

Thomas R. Hall, Ed.D., Principal

Summer 2021

Dear BHS Family:

Welcome to Brighton High School and the Brighton Central School District! My name is Tom Hall and I am the principal of Brighton High School. It is a great day to be a BRUIN!

Attached to this letter are the following informational items to help with your transition to BHS:

- Administrative Duties Chart.
- Cycle Day Calendar for the 2021-2022 School Year.
- BHS Daily Schedule and Special Assembly Schedules.
- A typical student schedule.
- The BHS New/Transfer Student Packet 9/2021.

We will have our formal **New Transfer Student/Parent orientation** meeting on Wednesday, September 1st at 6:00 PM in room 262 at BHS. This orientation is for families of new transfer students.

Our **9th Grade Student and NEW Transfer Link Crew Orientation** will be on Thursday, September 2nd from 8:00 AM to 12:00 PM in the BHS Gym. This orientation is for all incoming 9th grade students and transfer students in grades 10, 11, and 12.

Our first day of classes will be Thursday, September 9th with homeroom starting at 7:40 AM. Our day runs from 7:40 AM to 2:47 PM. If you have any further questions, please contact me at tom_hall@bcsd.org or 585-242-5000, ext. 4500.

Sincerely,
THOMAS HALL
Thomas Hall
Principal
tom_hall@bcsd.org

Brighton High School Administrative Responsibilities 2021-2022 – July 12, 2021

<p>Tom Hall Principal</p>	<p>Matt Comeau Assistant Principal (Donohue/Crowley/Stern) Students A-G</p>	<p>Teresa Mosher Assistant Principal (Stern/Viggiani/Figueroa) Students H-O</p>	<p>TBD Assistant Principal (Viggiani/Figueroa/Juliano) Students P-Z</p>
<p>Oversee Overall Discipline Oversee Overall Attendance Oversee Overall Evaluations Oversee Overall Student Activities</p> <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> - Senior Graduation - Coordinators - Emergency Response Planning - Student/Parent Handbook - Work Based Learning Program - Oversee Budget Process & Staffing - Oversee AIM Program with AP's - Chair Principal's Advisory Committee - World Language Interns - Diversity and Equity Committee - Faculty Meetings - Exchange Trips - Professional Learning Team (PLT) - Principal's Advisory Committee (PAC) - Brighton Support Team (BST) - Culture Climate Leadership Team (CCLT) - Student Teacher Placements - Curriculum Council Member - District Safety Team - Brighton Believes Committee 	<p>Discipline and Evaluations</p> <p>Department Administrator</p> <ul style="list-style-type: none"> - World Language - Math - Science - ENL - Attendance/Registrar - Building Substitutes <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> - Master Scheduling - Annual Awards Ceremony - Building & District Instructional Technology - Attic Records – update each year - SchoolTool Liaison - Parent/Student Portal Contact - Drivers' Education - Substitute Staff Coordination - Program Planning - BSAA (Alumni Association) - Textbooks - Transition Planning for TCMS Schedules - Update Supply Lists - Diversity and Equity Committee - PLT Member - BST Member - CCLT Member 	<p>Discipline and Evaluations</p> <p>Department Administrator</p> <ul style="list-style-type: none"> - Counseling - Special Education - Special Ed. TA's - Brighton Support Team (BST) - Brighton Support Center (BSC) <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> - Oversee all Student Activities, Dances, Homecoming, Ball/Prom - Senior Activities - Class Councils - Executive Student Council - Class Elections - Student Senate - CSE Process - 504 Process - Special Ed. Leadership Committee - Diversity and Equity Committee - Transportation Liaison - PLT Member - BST Member - CCLT Member - District Mental Health Steering Committee - K-12 Mental Health - BHS Restorative Practice Committee 	<p>Discipline and Evaluations</p> <p>Department Administrator</p> <ul style="list-style-type: none"> - English - Social Studies - Business Department - Technology Department - Library Media Center <p><u>Responsibilities</u></p> <ul style="list-style-type: none"> - Testing (Midterm, June, and special Exams, AIM Exam schedule, PSAT) - AP Exam Coordinator - Link Crew - Senior Graduation - Exchange Students - School Pictures - Assist with preparations for Student Activities, Elections, & Homecoming, Dances, Balls, Proms, etc. - Parking Permit Coordination - Diversity and Equity Committee - BHS Wellness Committee - District Wellness Committee - PLT Member - BST Member - CCLT Member

