.
- B. The District does not take adverse employment action against any District employee who makes a report of suspected child abuse or maltreatment in the belief that he or she has reasonable cause to make such a report.
- C. For purposes of this Policy, the term “school official” includes the District’s medical director, school nurses, school social workers, teachers, guidance counselors, school psychologists, school administrators, and any other personnel required to hold a teaching or administrative license or certificate including all compensated District employees who are required to hold a temporary coaching license or permanent coaching certificate, whether full-time or part-time.
- D. The District maintains an orientation program for all current and new school officials, and provides them with copies of this Policy to inform them of their obligations regarding reporting suspected child abuse or maltreatment, and the District’s procedures for reporting possible child abuse or maltreatment.

### **II. Scope of Policy**

- A. This Policy, with its procedures, applies when the suspected child abuse or maltreatment has resulted from the action (or inaction) of the child’s parent, or of another person who is legally responsible for the child (e.g. guardian or custodian). When the issue arises from action (or inaction) by a District employee or volunteer, the obligation to report, and the procedures for reporting, are those described in Policy 7201, Child Abuse in an Educational Setting.
- B. For purposes of this Policy, and its procedures, a child is considered “abused” or “maltreated” according to the definition of those terms in Section 412 of the New York State Social Services Law. The definitions are accessible on the New York State Office of Children and Family Services website <http://www.ocfs.state.ny.us>.

### **III. Procedures (Student Under 18 Years of Age)**

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### REPORTING POSSIBLE CHILD ABUSE OR MALTREATMENT

- A. When a school official has reasonable cause to suspect child abuse or maltreatment, that person is required to take the following steps:
1. Make an oral report to the Statewide Central Register of Child Abuse or Maltreatment (“hotline”). The District’s orientation program shall provide all school officials with current information regarding how to contact the Central Register.
  2. Immediately after making the report to the central child abuse registry, notify the School Social Worker that a report has been made, providing the School Social Worker with the name of each District employee who is believed to have direct knowledge of the allegations in the initial oral report.
- B. Upon being notified that an initial report of suspected child abuse or maltreatment has been made to the Central Registry, the School Social Worker:
1. Notify the Superintendent,
  2. If the situation involves possible physical injury,
    - (a) arrange for the child to be examined by the school nurse, and a record of the examination made, and
    - (b) take, or cause to be taken, color photographs of the affected area, and, if medically indicated, make arrangements to have a radiological examination (x-ray) of the child performed, and
  3. File a written report with the County Department of Social Services, within 48 hours of the initial report, using Form LDSS 2221A or such other form as may be required by the Department of Social Services. A copy of Form LDSS 2221A is accessible on the New York State Office of Children and Family Services website <http://www.ocfs.state.ny.us>.
    - (a) The District’s copy of this form shall be maintained separately from the child’s other educational records.
- C. If the investigation by the Child Protective Service includes interviewing the child, or other students, at school, the interview shall be attended by the Building Principal or other designated administrator.
- D. The District’s investigation of the suspected child abuse or maltreatment shall be conducted so as to minimize the number of times the child is asked to provide information.

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### REPORTING POSSIBLE CHILD ABUSE OR MALTREATMENT

#### **IV. Reporting Procedures (Student Over 18 Years of Age)**

For reports of abuse and/or maltreatment of students over the age of eighteen, the respective Principal shall make an oral report to the appropriate Adult Protective Services Department.

#### **V. Consequences of Failure to Report**

- A. By law, a school official who fails to report suspected child abuse or maltreatment may be subject to criminal action, as well as civil liability for any further harm that comes to the child.
- B. A failure to report to the Central Register and follow the procedures described in this Policy, when a school official has reasonable cause to suspect that a child coming before him or her in his or her professional or official capacity is an abused or maltreated child, will be considered unsatisfactory performance of the school official's duties, subject to possible discipline.

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Bainbridge-Guilford Central School District

Legal Ref: Social Services Law Section 412, 413; Education Law Sections 3003, 3036; 8  
NYCRR 80-1.4

Adopted: 12/16/93

Revised: 10/94, 01/22/15, 04/17/18

## CHILD ABUSE IN AN EDUCATIONAL SETTING

- I. Article 23-B of the NYS Education Law requires certain school district employees and school board members to inform law enforcement authorities of incidents of child abuse committed by an employee or volunteer on school grounds, in a school vehicle, at a school function or any other location where direct contact between employee or volunteer and a child has allegedly occurred.
  
- II.
  - A. Notice of Staff  

School districts must annually provide a written explanation of the reporting obligation, including the entitlement to immunity for reports made in good faith, to teachers and all other school officials. A copy of this notice is attached as Regulation 7201.2
  
  - B. Notice to the Parent  

The principal must promptly notify the parent of the student victim of the allegation of child abuse and provide the parent with a written statement setting forth their parental rights, responsibilities and the procedures under Article 23-B of the Education Law. The Commissioner has issued regulations relative to the required components of this written statement. A copy of the parental notice is attached as Regulation 7201.1
  
  - C. Training in Reporting of Child Abuse in an Educational Setting  

Each school district and each board of cooperative educational services shall establish, and implement on an ongoing basis, a training program regarding the procedures set forth in Article 23-B of the Education Law for all current and new teachers, school nurses, school counselors, school psychologists, school social workers, school administrators, other personnel required to hold a teaching or administrative certificate or license including all compensated District employees who are required to hold a temporary coaching license or permanent coaching certificate, whether full-time or part-time and school board members.
  
- III. Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in this section shall have immunity from civil liability which might otherwise result by reason of such actions.

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## NOTICE OF PARENTAL RIGHTS CHILD ABUSE IN AN EDUCATIONAL SETTING

**This notice is provided pursuant to Education Law §1128 and sets forth parental rights and the responsibilities and procedures of school districts, the District Attorney's Office and the Commissioner of Education under Article 23-B of the Education Law relative to child abuse that occurs in an educational setting.**

### I. Duties of Employees

The law imposes reporting requirements on teachers, administrators, school nurses, school guidance counselors, school psychologists, school social workers, school board members and all other school personnel required to hold a teaching or administrative license or certificate including all compensated District employees who are required to hold a temporary coaching license or permanent coaching certificate, whether full-time or part-time. When these employees receive an allegation of child abuse by an employee or volunteer in an educational setting, they must take the following steps:

- A. Upon receipt of an oral or written allegation of child abuse in an educational setting, the employee must promptly complete the "Child Abuse in an Educational Setting" report form (Regulation 7201.4).
- B. Upon completion of the report form, the employee must personally deliver it to the site administrator of the school in which the child abuse allegedly occurred.
- C. If the allegation(s) involves a child who was allegedly abused by an employee or a volunteer of a school in another school district, the employee must promptly forward the report form to the superintendent of schools of the school district of attendance and the school district where the abuse allegedly occurred.

### II. Site Administrators

In all cases, upon receipt of a report form, the school building administrator must review the form and determine if there is reasonable suspicion to believe that an act of child abuse, as defined by law, has occurred. If he or she finds reasonable suspicion to believe that an act of child abuse has occurred, additional steps must be taken which differ depending upon the individual who has made the allegation.

#### A. Child makes the Allegation

1. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made.

## REGULATION

STUDENTS

7201.1

### NOTICE OF PARENTAL RIGHTS CHILD ABUSE IN AN EDUCATIONAL SETTING

2. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations (8 NYCRR §100.2(hh)).
3. Promptly provide a copy of the completed report form to the Superintendent.
4. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the superintendent.

#### B. Parent Makes the Allegation

1. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations (8 NYCRR §100.2(hh)).
2. Promptly provide a copy of the completed report form to the Superintendent.
3. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the superintendent.

#### C. Person other than the Parent or the Child Makes the Allegation

1. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made.
2. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations (8 NYCRR §100.2(hh)).
3. Ascertain from the reporting employee the source and basis for the allegation and complete that portion of the report form.
4. Promptly provide a copy of the completed report form to the Superintendent.
5. Promptly forward a copy of the completed report form to appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the superintendent.

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### NOTICE OF PARENTAL RIGHTS CHILD ABUSE IN AN EDUCATIONAL SETTING

#### III. Duties of the Superintendent

In most cases, the site administrator will receive the completed report form from an employee and make the reasonable suspicion determination. However, there are situations in which the Superintendent will receive the report form directly and he or she will be responsible for making the reasonable suspicion determination such as:

- A. Where the site administrator receives the oral or written allegation and is required to complete the report form;
- B. Where it is alleged that a child was abused by an employee or volunteer of a school other than a school within the school district where the child attends.
- C. In addition, the Superintendent may receive an oral or written allegation of child abuse in an educational setting from local law enforcement officials or from child protective services. In these cases, the Superintendent would be responsible for completing the report form and, subsequently, making the reasonable suspicion determination.
- D. If the Superintendent finds reasonable suspicion to believe that an act of child abuse has occurred, as defined by law, additional steps must be taken which differ depending on the individual who has made the allegation.

##### 1. Child makes the Allegation

- a. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made.
- b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations (8 NYCRR §100.2(hh)).
- c. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

##### 2. Parent Makes the Allegation

- a. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in

## REGULATION

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### NOTICE OF PARENTAL RIGHTS CHILD ABUSE IN AN EDUCATIONAL SETTING

accordance with the Commissioner's regulations (8 NYCRR §100.2(hh)).

- b. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

#### 3. Person other than the Parent or the Child Makes the Allegation

- a. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made.
- b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations (8NYCRR §100.2(hh)).
- c. Ascertain from the reporting employee the source and basis for the allegation and complete that portion of the form.
- d. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

- E. In all cases where a completed report is forwarded to the appropriate law enforcement authorities and the employee or volunteer alleged to have committed an act of child abuse holds a certification or license issued by the Department, the Superintendent must also refer such report to the Commissioner of Education.

#### IV. Expungement

A report that does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as the Board of Education determines.

#### V. Penalty Provisions

The requirements set forth within the law are mandatory. Willful failure of an employee to prepare and submit a report form as required by the law is a Class A misdemeanor. The law also provides that a willful failure of a school building administrator or superintendent to forward a copy of the report form to the appropriate law enforcement authority is a Class A misdemeanor. In addition, the Commissioner of Education can also fine a school building administrator or a superintendent up to \$5,000 for failure to



## REGULATION

STUDENTS

7201.1

### NOTICE OF PARENTAL RIGHTS CHILD ABUSE IN AN EDUCATIONAL SETTING

forward a copy of the completed report form to the appropriate law enforcement authorities.

#### VI. Immunity Provisions

The law provides immunity from civil liability for employees, volunteers, District site administrators and the Superintendent if they, reasonably and in good faith make a report of child abuse in an educational setting in the manner described in the law. The law also provides immunity from civil liability to District site administrators and the Superintendent, if they reasonably and in good faith forward a copy of the report form to a person or agency as required by law and in the manner described in the law.

#### VII. Confidentiality of Records

In general, the only persons authorized to receive the written report form and any related materials are the District site administrator and the Superintendent. The law requires that all reports, records, photographs and other material submitted remain confidential and may not be disclosed except to law enforcement authorities involved in the criminal investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of a written record required to be confidential, to a person not authorized to receive or review such record is a class A misdemeanor. The law requires that the District site administrator and Superintendent exercise reasonable care to prevent unauthorized disclosure.

#### VIII. Duties of District Attorneys

A. Where a criminal investigation is undertaken in response to a report forwarded to the appropriate law enforcement authorities, the district attorney must notify the District Superintendent where the acts of child abuse occurred and the superintendent of the school district where the child attends, if different, of the following:

1. an indictment;
2. the filing of an accusatory instrument;
3. the disposition of the criminal case; or,
4. the suspension or termination of the investigation.

B. Where a criminal conviction is obtained for a crime involving child abuse in an educational setting by a licensed or certified school employee, the district attorney is required to notify the Commissioner of Education, as well as the Superintendent if the acts of child abuse occurred at a District site and the superintendent of the school district where the child attends, if different.

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7201.1

NOTICE OF PARENTAL RIGHTS  
CHILD ABUSE IN AN EDUCATIONAL SETTING

IX. Duties of the Commissioner of Education

- A. Upon receiving notification of conviction from a district attorney, the Commissioner of Education must begin proceedings against the convicted individual pursuant to Part 83 of the Commissioner's regulations to determine whether the individual possesses good moral character. The determination may result in additional action taken against the individual related to his or her license or certification.
- B. The Commissioner has also issued the attached form that must be used for the recording and transmission of allegations of child abuse in educational settings.
- C. The Commissioner and the Board of Regents also promulgated §100.2(hh)(2), which sets forth the training requirements relating to child abuse in an educational setting.

X. Unreported Resignations or Voluntary Suspensions

The law prohibits the District site administrator or Superintendent from agreeing to withhold from the appropriate law enforcement authorities, the District Superintendent or the Commissioner of Education, where appropriate, an allegation of child abuse in an educational setting on the part of any employee or volunteer as required by law, in return for the resignation or voluntary suspension of the alleged perpetrator. Violation of this prohibition can result in a class E felony charge and a civil penalty of up to \$20,000.

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Bainbridge-Guildford Central School District  
Approved by Superintendent: 04/17/18

# Regulation

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STUDENTS

7201.2

## NOTIFICATION OF TEACHER'S DUTY TO REPORT CHILD ABUSE IN AN EDUCATIONAL SETTING AND IMMUNITY FROM LIABILITY

**This notice is to be annually provided to teachers and other school officials pursuant to Educational Law §3028-b to provide a written explanation of their duty to report incidents of child abuse in an educational setting, and of their entitlement to immunity from civil liability for making such reports in good faith.**

Where an oral or written allegation is made to any teacher, administrator, school guidance counselor, school social worker, school nurse, school psychologist, board member, and all other school personnel required to hold a teaching or administrative license or certificate including all compensated District employees who are required to hold a temporary coaching license or permanent coaching certificate, whether full-time or part-time that a school district employee or volunteer has subjected a student to child abuse, that person must complete a written report of such allegation (Regulation 7201.4). The author of the written report must then personally deliver a copy of it to the site administrator where the student currently attends school, whether or not the abuse occurred on school premises.

If the abuse occurred at school outside the District site, the report must be promptly forwarded to both the Superintendent and to the Superintendent of the school district where the abuse occurred.

School employees or volunteers who reasonably and in good faith make a report of child abuse in an educational setting as set forth above have immunity from civil liability.

# Regulation

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STUDENTS

7201.3

CHILD ABUSE IN AN EDUCATIONAL SETTING  
STATEMENT OF PERSONAL DELIVERY

I, \_\_\_\_\_, hereby state that I have personally delivered a copy of the attached report of Allegation (Regulation 7201.4) of child abuse to \_\_\_\_\_, building principal of \_\_\_\_\_ School, on \_\_\_\_\_, 20 at \_\_\_\_\_ am/pm.