CYCLE CALENDAR

21 -22

	CYCLE 1					CYCLE 6					CYCLE 11			
S E P T E M B E R	Day	Weekday	Date	Note		Day	Weekday	Date	Note		Day	Weekday	Date	Note
	1	Thurs	9-Sep	1st mp open		1	Tues	26-Oct			1	Mon	13-Dec	
	2	Fri	10-Sep			2	Wed	27-Oct			2	Tues	14-Dec	
	3	Mon	13-Sep			3	Thurs	28-Oct			3	Wed	15-Dec	
	4	Tues	14-Sep			4	Fri	29-Oct			4	Thurs	16-Dec	
	5	Wed	15-Sep			5	Mon	1-Nov			5	Fri	17-Dec	
	6	Fri	17-Sep			6	Tues	2-Nov	unlock		6	Mon	20-Dec	
	CYCLE 2					CYCLE 7					CYCLE 12			
	Day	Weekday	Date	Note		Day	Weekday	Date	Note		Day	Weekday	Date	Note
	1	Mon	20-Sep			1	Wed	3-Nov			1	Tues	21-Dec	
	2	Tues	21-Sep			2	Thurs	4-Nov			2	Wed	22-Dec	
	3	Wed	22-Sep			3	Fri	5-Nov			3	Mon	3-Jan	
	4	Thurs	23-Sep		N	4	Mon	8-Nov			4	Tues	4-Jan	
	5	Fri	24-Sep		O	5	Tues	9-Nov			5	Wed	5-Jan	
	6	Mon	27-Sep		V	6	Wed	10-Nov		J	6	Thurs	6-Jan	
	CYCLE 3				E	CYCLE 8				A	CYCLE 13			
	Day	Weekday	Date	Note	M	Day	Weekday	Date	Note	N	Day	Weekday	Date	Note
	1	Tues	28-Sep		B	1	Fri	12-Nov		U	1	Fri	7-Jan	
	2	Wed	29-Sep		E	2	Mon	15-Nov		A	2	Mon	10-Jan	
	3	Thurs	30-Sep		R	3	Tues	16-Nov	1st mp end	R	3	Tues	11-Jan	
	4	Fri	1-Oct			4	Wed	17-Nov	2nd mp open	Y	4	Wed	12-Jan	
	5	Mon	4-Oct			5	Thurs	18-Nov			5	Thurs	13-Jan	
	6	Tues	5-Oct			6	Fri	19-Nov			6	Fri	14-Jan	
	CYCLE 4					CYCLE 9					CYCLE 14			
	Day	Weekday	Date	Note		Day	Weekday	Date	Note		Day	Weekday	Date	Note
	1	Wed	6-Oct			1	Mon	22-Nov	lock		1	Tues	18-Jan	unlock
	2	Thurs	7-Oct			2	Tues	23-Nov			2	Wed	19-Jan	
	3	Tues	12-Oct			3	Mon	29-Nov	*** 11/24		3	Thurs	20-Jan	
	4	Wed	13-Oct			4	Tues	30-Nov			4	Fri	21-Jan	
	5	Thurs	14-Oct			5	Wed	1-Dec			5	Mon	24-Jan	
	6	Fri	15-Oct			6	Thurs	2-Dec			6	Tues	25-Jan	
	CYCLE 5					CYCLE 10					CYCLE 15			
	Day	Weekday	Date	Note		Day	Weekday	Date	Note		Day	Weekday	Date	Note
	1	Mon	18-Oct			1	Fri	3-Dec			1	Wed	26-Jan	
	2	Tues	19-Oct		D	2	Mon	6-Dec			2	Thurs	27-Jan	
	3	Wed	20-Oct		E	3	Tues	7-Dec			3	Fri	28-Jan	2nd mp end
	4	Thurs	21-Oct		C	4	Wed	8-Dec			4	Mon	31-Jan	3rd mp open
	5	Fri	22-Oct			5	Thurs	9-Dec			5	Tues	1-Feb	lock
	6	Mon	25-Oct			6	Fri	10-Dec			6	Wed	2-Feb	

BHS Regular/Assembly Schedules

<u>Regular Day</u>		<u>Assembly A</u>		<u>Assembly B</u>		<u>No FLEX Day</u>	
Period	Start - End	Period	Start - End	Period	Start - End	Period	Start - End
HR	7:40 – 7:45	HR	7:40 – 7:45	HR	7:40 – 7:45	HR	7:40 – 7:45
1	7:49 – 8:34	Assembly	7:50 – 8:50	1	7:49 – 8:30	1	7:49 – 8:38
2	8:38 – 9:23	1	8:54 – 9:35	2	8:34 – 9:15	2	8:42 – 9:31
3	9:27 – 10:12	2	9:39 – 10:20	3	9:19 – 10:00	3	9:35 – 10:24
4	10:16 – 11:01	3	10:24 – 11:05	4	10:04 – 10:45	4	10:28 – 11:17
FLEX	11:01 – 11:31	4	11:09 – 11:50	5	10:49 – 11:30	5	11:21 – 12:10
5	11:35 – 12:20	5	11:54 – 12:35	6	11:34 – 12:15	6	12:14 – 1:03
6	12:24 – 1:09	6	12:39 – 1:20	7	12:19 – 1:00	7	1:07 – 1:55
7	1:13 – 1:58	7	1:24 – 2:05	8	1:04 – 1:45	8	1:59 – 2:47
8	2:02 – 2:47	8	2:09 – 2:47	Assembly	1:49 – 2:47		

Typical 9th Grade Schedule

Per	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Homeroom 7:40 – 7:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1 7:49 – 8:34	English	Drop (FREE)	English	English	English	English
2 8:38 – 9:23	Foreign Language	Foreign Language	Link Crew	Foreign Language	Foreign Language	Foreign Language
3 9:27 – 10:12	Social Studies	Social Studies	Social Studies	Math Lab	Social Studies	Social Studies
4 10:16 – 11:01	Math	Math	Math	Math	Math	Math
FLEX 11:01 – 11:31	FLEX	FLEX	FLEX	FLEX	FLEX	FLEX
5 11:35 – 12:20	P.E.	Free or Performing Group	P.E.	Free or Performing Group	P.E.	Free or Performing Group
6 12:24 -1:09	Elective or study hall	Elective or study hall	Elective or study hall	Science Lab	Elective or study hall	Elective or study hall
7 1:13 – 1:58	Science	Science	Science	Science	Science	Science
8 2:02 – 2:47	Elective or study hall	Elective or study hall	Elective or study hall	Science Lab	Elective or study hall	Elective or study hall

Brighton High School
2021-2022

Parent Student Handbook

BRIGHTON



BELIEVES

INTEGRITY

RESPECT

RESPONSIBILITY

KINDNESS

SELF-CONTROL

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**BRIGHTON HIGH SCHOOL
MISSION STATEMENT**

Brighton High School promotes the aesthetic, emotional, ethical, intellectual and physical development of all our students so that they may use their knowledge and skills as responsible and active members of our rapidly changing society.

Principles that Support Our Mission

- * We believe that governance of the school is a responsibility shared by professionals, parents, and students.
- * We believe in a learning environment that stresses fairness, decency, and respect.
- * We believe in a comprehensive high school that fosters interrelationships among the disciplines.
- * We believe in a learning environment that recognizes and provides for individual differences in learning styles.
- * We believe that self-examination is vital for continued growth and development of the school community.



BHS believes that everyone has the right to attend school in an environment that is safe, welcoming, caring, professional, and free from harassment.

SECTION I ACADEMIC POLICIES

GRADES AND GRADE REPORTS

Calculation of Final Grades

Our grading policy is followed by all faculty. The following uniform procedure is used to complete and record final marks:

- A. All final assessment grades will appear as a NUMERICAL grade.
- B. All final course grades (except for Pass/Not Pass courses) will appear as a LETTER grade.
- C. Calculation of final course grades:
 1. Full year course with no final exam: Each quarter counts as 25% of the final course grade. NUMERICAL quarter grades are used for the calculation.
 2. Full year course with final exam: Each quarter counts as 20% of the final course grade and the final exam counts as 20% of the final course grade. NUMERICAL quarter and final exam scores are used for the calculation.
 - a. Regents exam scores in Algebra 1, Geometry, and Algebra 2 are NOT counted as part of the corresponding course grade. Final course grades in Algebra 1, Geometry, and Algebra 2 are based only on the four quarter grades.
 - b. The English Language Arts Regents exam does not count as a final exam for the English 11 course. The final course grade in English 11 is based only on the four quarter grades.
 3. Semester course with no final exam: Each quarter grade counts as 50% of the final course grade. NUMERICAL quarter grades are used for the calculation.
 4. Semester course with final exam: Each quarter grade counts as 40% of the final course grade and the final exam counts as 20% of the final course grade. NUMERICAL quarter and final exam scores are used for the calculation.