\_\_\_\_\_  
Signature of Employee

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Bainbridge-Guilford Central School District  
Approved by Superintendent: 04/17/18

# Regulation

STUDENTS

7201.4

## CHILD ABUSE IN AN EDUCATIONAL SETTING CONFIDENTIAL REPORT OF ALLEGATION

SUBJECT CHILD	PARENT OF SUBJECT CHILD
Name _____ Last                      First                      MI	Name _____
Address _____ _____	Address (if different) _____ _____
School _____	
Grade _____ Sex (M, F, Unknown) _____	
Age or Birthday (Mo/Day/Yr) _____	

<b>SOURCE OF ALLEGATION (Check as Appropriate)</b>
<input type="checkbox"/> Child <input type="checkbox"/> Parent <input type="checkbox"/> Other - Name _____ Relationship to Child (if any) _____

<b>ALLEGED PERPETRATOR (EMPLOYEE OR VOLUNTEER)</b>
Name _____ School District _____
School Building _____ School Position _____

<b>SPECIFIC ALLEGATION</b>
Use this space to provide information to describe or explain the circumstances surrounding the allegation. (attach additional sheets if necessary)

<b>REPORTER INFORMATION</b>
Name _____ School District _____
School Address _____ School Telephone _____
Relationship to Child (if any) _____
<input type="checkbox"/> Teacher <input type="checkbox"/> School Guidance Counselor <input type="checkbox"/> School Nurse <input type="checkbox"/> School Psychologist
<input type="checkbox"/> Administrator <input type="checkbox"/> School Board Member <input type="checkbox"/> School Social Worker
<input type="checkbox"/> School personnel required to hold teaching or administrator license or certification
Date Submitted to Administrator ____ / ____ / ____                      Signature _____

FOR ADMINISTRATOR USE ONLY	FOR SUPERINTENDENT OF SCHOOL USE ONLY
Reasonable Suspicion    ____ Yes    ____ No	Reasonable Suspicion    ____ Yes    ____ No
Date Submitted to Superintendent ____ / ____ / ____	Date Submitted to Law Enforcement ____ / ____ / ____
Name/Signature _____	Name/Signature _____
Date Submitted to Law Enforcement ____ / ____ / ____	Date Submitted to Commissioner ____ / ____ / ____
Name/Signature _____	Name/Signature _____

REGULATION

STUDENTS

7201.4

CHILD ABUSE IN AN EDUCATIONAL SETTING CONFIDENTIAL REPORT OF ALLEGATION

**CHILD ABUSE IN AN EDUCATIONAL SETTING  
DEFINITIONS**

Definitions contained in Section 1125 of Article 23-B, Title I of the Education Law

1. “Child abuse” shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:
  - a. intentionally or recklessly inflicting physical injury, serious physical injury or death, or
  - b. intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death, or
  - c. any child sexual abuse as defined in this section, or
  - d. the commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.
2. “Child” shall mean a person under the age of 21 years enrolled in a school district in this State, other than a school district within a city having a population of one million or more.
3. “Employee” shall mean any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.
4. “Volunteer” shall mean any person, other than an employee, who provides services to a school or school district, which involve direct student contact.
5. “Educational setting” shall mean the building and grounds of a public school district, the vehicles provided by the school district for the transportation of students to and from school buildings, field trips, co-curricular and extra-curricular activities, both on and off school district grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.
6. “Administrator” or “school administrator” shall mean a principal of a public school, charter school or board of cooperative educational services, or other chief school officer.
7. “Law enforcement authorities” shall mean a municipal police department, sheriff’s department, the division of state police or any officer thereof. Notwithstanding any other provision of law, law enforcement authorities shall not include any child protective service or society for the prevention of cruelty to children as such terms are defined in section four hundred twenty-three of the social services law.
8. “Parent” shall mean either or both of a child’s parents or other persons legally responsible for the child.
9. “Child sexual abuse” shall mean conduct prohibited by article one hundred thirty or two hundred sixty-three of the penal law.

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Bainbridge-Guilford Central School District  
Approved by the Superintendent: 04/17/18

## CONCUSSION MANAGEMENT

### I. Policy

The Board of Education of the Bainbridge-Guilford Central School District recognizes the importance of raising awareness about concussion throughout the school community and to educate students, parents and others about how to prevent, recognize and respond to concussions.

### II. Definition

For purposes of this policy, concussion is defined as a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head or brain to move rapidly back and forth.<sup>1</sup>

### III. Staff Qualification

Each school coach, physical education teacher, nurse, and certified athletic trainer, who works with and/or provides instruction to pupils engaged in school sponsored athletic activities, shall complete, on a biennial basis, a course of instruction relating to recognizing the symptoms of mild traumatic brain injuries and monitoring and seeking proper medical treatment for pupils who suffer mild traumatic brain injuries. This course must be approved by the State Education Department. Coaches may also meet the mandatory training every two (2) years by taking the approved course Concussion in Sports-V2.0 from the National Federation of State High School Associations or Center for Disease Control and Prevention.

### IV. Awareness and Acknowledgement

A. While district staff will exercise reasonable care to protect students, head injuries may still occur. Any student exhibiting signs, symptoms or behaviors associated with concussion while participating in a school sponsored class, extracurricular activity, or interscholastic sport shall be removed from the class, game, or activity and be evaluated as soon as possible by an appropriate health care professional. The coach, advisor, school nurse or doctor will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians. In the event that there is any doubt as to whether a student has sustained a concussion, it shall be presumed that the student has been so injured until proven otherwise.

B. If a student sustains a concussion at a time other than when engaged in a school sponsored activity, the district expects the parent/legal guardian to report the

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<sup>1</sup> Center for Disease Control and Prevention <http://www.cdc.gov/concussion/sports/index.html>

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### CONCUSSION MANAGEMENT

condition to the school nurse so that the district can support the appropriate management of the condition.

- C. Any permission form or consent form required to be signed and returned as a condition of participation in interscholastic sports will include a copy of the information posted on the State Education Department's website relating to mild traumatic brain injury, as referenced in Section 136.5(c)(1) of the Commissioner's Regulations.
  - D. An informational packet provided by the New York State Department of Health's website about concussions and sub-concussive blows, and the injuries that might occur as a result of receiving such blows, will be provided by the district/BOCES to parents or guardians of all children participating in tackle football programs.
  - E. The District's website shall include a link to the State Education Department's website page relating to mild traumatic brain injury.
- V. Return to School and/or Activity
- A. The student shall resume athletic activity only after he/she have been symptom free for not less than twenty-four hours, and has been evaluated by and received written and signed authorization from a licensed physician.
  - B. Authorization shall be kept on file in the student's permanent health record.
  - C. The District shall follow any directives issued by the student's treating physician with regard to limitations and restrictions on school attendance and activities for the student.
  - D. Any student who continues to have signs or symptoms upon return to school and/or activity must be removed from school sponsored class, extracurricular activity, or interscholastic athletic activity and re-evaluated by a licensed physician.
- VI. Concussion Management Team
- A. A Concussion Management Team shall be responsible for overseeing the implementation in the District of Section 136.5 of the Commissioner's Regulations, and for making recommendations to the Superintendent for the dissemination of information about mild traumatic brain injury to parents and person in parental relation to students. A Concussion Management Team may also establish and implement a program which provides information on mild traumatic brain injuries to parents and persons in parental relation throughout each school year.



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- B. The Concussion Management Team shall consist of: the athletic director; a school nurse; the school physician; a coach of an interscholastic team; a certified athletic trainer; or other appropriate personnel as designated by the school or school district.