*** Established Floor: 50% will be the floor for all marking periods.**

If, in the teacher's judgment, an exception to the above BHS grading procedures is warranted for a course, such exception MUST be discussed with the appropriate department coordinator and department administrator. If an exception is approved by the department administrator, the final grade calculation will be communicated to students by the instructor at the start of the course. Coordinators will maintain a list of approved exceptions.

Marking System and Use of letter grades:

Recommended Grading Scale		
Letter Grade	Numerical Grade Range	Grade Points
A	92.5-100	4.00
A-	89.5-92.4	3.67
B+	86.5-89.4	3.33
B	82.5-86.4	3.00
B-	79.5-82.4	2.67
C+	76.5-79.4	2.33
C	72.5-76.4	2.00
C-	69.5-72.4	1.67
D	64.5-69.4	1.00
F	50-64.4	0.00

- A final course grade of D (64.5%) is necessary to pass a course.
- Any student scoring below 50 on a final exam is not allowed to pass the course unless the teacher elects to pass him/her after consultation with the department coordinator and administrator.
- Students who score below a 50 on a final exam but end up with a passing average in the course, must have their specific case brought to the department administrator by their teacher for review. For example, a student obtains a 75, 65, 68, and 68 for the four-quarter grades and a 49 on the final exam. This would give a student a 66% average for a four-quarter course final grade and a 65% average for a four-quarter and a final exam course final grade.
- Any errors corrected by the counselors or administrators during the summer will be communicated to the coordinator and teacher. A grade change form will be completed and submitted to the high school registrar by the teacher.

Failing Grades

Any student failing one or more academic subjects in a marking period may be assigned to a student support service during free periods. These students are also impacted by the Academic Eligibility Policy.

Final Exams

All students are required to take final examinations, if the course ends with a final exam. Exceptions to the policy can only be made by the Principal or designee. If a student does not show up to take any part of the final exam and has not been exempted by the Principal, a grade of “no credit” for that part of the exam is recorded. If a student does not show up for the

full final exam and has not been exempted by the Principal, a grade of ABSENT will be recorded for the exam, and the student will fail the course.

Note: Attendance at summer school is prohibited if the final exam is not taken because the course is considered incomplete.

Medicals

- 1) Medical should be used for a student who has had a medical situation which prevented work from being completed, as documented by school nurse and/or a counselor.
- 2) The student's assistant principal must be informed of all medicals prior to submitting grades.
- 3) All medicals must convert to a grade in three (3) weeks OR remain as MEDICAL with the approval of the department administrator.

Incompletes

- 1) Incompletes should be used in very unusual circumstances and for non-medical reasons.
- 2) The student's assistant principal and counselor must be informed of all incompletes prior to submitting grades.
- 3) All incompletes must be changed to a grade in three (3) weeks - either changed to the grade earned or a failing grade if appropriate.

Pass-Not Pass Grade Option (P-NP)

Juniors and seniors may elect one unit of credit each year on a Pass-Not Pass grading basis. Sophomores may take 1/2 unit of credit per year on a Pass-Not Pass basis. Freshmen are not allowed to take any courses on a Pass-Not Pass basis. Credit for Pass-Not Pass courses will count toward the 22 credits needed to graduate. However, it may not be used for any course required for graduation. Pass-Not Pass course grades are not included in computation of cumulative average.

All students must make a decision by the end of the fifth cycle. Requests for pass/not passed grade option after that deadline will not be honored.

Report Cards and Parent/Student Portal Access

Parent Portal provides parents with access to their own child's school information including schedules, attendance, report cards, grades and a running average. Our teachers have always been committed to providing timely feedback. Parent Portal is simply an online extension of their hard work in this area and parents should expect continued timely communication.

Teachers will be updating the portal regularly following the completion of assignments and you can expect their running average and assignments to be kept up to date. The goal is to allow students and their parents the ability to see a student's academic progression throughout each quarter.

Please sign up for the Parent Portal to have access to your child’s course grades, updated schedule, attendance record, and report cards. **Here is the direct link to the Parent Portal system:** <https://schooltool.bcsd.org/schooltool/>

If you already have an account from last year, you are all set! **If you did not have an account last year, or if you have forgotten your account information, please contact us at BHS_MainOffice@bcsd.org, and state your name, your child’s name, and request access to the parent portal. An account will be created for you.**

Dates the Parent Portal will be Updated – Updated Running Averages

1st Quarter

- Monday, October 4, 2021 by 8:00 AM
- Monday, November 1, 2021 by 8:00 AM

2nd Quarter

- Monday, December 20, 2021 by 8:00 AM
- Tuesday, January 18, 2022 by 8:00 AM

3rd Quarter

- Monday, March 7, 2022 by 8:00 AM
- Monday, April 4, 2022 by 8:00 AM

4th Quarter

- Monday, May 23, 2022 by 8:00 AM
- Monday, June 6, 2022 by 8:00 AM

Dates that Parent Portal is open to view Report Cards

November 24, 2021

February 3, 2022

April 28, 2022

Approx. June 30, 2022

SAT/ACT Score Choice Option

When registering to take either SAT or ACT tests, students must request that their scores be sent to BHS by indicating the School CEEB Code 334-775. The SAT/ACT scores will then be kept on a Student Data Sheet in the Registrar’s Office to be used in the college application process. Students have the option to choose whether these scores should be sent to each college they apply to on an “all or none” basis. “All” means that any SAT/ACT scores on file will be sent – students may not send scores from only one exam date. If “None” is indicated, then the student is responsible for paying College Board to send only the scores they choose to send.

OPTIONAL OPPORTUNITIES

Vocational-Technical Courses

Vocational-Technical courses for Brighton High School students are provided at the Eastern Monroe Career Center. Students interested in any of the variety of offerings should make arrangements through their counselor after studying the course description appearing in this booklet. Students planning to attend the EMCC should allow approximately 4 periods per day of class time. A student must show evidence of strong interest in the occupational area and be passing required subjects for graduation, grades 9 and 10.