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Bainbridge-Guilford Central School District

Legal Ref: 8 NYCRR 136.5; Education Law § 305(42); NYS Public Health Law §2595

Adopted: 05/02/13

Revised: 11/17/16, 06/21/18, 12/05/19

# BOARD POLICY 2023

## Additional Policies TEACHING STAFF only

- 4801 Fund Raising by Students
- 5502 Student Transportation in Private Vehicle (5502.1)
- 7006 Student Attendance
- 7301 Extra Classroom Activity Procedure
- 7400 Supervision of Students
- 7401 Field Trips (7401.1)
- 7500 Education Records – FERPA (7500.1, 7500.2, 7500.3, 7500.4, 7500.5)
- 8203 Courses Including Dissection of Animals

# Policy

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FISCAL MANAGEMENT

4801

## FUND RAISING BY STUDENTS

- I. Fund raising projects in which students sell merchandise, provide services, or in other ways solicit money for school activities may be sponsored by school organizations with the express approval of the Building Principal. Any such plan shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students and shall not conflict with instructional programs or state mandates. Fund raising activities away from school property shall be held to a minimum.
- II. Door to door sales projects undertaken by any organization using the Bainbridge-Guilford Central School District name shall require previous approval of the Board of Education. Profits shall be used to enhance school programs by providing money for expenditures not normally funded by the District.
- III. All participation shall be voluntary, with written parent/legal guardian consent for children in grades K through 8.

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Bainbridge-Guilford Central School District

Legal Ref: 8 NYCRR 19.6, New York State Constitution Article VIII, Section 1, Education Law§414

Adopted: 06/01/06

Revised: 10/03/19

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

- I. The Bainbridge-Guilford Board of Education recognizes that, in special circumstances, district employees may need to use private vehicles for school purposes. In particular, the Building Principal or designee may authorize the transportation of students in private vehicles for the following reasons:
  1. to transport a student or students to a hospital or other medical facility, in the event of a medical emergency; and/or
  2. to transport a student or students to district-sponsored events when regular district transportation is unavailable.
- II. Prior authorization may not be necessary in the event of an emergency. The district assumes no liability unless the employee has prior authorization for such transportation.
- III. District administrators will exercise caution in authorizing transportation of student in private vehicles, since the district potentially assumes liability for any accident claim which exceeds the driver's automotive liability coverage. Any teacher or parent using a private vehicle to transport students on a regular basis must provide evidence of liability insurance, with the district named as additional insured, in an amount deemed adequate by the Superintendent of Schools or the School Business Manager.

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Bainbridge-Guilford Central School District  
Legal Ref: Education Law §§3023; 3635  
Adopted: 06/15/96  
Revised: 01/11/18

## STUDENT ATTENDANCE

### I. Philosophy

The Board of Education, in accordance with Section 104.1 (c) of the Regulations of the Commissioner of Education, establishes this comprehensive attendance policy. The objectives of this policy are to ensure the maintenance of an adequate record verifying the attendance of all children, to establish a mechanism to examine patterns of pupil absence and to develop effective intervention strategies to improve school attendance.

### II. Policy

The Board, administration and staff of the district recognize that regular classroom attendance is an essential part of a successful educational program and that there is a critical relationship between academically engaged time and student performance.

### III. Expectations for Good Attendance

A. 1. Students are expected to attend scheduled classes. The insistence on good attendance serves as a clear and constant reminder of the importance of attendance in instruction, enabling the student to:

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

2. Under New York State Education Law Section 3205, parents are responsible for the regular attendance of their children for instruction.

#### B. Absences

##### 1. Excused

Section 175.6 of the Commissioner's regulations define the following as "excused absences:" personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, disciplinary detention of an incarcerated youth or any other reason approved by the Commissioner. All instances of excused absence require a written parent/guardian excuse. The excuse must identify the date/time of absence, reason for absence, tardiness or early departure and parent/guardian signature. Students failing to present an excuse prior to an early departure or upon reporting back to school following

## POLICY

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### STUDENT ATTENDANCE

an absence or tardiness will be subject to a warning. Subsequent offenses will resort in progressive discipline and/or Department of Social Services contact.

#### 2 Unexcused

Most absences not mentioned above are interpreted under the law as “unexcused absences” including but not limited to vacation, shopping, baby-sitting, oversleeping, needed at home, or missing the bus. Any reason not listed as excused shall be deemed unexcused unless the Building Principal determines otherwise. The two categories of unexcused absence are:

1. Unlawful Detention: Unlawful detention occurs when the pupil is absent with the knowledge and consent of his/her parent/guardian for other than an excused absence.
2. Truancy: A student who is absent from school without the consent of a parent/guardian is considered to be truant.

#### IV. Responsibility for Good Attendance.

Successful implementation of this policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators and all staff members.

##### A. Parent/Guardian Responsibilities

1. It is the responsibility of parents/guardians to ensure that their children attend school regularly and on time.
2. When a student is absent from school, parents/guardians must contact the school to report the absence and/or provide appropriate excuses when required (doctor’s verification).
3. Parents/Guardians must provide a written explanation of the absence for their child to be turned into their homeroom/first period teacher upon the student’s return to school.
4. Parents are required to provide their current home address, telephone number, emergency number(s) and a list of adults to contact in their absence.

##### B. Student Responsibilities

1. Students must attend school daily and be on time.

## POLICY

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### STUDENT ATTENDANCE

2. Students must attend all classes and are expected to participate fully.
3. Students are expected to make timely arrangements with their teachers to make up assignments and class work they have missed during their absence.

#### C. Teacher/Staff Responsibilities

1. Teachers are responsible for maintaining accurate attendance reports and for referring chronic absentees for review by the Building Principal or Designee.
2. School office staff shall be responsible for preliminary contact with parents and students to assess a situation of absenteeism and devise a plan of improvement.
3. Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in all of their classes. Teachers can make a difference in the attendance habits of their students. (Phone calls to parents or guardians are encouraged).

#### D. Administrative Responsibilities

1. The District shall maintain a register of attendance for each pupil which includes the student's name, date of birth, home address, names of parents/guardians, telephone numbers to contact parents/guardians, date of enrollment, record of pupil's attendance on days of instruction, and the date of withdrawal or date dropped from enrollment.
2. The Principal or Designee is responsible for implementing the attendance policy.
3. The Principal or Designee is responsible for identifying students who require alternative services and/or programs for absences or tardiness.
4. The District will send an automated attendance call daily for those students reported as absent.

#### V. Activities to Support Good Attendance

- A. The implementation of an effective and efficient student attendance system that is accurately recorded, consistently maintained, and fairly administered.
- B. The provision of prompt service to students in need of help as soon as a need is suspected.

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- C. The establishment of cooperative relationships between parents and other members of the staff in the interest of the child.
- D. The establishment of cooperative relationships with other community agencies which serve families of pupils with attendance problems.
- E. The maintenance of an effective policy that encourages student attendance and is in compliance with the commissioner's regulations and rulings.

#### VI. Intervention

- A. The objective of intervention strategies is to identify the cause(s) of absenteeism, to reduce absenteeism and to circumvent the need for action in the courts (PINS petitions).
- B. Teachers and other appropriate staff members (e.g. the school nurse, social worker, and guidance counselor or attendance officer) shall be responsible for preliminary contact with parents/guardians and students to assess a situation of absenteeism and devise a plan of improvement. For example, where the absence is due to prolonged illness, the District may arrange for immediate home or hospital instruction.
- C. The Building Principal or designee, based upon the referrals of teachers and the established attendance records, shall identify intervention strategies. Such strategies may include, but are not limited to:
  - communication with the parent/guardian
  - counseling and other support services
  - mentoring
  - progressive disciplinary action
  - related community agencies services.

#### VII. Incentives

The Commissioner has recommended that all Districts implement an incentive program to improve attendance.

- A. Greenlawn/Guilford Elementary Attendance Incentives and Notifications:
  - 1. Excellent/Perfect attendance award will be presented to students at the end of the school year.
  - 2. Attendance will be recorded on a student's report card for each marking period.



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3. Teachers will encourage daily participation and make connections to the working world.
4. Students who maintain 100% attendance rate will increase their success of meeting the state mandated educational standards. Failure to maintain at least a 75% attendance rate may lead to AIS interventions or retentions.

To encourage good attendance practices, the school will send reminder notices when absences become a concern. If absences become excessive or impact student learning a parent conference will be requested. After a total of 40 days absent, a letter will go home indicating that the student may be retained if the student's academic progress has been seriously delayed.

#### B. Jr/Sr High School Minimum Attendance for Course Credit

1. A student must be noted as present at 87% of a course's scheduled classes in order to earn credit for the course and be permitted to take the final examination.
2. Note: For Sr. High School courses: In a yearlong single period course absences in excess of twenty-four (24), and in a semester course absences in excess of twelve (12), will result in denial of course credit and the student not being permitted to take the final examination.
3. Any excused absence for which the student has completed assigned makeup work will not be counted as an absence for the purposes of determining whether the student has attended sufficient class to receive course credit under this provision:
  - For purposes of minimum attendance requirements, a student shall not be counted as present for a class if the student misses more than 10 minutes of a single period class or 20 minutes of a (semester or blocked) class, whether through tardiness or early departure.
  - Students of compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.
  - Students over the compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative educational shall count as an absence.
4. In order to prevent loss of credit for failure to attend, the district will take the following steps:

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- When a student has been marked absent for 10% of a course's classes; in a year-long single period course absences in excess of Eighteen (18) and in a semester course absences in excess of Nine (9), the District shall notify the student and parents/guardians that the student is approaching the limit of absences for losing course credit for failure to attend class. The notice will include the school's attendance for credit policy, the actual number of classes the student may miss before forfeiting the right to earn credit, and the actual number of classes missed to date.
  - Teachers will provide makeup work upon request so those student who are in jeopardy of forfeiting class credits due to excused absences have the opportunity to earn credit for the course.
  - Where a student is in jeopardy of losing credit for excessive absences, the principal shall be responsible for reviewing attendance records and determining eligibility for makeup work for excused absences, including deadlines. Students are responsible for arranging makeup opportunities with their teachers.
5. Principal Teachers and Attendance Supervision Officer will collaborate to create and implement classroom based incentive programs for excellent attendance, including but not limited to special recognition and additional privileges.

#### VIII. Disciplinary Sanctions

- A. The District social worker will make counseling available to students with chronic attendance problems.
- B. When other forms of intervention fail, nonacademic sanctions, including the loss of privileges (e.g. participation on interscholastic sports or in extracurricular activities, attendance at school sponsored events), may be imposed.
- C. Excessive or unreasonable absences and tardiness may properly be the basis for disciplinary action. The use of detentions and in school suspensions related to unexcused absence from school is authorized. A student may be suspended for poor attendance that is willful insubordination. Such removal shall be pursuant to Section 3214 of the Education Law.

#### IX. Coding System for Absences

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A. The coding of student absences, tardiness and early departures allows the administration to decipher patterns of behavior/absenteeism and to develop specific intervention efforts as early as possible.

B. The district will utilize the following coding system that differentiates student attendance:

A	=	Absent, Excused	I	=	Present Part of Class
U	=	Absent, Unexcused	ISS	=	In School Suspension
D	=	Early Departure	H	=	Music Lesson
OSS	=	Suspended	OSSI	=	Suspended Out of School With Tutoring
T	=	Tardy, Excused	S	=	Suspended in School - ALC
L	=	Tardy, Unexcused	M	=	Long Term Medical
F	=	Field Trip	MI	=	Long Term Medical with Tutoring

#### X. Notification

Written notification to parents concerning students' absences, tardiness or early departures, will take place at prescribed intervals and will include information that resource/support personnel are available.

#### XI. BOCES Attendance

A. Attendance in BOCES's Career and Technical Education programs, New Visions programs, Unique Placement programs and Career Academy are privileges that cost the District substantial amount of funding. To attend these programs, students must annually complete an application and sign a contract for consideration to be approved for attendance. Students displaying poor attendance, poor behavior and/or poor academics thus violating their contract are subject to removal from these programs at any time.

B. Students enrolled in either morning or afternoon BOCES curriculums are expected to attend every day. BOCES bus schedules are posted as ALL BOCES student MUST ride the school bus to and from BOCES. Students missing the bus to BOCES will be supervised in the Alternative learning Location room or the Library until the end of the BOCES assignment. BOCES students are NOT to skip BOCES to work on assignments at the Jr.-Sr. High School Building without prior approval from the Jr.-Sr. High School Principal and the staff involved.

C. Afternoon BOCES students who have school approved early departure, (through completed early dismissal forms) must return to the building to sign out and then may not come back into the building or remain on school property without permission. All

STUDENT ATTENDANCE

other students returning from BOCES must report to their assigned class, study hall, or advisory.

XII. Implementation and Review

- A. The Board shall review building level pupil attendance records and if such records show a decline in pupil attendance the Board shall make any revisions deemed necessary to improve pupil attendance.
- B. The Superintendent shall establish a means to provide a plain language summary of this policy to parents/persons in parental relation at the beginning of each school year and take other steps to promote the understanding of such policy.
- C. The Superintendent shall provide each teacher with a copy of this policy after approval/amendment and provide new teachers with a copy upon employment.
- D. Copies of this policy shall be made available upon request to any member of the community.

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Bainbridge-Guilford Central School District

Legal Ref: 8 NYCRR 104.1, 109.2, 175.6; NYS Education Law 3205

Adopted: 05/19/94

Revised: 08/15/02, 11/01/04, 06/05/14, 04/17/18, 12/05/19

## EXTRA CLASSROOM ACTIVITY PROCEDURE

- I. The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.
- II. Development of Extra Classroom Activity
  - A. Extracurricular activities shall be conducted only for educational purposes.
  - B. Students desiring to form an extracurricular activity organization shall petition their principal in writing, specifically stating the purpose, goals, activities and potential membership of the organization.
  - C. If in the opinion of the Principal, the proposed activity is for an educational purpose, there is sufficient student interest and a suitable advisor is available, the Principal shall recommend establishment of the proposed organization to the Superintendent.
  - D. All extracurricular activity organizations require the recommendation of the Superintendent and the approval of the Board of Education. The Superintendent shall maintain a list of all approved active extracurricular activity organizations.
- III. Organization of Activity
  - A. Each extracurricular activity organization shall have an advisor recommended by the Superintendent and approved by the Board of Education. The advisor assumes the primary responsibility for directly supervising the students' operation of their extracurricular activity organization. He/she shall:
    1. assist students to adopt rules of procedure which are necessary to the activity's operation and consistent with district and school rules; and
    2. meet with the students as often as necessary.
  - B. Each extracurricular activity organization shall adopt a constitution which shall define the purposes of the organization, duties of its officers, membership prerequisites, rules of procedure and other necessary matters. The constitution of each extracurricular activity shall be reviewed by the faculty advisor and approved by the principal. A copy of the constitution shall be on file in the office of the principal.
- IV. Funds
  - A. All fund-raising activities shall be in accordance with district and school rules, require the prior approval of the Principal and must be supervised by the advisor.

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### EXTRA CLASSROOM ACTIVITY PROCEDURE

- B. All extracurricular activity funds shall be handled and accounted for in accordance with the New York State Publication Regulations for Safeguarding, Accounting and Auditing of Extra Classroom Activity Funds (State of New York Publication) and the administrative regulations on Activity Funds.
- C. All extracurricular activity fund raising events shall be approved in advance by the High School Student Council based on a plan that shall include the value of the items/services to be purchased, the selling price of the items/services, the anticipated profits, and the receipting, securing and auditing of all monies collected and deposited as per Central Treasurer's procedures.
- D. Basic Principles:
  - 1. Two separate and independent sets of records of receipts and expenditures shall be maintained.
  - 2. The authority to expend monies shall be distinct and separate from the custody of these monies.
  - 3. At least two individuals shall take part in each act of disbursing money.
  - 4. The Central Treasurer shall report to the Board of Education or its designated representative on a monthly basis.
  - 5. All accounts shall be audited at least annually.
  - 6. The accounting system shall be such that it will yield the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.
  - 7. Any unencumbered class or activity funds will automatically revert to the high School Student Council when a class graduates or an activity is discontinued.