High School In Israel

With prior approval from the counselor and the principal (or his/her designee), students who attend a high school in Israel will be awarded approved credit(s) upon receipt of an official transcript from the school.

INDEPENDENT STUDY PROGRAM

What is Independent Study?

Independent Study is a self-directed learning activity in which students are able to involve themselves in projects of special interest. They work on a one-to-one basis with a consultant from the faculty or the community who serves as a resource person. Independent Study enlarges the offerings beyond those courses which can be offered in a regular curriculum. It is an elective, and there are no limitations in subject matter except that a student may not undertake independent study for a course which is available through a scheduled class. Also, credit for independent study cannot be used as part of the 22 credits needed to meet graduation requirements.

Who Can Undertake Independent Study?

Any student in Brighton High School may undertake Independent Study. Students must be **highly** motivated and seriously interested in the subject matter. Since independent study is an unstructured approach to learning, students must possess sufficient initiative, responsibility, persistence, and curiosity to carry such a task to completion.

Why is Independent Study Offered?

To provide an opportunity for students to:

- develop attitudes of curiosity and inquiry;
- increase ability to define and solve problems;
- utilize their resourcefulness and creativity;
- cultivate a continuing interest in learning;
- refine their degree of self-direction and independence.

It is also offered to increase the range of learning opportunities so that the needs of students with a variety of interests and abilities can be met.

What Types of Independent Study are Possible?

Many Independent Study projects are school-based, associated with one of the instructional departments. These are carried on primarily in the school or at home, utilizing such facilities as labs, art studios, the Media Center. Some projects are community-based and are carried out in association with community organizations or resource persons. Some examples are Advanced Architecture, Computer Languages, Advertising and Fashion Design.

What is the Procedure for Doing Independent Study?

Students should first review their interest with their counselor and then see the College & Career Counselor. A review of the requirements for the successful completion of the program will be given. Applications should be completed and returned to the College & Career Counselor.

WORK-BASED LEARNING PROGRAM

Work-Based Learning opportunities provide students with real world experiences to obtain an awareness of interested careers so they can make informed career and college choices for the future. It also provides the opportunity to obtain a first-hand understanding and appreciation of the knowledge, skill, occupation outlook and education requirements and necessary for various occupations.

What is the Procedure for Participating in the Work-Based Learning Program?

Students should contact the College & Career Counselor to discuss possible Job Shadow, Career Exploration Internship or General Work Experience opportunities. The student and College & Career Counselor will work together to identify which program is most appropriate and coordinate placement sites, supervisors, and schedules.

Colleges and employers look favorably on the inclusion of Work-Based Learning as part of the high school learning experience. Performance evaluations and letters of recommendation will be made available upon successful completion of each program.

Job Shadowing

Job Shadowing is a structured program offering students an opportunity to spend a day or half day (excused absence) with an individual engaged in a career in which the student is interested.

- Students will have the chance to explore a career by observing and talking with someone on the job.
- Students will learn about the day-to-day activities of the job, the educational background required, possible opportunities, future outlook and related fields.
- The experience will help in making decisions about future education and careers.
- No credit is awarded for a Job Shadowing experience.

INTERNSHIPS – Career Exploration Internship

- The Career Exploration Internship program offers students the opportunity to earn academic credit while gaining practical job/career experience in an unpaid environment.

- Part of the school-to-work connection is Professional Internship Seminar. This class meets once a cycle during FLEX. The classes provide a forum to discuss on-the-job experiences, career plans, job search skills and strategies for finding and keeping a job.
- Internship hours may be completed during the school day, summertime, school breaks, and after school hours.
- Credit is earned based on number of hours completed on-site and satisfactory seminar class rating:
 - 54 hours = 0.5 Credit
 - 108 hours = 1.0 Credit
- In addition, Internship credit is documented on the high school transcript.

What are some examples of Internship programs?

Internship placements are developed according to student needs and interest. More than 100 community organizations have been involved in the program to date, and development of additional placements is done on an ongoing basis. Some examples of internship sites and community placements have been within the following careers:

Education	Medicine
Business	Information Technology
Social Service Agencies	Criminal Law/Justice
Communications	Engineering
Architecture	Building Trades
Graphic Design	TV and Radio Broadcasting
Speech Therapy	Research
Physical Therapy	Veterinary Medicine
Dentistry	Travel and Tourism

General Work Experience

Program Overview

- The General Work Experience program offers students the opportunity to earn academic credit while gaining practical work experience in a paid part-time job.
- Part of the school-to-work connection is General Work Experience Seminar. This class meets once a cycle during FLEX. The classes provide a forum to discuss on-the-job experiences, career plans, job search skills and strategies for finding and keeping a job.
- General Work Experience hours may be completed during the school day, summertime, school breaks, and after school hours.
- Credit is earned based on number of hours worked and satisfactory seminar class rating:
 - 150 hours = 0.5 Credit
 - 300 hours = 1.0 Credit
- In addition, Work Experience credit is documented on the high school transcript.

Brighton Support Team (BST)

“The mission of the Brighton Support Team (BST) is to support the whole learner. BST helps to identify BHS students that are struggling academically, behaviorally, socially, and/or emotionally. BST works creatively with different stakeholders in a team model to implement

interventions to support the student. BST participants range from administrators, counselors, teachers, parents, students, and other staff members. BST consists of administrators and counselors. This group meets twice per month to discuss the more severe cases. Students recommended for program changes (such as AIM) are discussed at these meetings.

Brighton Support Center (BSC)

The Brighton Support Center (BSC) is a service available to students through the BST (Brighton Support Team) recommendation and review process. For students with 504 Plans, their services will be provided in this setting according to their plan. Some of the services available to students through BST are:

- Executive Functioning (organizational strategies, monitoring, supplementary supports)
- Test prep (for state exams)
- Credit recovery
- Course recovery
- Grade monitoring (transfer students)
- Transition supports
- AIS English
- Testing accommodations for students with 504 Plans
- Other academic support

This support is a Tier 2 intervention, which means that Tier 1 (in-classroom) supports have proven insufficient in meeting the student's need prior to the BSC recommendation. The addition of BSC to a student's schedule may be short-term or long-term, depending on student need and the focus of the intervention needed. The frequency at which students are scheduled in the BSC will also be tailored to student need, but is subject to scheduling restrictions

CREDIT BY EXAMINATION

As part of the REGENTS ACTION PLAN, students may earn a maximum of 6 1/2 units of credit for either a Regents or local diploma through the credit by examination alternative. Students interested in this option should discuss the option with a counselor and department coordinator. Requirements for the credit by examination include a pre-test, application, completion of a project, and by scoring 85% in class, 85% on the pre-test, and 85% on the state-prepared or approved examination. The credit by examination is for students who have received substantially equivalent instruction to that offered at Brighton High School. **Students wishing to attempt credit by examination over the summer must contact their counselor and the department coordinator by May 15.**

ALTERNATIVE INSTRUCTIONAL MODEL (AIM) PROGRAM

The AIM program is a highly structured and closely monitored learning environment. This program is geared towards meeting the needs of students that have not experienced success in the traditional high school setting. Students in the AIM program may exhibit school avoidance, anxiety, depression or lack of connection to their current academic program. AIM provides a smaller, more personal learning environment and prioritizes a sense of community amongst students; this is achieved through participation in weekly community circles, regular community outings, and celebrations of student achievements and milestones. Students in the AIM program

will engage in both individual and group counseling. Through counseling, students will learn skills to assist them with self-regulating and managing their emotional responses. Entry into the AIM program is based on the recommendation of the Brighton Support Team (BST) and through consultation with the family and student.

COUNSELING CENTER PROGRAM

As part of the Career Development Program at Brighton High School, the Counseling Department will meet with all students in small groups to discuss the topics listed below. Throughout these programs, we will stress the importance of decision-making and getting started with post high school planning. This program will help students obtain information and skills needed to start with this important process.

9th Grade Counseling Seminar

Role of the counselors

Help with academic, social, and emotional adjustment to high school life

Introduction to the Naviance Program

Multiple Intelligence Assessment Program

planning for sophomore year Create
resume

Review of graduation requirements

Review of transcripts

10th Grade Counseling Seminar

Importance of self-assessment for career planning Personality
Profiler

Career interest inventory/Naviance resume Process
of researching an occupation and career Resources
available at the Counseling Center Program
planning for junior year

Review of graduation requirements Review
of transcripts

11th Grade Counseling Seminar

Review of graduation requirements, credits, and examinations Discuss
junior-senior cumulative report

Post high school options Naviance/resume

College Fairs, SAT, SAT II, ACT Program

planning for senior year Review of
graduation requirements Review of
transcripts

12th Grade Counseling Seminar Graduation requirements and transcript check Application procedure for work or college Resources available for decision-making Transition to college or work Financial Aid and Scholarship resources Review of graduation requirements Review of transcripts

COUNSELING DEPARTMENT – Parent Nights

The Counseling Department provides the following Parent Information Nights each year:

- 12th Grade Parent Night – September Financial Aid Night – October
- 9th Grade Parent Night – October
- College & Career Night (9th – 11th) January
- 11th Grade Parent Night – March/April

At these meetings, counselors review the programs outlined above so that parents will have a better understanding of the [graduation requirements](#) and the [counseling seminar program](#). These meetings will also provide the opportunity to get better acquainted [with our department](#) and for parents to ask questions that they may have.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services are designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies, and Science. Students failing a course that has implications for failing a state assessment required for graduation will be given academic intervention services. Students who fail a state assessment required for graduation will also receive services. Some examples of academic intervention services are as follows:

- Subject based student help
- Academic Study Hall
- FLEX
- Brighton Support Center

STUDENT SCHEDULES

Auditing Courses

Auditing of classes will be considered in special instances. In all cases, the appropriate teacher and department coordinator must grant written approval. If only one of the two approves, the department coordinator will refer the application to the appropriate assistant principal for discussion and resolution.

Regular attendance is required. After an arrangement has been agreed upon, the student will hold to that arrangement. Unless the teacher grants special exemption, the auditor will complete all tests and examinations. The privilege of auditing should be restricted to 11th and 12th grade students.

Auditors are expected to keep up with the work of the class. Special attention should not be given to an auditor if this means slowing the progress of the class.

Once approval for audit has been granted, credit will not be given during that session. The student can repeat the course for credit with teacher and coordinator approval.

Conflict Contracts

If a student has a class conflict and is in grade 10, 11, or 12, they may obtain a Conflict Contract Form in the Counseling Center. If a student is requesting a course conflict and one of the teachers involved feels that a satisfactory arrangement cannot be worked out, the matter will be referred to the department coordinator and administrator for a resolution.

Dropping and/or Adding Course Policy

1. Students must follow the Schedule Change Process to request a schedule change.
2. Students must follow their present schedule until they receive a revised copy from the Counseling Office if the change is granted.
3. Once the deadlines for the Schedule Change Process are past, schedule changes will not be permitted.
4. Exceptions to the above require approval of the appropriate coordinator and the principal. In that event, a grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) will appear on the record. The “WP”/“WF” will be determined by the student’s grade average from the time of enrollment to the time of withdrawal.
5. Students may not add a course after the first two cycles.
6. Any exceptions will need to be reviewed closely by appropriate department administrator.

Schedule Change Policy

Every effort is made to create student schedules that are accurate, meet graduation requirements, and reflect students’ interests. The program planning process has time built in for students to reflect upon their choices; consult with their parents, teachers, and counselors; and make changes to their requests as necessary.

Students are to honor the scheduling process by making careful choices and meeting scheduling deadlines. Once the course selection deadline has passed and schedules are finalized, students have made a commitment to these courses and are expected to fulfill that commitment.

In the event that a student must make a late request for a schedule change (including level changes), the student should proceed as follows:

1. The student consults with a counselor regarding any schedule change requests after the course selection deadline has passed.
2. The student can drop courses within the first two cycles of the course. After the last day of the 2nd cycle, no courses will be dropped without following the process for exceptions as outlined below.
3. The student can add courses during the first two cycles of the class with the understanding that any missed course work must be completed. After the first two cycles are complete, no new courses will be added
4. For any changes involving a level change, students must also complete a Level Change Request form (Appendix) and attain the necessary signatures.