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Bainbridge-Guilford Central School District

Legal Ref: Equal Access Act; 20 USC §§ 4071-4074; 8 NYCRR 172.1 and 172.2

Adopted: 06/01/06

Revised: 06/21/18, 06/03/21

## SUPERVISION OF STUDENTS

Students working on any activity must be supervised by the teacher or staff member in charge of the activity. This applies to all in school and extracurricular activities as well as sports activities and events. Permission to hold practices or meetings must not be granted unless a teacher or staff member is definitely in charge.

- A. District personnel will be fully responsible for the supervision of all students in either their class or their after school activities.
- B. Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.

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Bainbridge-Guilford Central School District

Adopted: 03/16/95

Revised: 06/21/18

## FIELD TRIPS

- I. The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools.
- II. For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.
- III. Field trips are a part of the curriculum of the schools, and student conduct and attendance on field trips are governed by the same rules that govern regular classroom activities. The School System shall obtain written parental/guardian permission for students going on school-sponsored field trips.
- IV. Field trip support shall be determined annually by the Board during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.
- V. The Superintendent/designee may cancel previously approved field trips due to extenuating circumstances.



# Regulation

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7401.1

## FIELD TRIP PROCEDURES AND RESPONSIBILITIES

### I. Procedures

- A. Field Trips must tie into the standards or into building goals. Teachers need to submit in writing how the trip will be orchestrated into the curriculum and/or how it ties into building goals.
- B. There should be an assignment connected to the field trip or an activity which incorporates the field trip. This needs to be shared in writing prior to approval of trip.
- C. The list of chaperones must accompany the field trip request. List must be approved by the building administrator. Also to be included, what teachers/chaperones are responsible for which students.
- D. Recommended student to staff ratio is 8-1. If a particular destination requires a different student to staff ratio this needs to be noted on the request. A variance from an 8-1 ratio needs prior administrative approval.
- E. Trip coordinator (person filling out the trip request) is responsible for the field trip kit (medical kit, walkie-talkies etc.).

### II. Responsibilities

- A. Teachers/chaperones will not partake of alcohol or any other substance which may potentially impair judgment and will not involve themselves in any illegal activity. Teachers/chaperones will act as positive role models at all times and will follow the district's policy regarding staff conduct.
- B. Teachers/chaperones will not smoke in front of students.
- C. When chaperoning it is your duty to supervise children in your charge at all times. Teachers/chaperones are responsible to students assigned to them for the length of the trip.
- D. Teachers/chaperones will spread themselves amongst students on the bus. Adults will not sit together on the bus.
- E. A field trip is an extension of the classroom. All school rules (code of conduct) need to be enforced.

REGULATION

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FIELD TRIP PROCEDURES AND RESPONSIBILITIES

- F. When trips exceed the normal school day and chaperone cards are issued, principals must sign the cards prior to submittal to business office.

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Bainbridge-Guilford Central School District  
Approved by the Superintendent: 06/21/18  
Adopted: 03/05/05

## EDUCATION RECORDS

### **I. Purpose:**

The Board of Education recognizes its obligation to maintain the confidentiality of student education records and to grant parents and eligible student's access to those records in accordance with the Family Educational Rights and Privacy Act.

The Board implements this policy to maintain the confidentiality of student records and to provide parents and eligible students with the opportunity to inspect and review education records, to seek to amend education records, and to consent to the disclosure of education records.

### **II. Definitions and Designations:**

A. Records Access Officer: The District's Records Access Officer is the:

School Business Manager  
18 Juliand Street  
Bainbridge, NY 13733  
607-967-6335

B. Parent: The term "Parent" includes natural parent, a guardian or an individual acting as parent or guardian in the absence of the student's parent or guardian.

C. Eligible Student: The term "Eligible Student" means a student who has reached age 18 or is attending post-secondary school.

D. Education Records: The term "Education Records" includes records, files, documents and other materials which contain information directly related to a student and are maintained by the District or a person acting on behalf of the District.

Education Records may exist in any form, including but not limited to print, computer media, video or audio tape, film, microfilm, microfiche and other materials which contain confidential information directly related to a student and which are maintained by the District or a party acting on behalf of the District. Education records do not include:

1. Certain Records in the Sole Possession of the Maker: Records made by instructional, supervisory, administrative personnel or ancillary educational personnel which are in the sole possession of the maker and which are not

EDUCATION RECORDS

accessible or revealed to any other person except a substitute for the maker of the record;

2. Employee Records: Records maintained solely with respect to a person's status as an employee rather than as a student;
  3. Certain Medical & Psychological Records: Medical and psychological treatment records of an eligible student are not education records if they are maintained and used only in connection with treatment of the eligible student and disclosed only to individuals providing the treatment, including treatment providers in the student's school.
  4. Post Enrollment Records: Records that only contain information about an individual after he/she is no longer a student at the District (for example, records of alumni activities);
- E. Directory Information: The District designates the following information as Directory Information: student's name, parent's name, address, date and place of birth, telephone number, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous educational agency attended by student, photograph, and video images of students engaged in routine activities when those images are not records of the district's law enforcement unit.

**III. Rights of Parents and Eligible Students:**

- A. Each parent of a student has the rights described in this policy, unless the District has been provided with evidence that there is a court order, statute or legally binding document related to such matters as divorce, separation or custody that specifically revokes these rights.
- B. When a student becomes an eligible student (18 or attending a post-secondary school) all rights accorded to parents and consent required of parents, transfer from the parents to the eligible student. However, the District does not require the consent of the eligible student:
  1. To disclose the education record to the parent if the eligible student is claimed by the parent as a dependent for tax purposes.
  2. To disclose the education record to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

EDUCATION RECORDS

3. A school official may generally share with a parent information that is based on that official's personal knowledge or observation of the student.

**IV. Confidentiality of Education Records:**

- A. The District will not release education records, including personally identifiable information contained in Education Records, except:
  1. Written Consent: The District may release the information if prior to the release of information, the District receives written consent from the parent. The written consent must specify the information to be released, the reason for the release and to whom the information may be released. The District will give the parent or student a copy of the information released, if requested by the parent.
  2. Directory Information: The District may release Directory Information if the District has properly circulated its annual FERPA notification to parents of students in attendance and eligible students in attendance, unless the parent or eligible student has submitted Regulation 7500.4 restricting the District's ability to release this information.
  3. Military Recruiters: The District will disclose to requesting military recruiters the names, addresses and telephone numbers of juniors and seniors, unless the parent or eligible student has submitted Regulation 7500.4 prohibiting such release.
  4. School Officials with a legitimate educational interest: The District may release the information to other school officials, including teachers within the District who have a legitimate educational interest in the information. The District will use reasonable methods to ensure that school officials have access only to the education records in which the school officials have a legitimate educational interest.
    - A school official is: A person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff; a person elected to the School Board; a person or company employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultant, or therapist; a parent or student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks. A school official may be a contractor, consultant, volunteer or other party to whom the District has

EDUCATION RECORDS

outsourced instructional services and functions if that individual or entity is performing services district employees otherwise perform (is not selling products or services), is under the direct control of the district with respect to the use and maintenance of the education records and is restricted from re-disclosing the education records except as permitted by FERPA.