If a schedule change is still requested after the 2nd cycle of each semester, the student should proceed as follows:

1. Obtain a Schedule Change Request form (Appendix I) available in the counseling office.
2. Complete the Schedule Change Request form and attain the necessary signatures. **The request will not be considered until all signatures are attained.** Once signed, the completed form must be returned to the school counselor for review by the Schedule Change Committee during their next scheduled meeting.
3. The Schedule Change Committee consists of an assistant principal, a teacher (current teacher or recommending teacher if possible), the student's counselor and the counseling department coordinator. The committee will meet once every two cycles to review the latest requests and render a decision.
4. The student is expected to continue with the existing schedule until further notice. If a schedule change is permitted, the student will be notified in homeroom.
5. If the schedule is denied, the student may appeal the decision by appearing before the committee.
6. If the schedule change appeal is denied, the student may appeal to the principal who will consider the matter with feedback from all involved parties.

Level Change Requests

All level changes require the approval of the current teacher, counselor, department coordinator, special education case manager, if applicable, and parent. To initiate a level change, a student should complete the Level Change Request Form (Appendix G). This form can be obtained from the Counseling Center and should be returned to the student's counselor. Level changes cannot be made after the 2nd cycle of the halfway point of the class. The student's current teacher,

counselor, and/or parent may request a conference to discuss the change prior to it being finalized. The student will continue to be accountable to the currently scheduled course until the change is finalized and receives official notification of the change.

Grading Policies for Level Change Course Transfers

- A. If a student enrolls in a course – regardless of teacher recommendation — and finds it necessary to change to a lower level, the student’s first quarter grade will not be averaged in with the grades earned in the new course. In such a situation, the final average will be determined by equally weighing the three quarter grades and the final exam (if offered). If the student changes during the second marking period, the grades earned during the second quarter from the higher level course will transfer to the lower level course. (In this case, the first quarter grade would still not be considered in the final average).
- B. If a student or a student’s parents wish the student to enroll in a higher level course despite a teacher’s and/or counselor’s recommendation, the student will be required to meet with their counselor prior to any change being made.

Student Load

All students shall carry a minimum of five courses per semester, plus physical education. Exceptions to this require administrative approval. Six courses, plus PE, are recommended.

GRADUATION REQUIREMENTS

Students entering Grade 9 in September 2011 and beyond (Board Policy 7222)

Local Diploma	Regents Diploma	Regents Diploma with Advanced Designation
<p>Required Courses</p> <p>English4 Social Studies.....4 Math**..... 3 Science**.....3 LOTE* 1 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health.....½ Electives.....3 ½ TOTALS..... 22</p> <p style="text-align: center;">Required Regents Exams***</p> <p>Comprehensive English Global History & Geography U.S. History & Government One Mathematics exam (Algebra I, Geometry, <i>or</i> Algebra II) One Science exam</p> <p>Notes:</p> <ul style="list-style-type: none"> ● Students with disabilities who score 55-64 on any of the required Regents exams may earn a local diploma. ● Students who successfully appeal two Regents examination scores within 3 points of the 65 passing score and who meet the other requirements of the appeals process may earn a local diploma. ● Students with disabilities may use the Compensatory Safety Net. (see below)**** 	<p>Required Courses</p> <p>English.....4 Social Studies.....4 Math**3 Science**.....3 LOTE*1 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health.....½ Electives.....3 TOTALS..... 22</p> <p style="text-align: center;">Required Regents Exams (passing score of 65)***</p> <p>Comprehensive English Global History and Geography U.S. History and Government One Mathematics exam (Algebra I, Geometry, <i>or</i> Algebra II) One Science exam</p>	<p>Required Courses</p> <p>English4 Social Studies.....4 Math**3 Science**.....3 LOTE*3 The Arts (Music, Theater, Art).....1 Physical Education.....2 Health..... ½ Electives.....1 ½ TOTALS.....22</p> <p style="text-align: center;">Required Regents Exams (passing score of 65)***</p> <p>Comprehensive English Global History and Geography U.S. History and Government Three Mathematics exams (Algebra I, Geometry and Algebra II) Two Science exams (one in Life Science and one in Physical Science) LOTE</p> <p>Notes:</p> <ul style="list-style-type: none"> ● Students earning a five-unit sequence in Career and Technical Education or The Arts are exempt from the LOTE requirements. Students with disabilities who are exempt from the LOTE requirements as indicated on the IEP may earn the Advanced Designation as long as the required number of credits to graduate is met.

* Students are required to have completed two years of study in LOTE (Language Other Than English) by the end of their freshman year and earn 1 unit of credit by passing the Proficiency Exam in Grade 8 or the course in Grade 9. A student identified as having a disability which adversely affects the ability to learn a language may be exempted from the LOTE requirements if the student’s Individualized Education Program states that such requirements are not appropriate.

** An integrated course in mathematics/science/technology may be used as the third required unit of credit in either mathematics or science when the course is taught by a certified MST teacher and it meets the commencement level of the NYS standards for Math, Science, and Technology.

*** Alternative assessments approved by the Commission of Education may be used in place of the required state assessments.

**** Students with disabilities who score 45-54 on a required Regents exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or higher on the ELA and Math Regents exams. In addition, the student must pass the course in which he/she earned a score of 45-54 and have satisfactory attendance. Students using this option may NOT substitute any Regents Competency Tests (RCT) for Regents examinations.

A. Diploma “With Honors” Designation

The words “with Honor” may be added to the Regents Diploma or the Regents Diploma with Advanced Distinction. To earn honors, a student must achieve an average of 90% or higher in all Regents examinations, or their equivalent, required for the diploma. Averages below 90% shall not be rounded upward to 90%.

DUAL CREDIT OPPORTUNITIES WITH LOCAL COLLEGES

The Brighton Central School District has partnered with Syracuse University, Monroe Community College, and Nazareth College to offer students the opportunity to earn college credit at a reduced tuition rate while earning their high school diplomas. Dual credit courses are taught by Brighton High School faculty who are approved by and work closely with college faculty to ensure that our courses are equivalent to those offered on the college campuses. Students wishing to obtain dual credit will pay tuition at the reduced rate and register with the college associated with the course offering. Details will be provided to students by their teachers.

The following dual credit courses will be offered:

Syracuse University: College Probability and Statistics and College Economics

Monroe Community College: Accounting, Entrepreneurship, Personal Finance & Careers, Leadership Seminar, Technical Drawing (CAD), Photography I and II, and Calculus III

Nazareth College: Comparative Religions

NCAA COURSE REQUIREMENTS

Athletes considering playing a sport for a Division I or Division II college should pay careful attention to the courses they choose and whether or not they meet NCAA eligibility requirements.