- A school official has a legitimate educational interest if the official is: Performing a task that is specified in his or her position description or by a contract agreement; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus.
  - The District receives services from the Broome-Tioga BOCES Regional Information Center and its vendors in accordance with FERPA. A request for a complete list of current vendors may be submitted to the Records Access Officer.
5. Student seeks to enroll in a different school: The District may release student records to officials of other schools in which the student seeks or intends to enroll, provided that the student's parents are notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
  6. Certain State and Federal Officials: The District may release information to authorized officials of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education or certain State and Local Educational authorities.
  7. Financial Aid: The District may release information to appropriate parties in connection with a student's application for or receipt of financial aid.
  8. Authorized organizations performing studies: The District may release information to organizations conducting studies for or on behalf of the District to develop, validate or administer predictive tests, administer student aid programs or improve instruction, provided that appropriate safeguards are implemented in accordance with federal regulations.
  9. Accrediting Organizations: The District may release information to authorized accrediting organizations to carry out their accrediting functions.

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10. Court Order or Subpoena: The District may release information pursuant to a valid court order or subpoena, provided that the District makes a reasonable effort to notify the affected parent or eligible student of the court order or subpoena in advance of the release of the information (except that in certain cases, such as in the case of certain subpoenas issued under the U.S. Patriot Act, the court order or subpoena may require release of information without advance notice to the parents).
11. Victim of Specified Crimes: In certain instances, the District may release to the victim of a specified crime, the final results of a disciplinary proceeding commenced against the alleged perpetrator, provided that the release conforms to the requirements of 34 CFR 99.39. The final results may only include the name of the student, the offense committed and the sanction imposed by the District.
12. Information Concerning Registered Sex Offenders: The District may release information provided to it under 42 USC 14071 and the applicable Federal Guidelines.
13. Child Welfare Agencies: The District may release information to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization who has the right to access a student's case plan and when the agency or organization is legally responsible for the child's care and protection to provide accurate information about a child's education history and needs to make informed placement recommendations to the court.
14. Release in connection with an emergency necessary to protect health or safety: The District may release information to appropriate parties in connection with an emergency if the release is necessary to protect the health or safety of the student or other persons. The District will consider the following criteria when determining whether the information should be disclosed:
  - The seriousness of the threat to the health of the student or other individuals;
  - The need for the information to meet the emergency;
  - Whether the parties to whom the information is disclosed are in a position to deal with the emergency;

EDUCATION RECORDS

- The extent to which time is of the essence in dealing with the emergency.

The District will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed

- B. If the District discloses student records to a third party as permitted by this policy, the District will:
1. Advise the third party of its duty to refrain from redisclosing the information and of its obligation to maintain the confidentiality of the information in accordance with the *Family Educational Rights and Privacy Act*.
  2. If possible, attach to the disclosed record the following statement: “This document contains personal information from a student’s education records. It is protected by the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and may not be re-released without consent of the parent or eligible student.”

**V. Requests to Inspect Education Records:**

- A. Request: A parent who is interested in inspecting the student’s education record must submit his/her request to the Records Access Officer between the hours of 9 am and 3 pm on any school day. Requests should be submitted in writing, on a form provided by the District (Regulation 7500.1). Copies of the form are available in the office of the Records Access Officer. If a parent makes an oral request for access to the education record during a school conference, the District may provide the parent access to the education record even though it has not received the request in writing. The District shall take appropriate steps to verify the identity of parents or eligible students who submit requests to inspect and review an education record and verify the individual’s authority to do so.
- B. Response: Within forty-five days of his/her receipt of a request for inspection, the Records Access Officer must provide the parent/guardian with an opportunity to inspect and review his or her child’s education records or advise the person making the request, the records specified in the request are not available for inspection.
1. Records Available: If the records are available for inspection, the Records Access Officer will advise the requestor when and where the record will be available for inspection. If the records contain information about more than one student, the Records Access Officer will remove from the copy of the records shown to the requester, any information which in his/her judgment



EDUCATION RECORDS

would constitute an unwarranted invasion of personal privacy of any party (other than the student for whom the inspection has been requested).

2. Records Not Available: If the records are not available for inspection, the Records Access Officer will note the reason for the unavailability on the request form and will return a copy of the request form to the requesting party.
3. Explanation of Records: The Records Access Officer will respond to reasonable requests for explanations and interpretations of the records.
4. Copying Fee: The fee for copies of records is twenty-five cents per page, which is required to be paid at the time the copy is requested. The District will waive the fee if the fee effectively denies the parent an opportunity to inspect and review the education record.
5. Maintaining a record of requests: The Records Access Officer shall keep with the education record of each student, a record of all individuals, agencies or organizations which have requested or obtained access to the student's record (Regulation 7500.2) and a record of all re-disclosures it has authorized.
  - The record will indicate the parties who requested or received the information and the legitimate interest the party had in the information.
  - The District does not have to keep this record if the requester is the parent or eligible student, a school official with a legitimate educational interest in the information, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking information through certain subpoenas or court orders where the issuing court or agency has ordered that the existence or the contents of the subpoena or information not be disclosed.

**VI. Request to Amend Education Records:**

- A. If a Parent believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask the educational agency or institution to amend the record.
  1. The request shall be directed to the Records Access Officer during regular business hours on the prescribed form. Copies of the form are available in

EDUCATION RECORDS

the Superintendent's office or the office of the Records Access Officer. (See Regulation No. 7500.3).

2. The request shall identify, in writing, the record or records which the parent believes to be inaccurate, misleading or otherwise in violation of the student's rights of privacy, with a statement of the reasons for the challenge to the record.
- B. The Records Access Officer will make a written response to the request to amend an education record within twenty days of his/her receipt of the request. The response will indicate whether the Records Access Officer:
1. Finds that the record in question is inaccurate, misleading or an invasion of the student's rights of privacy and that the record will be amended as requested, or
  2. Finds that there is an insufficient basis to amend the record in question. If the Records Access Officer finds that there is an insufficient basis to amend the record in question, he/she will notify in writing the requesting party of the opportunity for a hearing and will provide the requesting party with a form to request the hearing.
- C. Through informal meetings with the Parents, the settlement of a dispute regarding content of education records is encouraged.

**VII. Request for Hearing:**

- A. Request: If a parent disagrees with the Records Access Officer's finding that there is an insufficient basis to amend the education record the parent may request a hearing. The request must be submitted to the Superintendent within ten days of the parent's receipt of the Records Access Officer's decision, on a form provided by the District. The hearing will be conducted within ten days of the Superintendent's receipt of the request for a hearing.
- B. Notice: The District will mail a hearing notice to the requesting party reasonably in advance of the hearing. The hearing notice will include the date, time and place of the hearing.
- C. Hearing: The Hearing will be conducted by the Superintendent (or by another person designated by the Superintendent who does not have a direct interest in the outcome of the hearing). During the hearing, the requesting party may be represented by an individual or individuals (including an attorney) at his/her own

EDUCATION RECORDS

expense. The requesting party will have a full and fair opportunity to present relevant evidence.