The following courses DO NOT meet NCAA requirements:

- **Principles of Economics, Physics, and Chemistry**
- **Essentials of Algebra and Living Environment**
- **Leadership Seminar and Introduction to Film Studies**

STUDENTS WITH DISABILITIES

Safety Net

For students with disabilities who first enter grade 9 through September 2009 and thereafter, a score of 55-64 is considered a passing score on any Regents examination required for graduation. In such a case, the District may issue a local diploma to such students.

Skills & Achievement Commencement Credential (now replaces the IEP Diploma)

Beginning with the 2013-14 school year and thereafter, the NYS individualized education program (IEP) diploma has been replaced with the Skills & Achievement Commencement Credential for students who are eligible to take the NYS Alternate Assessment (NYSAA).

The Skills & Achievement Commencement Credential will provide this group of students who are exiting school after attending at least twelve years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills & Achievement Commencement credential must be accompanied by the documentation for the student's skills and strengths and levels of independence in academic, career development and foundation skills needed to post-living, learning and working.

PROMOTION

Guidelines for grade level classification are based on the following table:

5 credits	10 th grade standing
11 credits	11 th grade standing
16 credits	12 th grade standing
22 credits	

ACADEMIC POLICIES

Advanced Placement Policy

Brighton High School offers The Advanced Placement Program to provide students with an opportunity to master college-level subject matter. With the achievement of satisfactory scores on the Advanced Placement exams, students may qualify for advanced standing and/or college credit.

Enrollment in Advanced Placement courses brings with it certain responsibilities. They include the following:

1. All students enrolled in an Advanced Placement course are required to take the examination associated with the course.
2. Students are responsible for paying the cost of the exams. Exam fees are collected prior to the exam. If students/families have questions about or difficulties paying for an AP Exam, please contact the counseling office.

Academic Honesty

Academic honesty is a fundamental principle for all educational institutions. It means that you assume responsibility for your own work at all times and your individual contribution to group work as assigned by your teacher. At the conclusion of a Regents exam and/or local midterm, final, unit test or course exam/quiz, students agree to the following, whether they sign a statement or not:

“I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.”

Some Examples of Violation of Academic Honesty

Any action intended to obtain or assist in obtaining credit for work that is not one's own is considered academic dishonesty. Such conduct includes but is not limited to the following:

- a. Submitting another person's work as one's own work;
- b. Obtaining or accepting a copy of any assessments, tests, or scoring devices;
- c. Giving test questions or answers to a member of any class, or receiving test questions or answers from a member of any class;
- d. Copying from another student's tests or allowing another student to copy during a test;
- e. Using materials which are not permitted during a test;
- f. Plagiarizing (presenting as one's own material copied or paraphrased without adequate citation from an outside source);
- g. Copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, or take-home test;
- h. Permitting another student to copy, or writing another student's homework, project, report, paper, or take-home test;
- i. In foreign language, using an on-line translator in writing assignments and projects and to prepare for oral presentations (use of an on-line dictionary to look up isolated words is permitted);

- j. Unlawful copying of computer software or data created by others;
- k. Misusing district computer systems that are used for student, staff, or administrative purposes; and
- l. Misusing handheld electronic devices to obtain or transmit any student assessments, tests, or scoring devices.

Collaboration on studying or homework is not considered academic dishonesty unless it is prohibited or limited by procedures established by the teacher.

Educational Philosophy

Brighton High School is committed to educating all students about the importance of academic honesty. We believe it is appropriate for high school students to learn how to practice academic honesty, including how to cite sources and collaborate appropriately, before post-high school education where the consequences for misconduct are very high. When appropriate, and especially with first-time offenses, students should be allowed to learn from their mistakes and re-do assignments with no or minimal penalty. Some teachers use Turnitin, a web-based program that compares student work against a repository of other documents and reports on similarity. Teachers who use Turnitin are encouraged to allow students to view similarity reports before assignments are due.

Process

It is the obligation of the professional staff to report all alleged violations of academic honesty using the following process:

Step One: The teacher(s) and student(s) should meet to discuss the alleged violation of the Academic Policy.

Step Two: Teacher(s) completes academic honesty referral form and meets with the appropriate assistant principal.

Step Three: The teacher/or the teacher and assistant principal will contact the students' parents or guardians to inform them of the alleged violation and the proposed consequences. If there is no resolution, the process will continue to Step 4 & 5.

Step Four: The assistant principal should convene a meeting with the teacher, student(s), counselor, and parents/guardians to discuss the alleged violation.

Step Five: If the student feels that the decision is unjust, he/she may appeal the decision to the principal.

If the alleged violation is confirmed, a copy of the form will be kept on file in the assistant principal's and counselor's offices.

Response to Academic Honesty Infractions

Students who have violated the Academic Honesty Policy may receive consequences in one or more of the following ways as determined by teachers and administrators:

1. Re-doing the assignment.
2. Receipt of a reduced grade on a test or assignment (with the expectation that the student may be required to redo or make up the work without full credit).
3. Detention/suspension from school.
4. Placement in the permanent file of a written statement summarizing the violation.
5. Other consequences may be assigned at the discretion of the school administrators.

Help Options at Brighton High School

The scheduling system at Brighton High School offers many avenues for receiving direct academic help from the professional staff. Students should be aware of the options and take advantage of the opportunity to meet with the professional staff. The various options include:

1. **30 Minute Flex Period:** BHS will have a 30 Minute FLEX period each day of the cycle between periods 4 and 5. On most days, students and teachers will have 30 minutes for FLEX time. This additional time will enable students to have greater access to teachers, and teachers to have greater access to students outside of scheduled class time. Every teacher will be available to work with students during this flex time. Students will have the option to see teachers for review, make up work, obtain extra help, ask clarifying questions, and more. **Students needing additional academic assistance may be scheduled or assigned to a particular teacher's FLEX time and be required to attend FLEX similar to attending a class.** Our library, computer labs, cafeteria, and all classrooms will also be open for students during this time for independent and/or collaborative group study. **The campus will BE CLOSED for students during the FLEX time, which means students may NOT leave the high school campus area. Accordingly, our tradition of having an Open Campus will now shift to periods 5, 6, and 7.** We hope that this midday FLEX time will create new opportunities for students and their own teachers to work together and improve overall student achievement.