- D. Decision: The Superintendent (or designee) will submit a written decision within ten days after completion of the hearing. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
1. If the Superintendent (or designee) finds that the record should be amended, he/she will amend the record and will inform the parent of the amendment in writing.
  2. If the Superintendent (or designee) finds that the record should not be amended, he/she will inform the parent in writing of the right to place a statement in the record commenting on the contested information and/or stating why he/she disagrees with the decision of the District. The District will maintain the statement with the contested part of the record for as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

**VIII. Notification of Rights:**

- A. The District shall annually disseminate a notice to parents and eligible students of their rights relative to education records. The notice will allow parents at least thirty days to ask the District not to disclose some or all of the directory information. (See Regulation No. 7500.4).
- B. Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with FERPA. Written complaints may be filed with: The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

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Bainbridge-Guilford Central School District

Legal Ref: The Federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232; 34 CFR 99; October 9, 2002 Joint Memorandum from Secretary of Education Rod Paige and Secretary of Defense Donald H. Rumsfeld; February 7, 2003 Memorandum to Superintendent's from LeRoy S. Rooker, Director of the Family Policy Compliance Office, US Dept. of Education; Uninterrupted Scholars Act; 8 NYCRR 121.12(b)

Adopted: 10/02/14

Revised: 06/21/18, 06/04/20

# Regulation

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STUDENTS

7500.1

## APPLICATION TO INSPECT FERPA RECORDS

To: Records Access Officer (School Business Manager)

I hereby apply to inspect the following student's records: \_\_\_\_\_  
(Name of Student)

I hereby apply to inspect the following records: \_\_\_\_\_

I am the:             Natural Parent  
                          Legal Guardian  
                          Individual acting as parent or guardian in the absence of student's parent or guardian  
                          Student over 18 years of age

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Representing

\_\_\_\_\_  
Address

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### FOR SCHOOL DISTRICT ONLY

Approved: \_\_\_\_\_

Denied: \_\_\_\_\_

- Requested record cannot be found
- Requested record has been destroyed
- Requested record not maintained by school

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

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NOTICE:            You have a right to request correction of the content of the school records examined if you believe such records to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the student by making a request on a prescribed form directed to the above referenced Records Access Officer.

I hereby request a correction.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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Bainbridge-Guilford Central School District

Approved by the Superintendent:    06/21/18, 06/04/20

# Regulation

STUDENTS

7500.2

STUDENT PRIVACY – RECORD OF FERPA REQUESTS

Name of Person, Agency or Organization Seeking Access	Date Requested	Records Requested	Reason for Request	Access Granted/ Denied	Disposition of Request	Remarks

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Bainbridge-Guildford Central School District  
Approved by the Superintendent: 06/21/18, 06/04/20

# Regulation

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STUDENTS

7500.3

REQUEST TO CORRECT FERPA RECORDS

To: Records Access Officer (School Business Manager)

I request a correction of the following school records related to: \_\_\_\_\_  
(Name of Student)

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My grounds for requesting such correction are as follows:

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Representing

\_\_\_\_\_  
\_\_\_\_\_  
Mailing Address

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Bainbridge-Guilford Central School District  
Approved by the Superintendent: 06/21/18, 06/04/20

# Regulation

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STUDENTS

7500.4

## STUDENT PRIVACY FERPA NOTICE

Date: \_\_\_\_\_

Dear Parent or Eligible Student:

*The Family Educational Rights and Privacy Act of 1974 (FERPA)* affords parents or “eligible students” (students who are over 18 years of age or enter a postsecondary educational institution) certain rights with respect to the student’s education records. The purpose of this letter is to inform you of some of those rights and to provide you with the following contact information for the District’s Records Access Officer:

School Business Manager  
18 Juliand Street  
Bainbridge, NY 13733  
607-967-6335

Examples of *FERPA* rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Written requests for such access may be submitted to the Records Access Officer between **9 a.m. and 3 p.m.** on any school day. Such requests should be submitted on the District’s *Application for Inspection of Student Records* form that is located in the Office of the Records Access Officer.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading or an invasion of the student’s privacy rights. A request for an amendment may be submitted to the Records Access Officer during regular business hours. Such requests should be submitted on the District’s *Request For Correction of Student Records* form that is located in the Office of the Records Access Officer. If the Records Access Officer denies a properly submitted request for an amendment, the person seeking the amendment will be advised of his/her right to a hearing regarding the requested amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that *FERPA* authorizes disclosure without consent. For example, the District may, without consent, disclose:
  - a. Personally identifiable information to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff; a person elected to the School Board; a person or company with whom the School has employed by or under contract to perform a special task, such as an attorney,

## REGULATION

STUDENTS

7500.4

### STUDENT PRIVACY FERPA NOTICE

auditor, medical consultant, or therapist, and including entities that host and disseminate student information such as grades, homework and messages from teachers on the Internet; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks. A school official may be a contractor, consultant, volunteer or other party to whom the District has outsourced instructional services and functions if that individual or entity is performing services district employees otherwise perform (is not selling products or services), is under the direct control of the district with respect to the use and maintenance of the education records and is restricted from re-disclosing the education records except as permitted by FERPA. A school official has a legitimate educational interest if the official is performing a task that is specified in his or her position description or by a contract agreement; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus. The District receives services from the Broome-Tioga BOCES Regional Information Center and its vendors in accordance with FERPA. A request for a complete list of current vendors may be submitted to the Records Access Officer.

- b. Appropriately designated "directory information", unless the parent or eligible student has advised the District to the contrary by filling out and returning the below attached *Request to Limit Disclosure of Directory Information* form. The primary purpose of directory information is to allow the District to include this type of information from the student's education records in certain school publications such as a playbill (showing the student's role in a drama production), an annual yearbook, an honor roll or other recognition list, a graduation program, or a sports activity sheet (such as a wrestling program that discloses participants height or weight), etc. Directory information may also be disclosed to outside organizations such as companies that manufacture class rings or publish yearbooks or other companies. Additionally, Federal Law requires Districts receiving certain federal assistance to provide requesting military recruiters with secondary school names, addresses, telephone listings and possibly other directory information, unless parents or eligible students have advised the District that they do not want their student's information disclosed without prior written consent.
4. The right to know that the District has designated the following information as directory information: Directory Information: student's name, parent's name, address, date and place of birth, telephone number, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous educational agency attended by student. Parents and eligible students may choose not to allow the District to



## REGULATION

STUDENTS

7500.4

### STUDENT PRIVACY FERPA NOTICE

release directory information. If you do not want the District to disclose directory information without your prior written consent, you must complete and return to the District the below attached form by September 15<sup>th</sup> or within 2 weeks of enrollment.

5. The right to file a complaint with the following office if you believe the District has violated your *FERPA* rights: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Additionally, please be aware that:

- It is the District's policy to disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, and;

Sincerely,

REGULATION

STUDENTS

7500.4

STUDENT PRIVACY FERPA NOTICE

**Request To Limit Disclosure of Directory Information**

Records Access Officer  
School Business Manager

Dear Records Access Officer:

\_\_\_\_\_ Please secure my written consent before releasing my child's name, address, telephone number and directory information to military recruiters.

\_\_\_\_\_ Please secure my written consent before releasing the following directory information to anyone:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date of Request

For District Use Only

\_\_\_\_\_  
Request Received By

\_\_\_\_\_  
Date Request Received

\_\_\_\_\_  
Bainbridge-Guilford Central School District  
Approved by the Superintendent: 06/21/18, 06/04/20

COURSES INCLUDING DISSECTION OF ANIMALS

I. Statement of Policy

- A. Students enrolled in a course that includes the dissection of an animal shall be given reasonable notice of that fact, and information about the student's right under Section 809 of the Education Law and this Policy to be excused from witnessing or conducting animal dissection. This notice shall be distributed at the beginning of the school year, and shall be available upon request at the school office.
- B. Students will be excused from witnessing or conducting animal dissection if the student:
  - 1. provides a written statement from the student's parent or legal guardian substantiating the fact that the student has a moral or religious objection to witnessing or conducting animal dissection, and
  - 2. agrees to undertake and complete an alternative project approved by the student's teacher.
- C. Students who perform alternative projects who do not perform or witness the dissection of animals will not be penalized.

II. Implementation of Policy

The Superintendent of Schools shall prepare a notice that complies with the requirements of Section 809 of the Education Law and insure that teachers are aware of this Policy and that the notice is distributed as required.