2. **Student Help:** Students who wish to receive help in an academic subject during their non-class time may go to Student Help. Teachers from the various disciplines are scheduled to be available in help areas throughout the day.

3. **Academic Intervention Services:** Academic Intervention Services are designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies, and Science. Students failing a course that has implications for failing a state assessment required for graduation will be given academic intervention services. Students who fail a state assessment required for graduation will also receive services. Some examples of academic intervention services are as follows:

- English – Support Center
- Math – Algebra/Geometry Lab

- Social Studies – Teacher Help Room
- Science – Science AIS

5. Reduced Free Periods and Open Campus Restrictions for 9th Graders

Students in the 9th grade at BHS may have reduced free periods and limited open campus privileges based on their academic performance. Students coming to BHS from TCMS with final course grades, second semester special course grades, and 4th quarter special course grades of D or lower will be affected by this policy.

Students will be scheduled into a Student Help or Brighton Support Center depending on student need. Depending on a student's specific schedule and course selection choices, every effort will be made to ensure at least one free period per day.

At the end of each quarter, report cards of **ALL** 9th grade students will be reviewed:

- Students with free period and open campus restrictions may be granted free periods based upon passing grades.
- Students having one or more failures may be placed in study hall during free periods as their schedule allows.

Homework

Homework is an important part of a student's academic program and preparation. It provides independent practice and is critical to the learning process. All assignments are expected to be complete and on time to receive full credit.

Extenuating circumstances should be discussed between students and individual teachers.

Realistically, 15 hours per week of homework and at-home study should be the minimum expectation for average performance at Brighton High School.

SECTION II DEPARTMENT INFORMATION
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PHYSICAL EDUCATION

All students are required to attend physical education classes three times a cycle for four years. Requirements for boys and girls are gym shirt, gym pants, socks, and sneakers. It is suggested that students bring a sweatshirt for use during outdoor units. For seniors playing an interscholastic sport, an exemption option for up to two quarters of physical education is possible. Students should see their physical education teacher for further details.

INTERSCHOLASTIC ATHLETICS

Boys and girls at Brighton High School participate in many interscholastic sports. Specific requirements are set up for letter awards based on time played, number of contests played and years of participation.

Girls Interscholastic Sports (Grades 9-12)

Varsity

Basketball	Indoor Track	Swimming
Bowling	Lacrosse	Tennis
Cheerleading	Skiing: Alpine & Nordic	Track & Field
Cross Country	Soccer	Volleyball
Field Hockey	Softball	

Junior Varsity

Basketball		
Cheerleading	Lacrosse	Swimming
Cross Country	Skiing - Alpine & Nordic	Tennis
Field Hockey	Soccer	Track & Field
Indoor Track	Softball	Volleyball

Mod A or Freshmen

Cheerleading

Boys Interscholastic Sports (Grades 9-12)

Varsity

Baseball	Ice Hockey	Tennis
Basketball	Indoor Track	Track & Field
Bowling	Lacrosse	Volleyball
Cross Country	Skiing- Alpine & Nordic	Wrestling
Football	Soccer	
Golf	Swimming	

Junior Varsity

Baseball	Indoor Track	Tennis
Basketball	Lacrosse	Track & Field
Cross Country	Skiing – Alpine & Nordic	Volleyball
Football	Soccer	Wrestling
Golf	Swimming	

Mod A or Freshmen

Baseball	Basketball	Soccer
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Additional information regarding athletic policies is distributed at the start of each season.

STUDENT/ATHLETE/PARENT RESPONSIBILITIES CODE

Philosophy

It is the belief of Brighton Central School District that student athletes grow mentally, physically, and socially through involvement in sports. Hopefully, this growth will result in a healthy lifestyle, throughout an athlete's life.

To be part of Brighton's athletic program is a privilege and it is the expectation that each athlete, as a representative of Brighton Central Schools, will adhere to the Student Athlete Responsibility Code set forth by the District. If a student violates any part of the following code, they will be in jeopardy of losing their eligibility to participate for a part and/or an entire sports season. This will depend upon the severity of the violation. The loss of the student's athletic eligibility may be imposed by a school administrator and/or coach.

Working toward a common goal involves maximum performance and consistent effort for a "successful experience." Each level of our athletic program develops a certain outcome for each participant.

The following competitive situations are limited in size and space. As a result, cuts may occur. At all levels, each individual will be given an equal opportunity to compete for a roster spot.

Modified B (7th & 8th Grades)

The 7th and 8th grade modified interscholastic athletic program is the beginning level of athletic competition. Participation is the priority, as these student athletes will begin to practice with a purpose and develop skills of teamwork, sportsmanship, and discipline. These safe and supervised activities require an athletic code of responsibilities and its ensuing appropriate behavior to facilitate role models in our school.

Modified A (7th, 8th & 9th Grades)

The emphasis at this level is for the continued development of an athlete both physically and mentally. The "winning" aspect is de-emphasized, but the competition level increases from the 7th and 8th grade level. Each athlete will be given an opportunity to play in regular game situations throughout the season. This will be left to the discretion of the coach.

Junior Varsity

As development continues for the athlete, they will become more familiar with the system used at the varsity level. Learning how to compete, becoming a member of a team, and understanding how the individual fits in a team role is emphasized. Winning and success become more focused. Each individual will be given the opportunity to play during the season at the discretion of the coach.

Varsity

Varsity athletics is the culmination of continuous commitment and dedication to a particular sport. Athletes in these sports participate in a highly competitive atmosphere at the interscholastic level. The athlete will be involved in league and possibly sectional and state competition. Playing time is at the discretion of the coach.

RESPONSIBILITIES OF THE ATHLETE

Academic Ineligibility

1. One Failure (Participation):

Student may compete/participate/practice while on watch list for 3 weeks. Written notification is sent to the family. The coach/advisor/director meets with the student. Student must complete run-around sheet and submit to coach/advisor/director.

2. Two Failures (Limited Participation):

Student is on notice for 2 weeks. Student may participate/practice, but not compete in competition. Written notification is sent to the family. The coach/advisor/director meets with the student. Student must complete run-around sheet and submit to coach/advisor/director. *Student must be passing all courses in order to return to full participation.*

Consequence for non-compliance (meaning grades for a minimum of one course have not been brought up to passing): Student moves to non-participation (no competition/participation/practice/performance) for an *additional 5 weeks*. All requirements apply. Letter to family, meeting with student, coach/director/advisor follow-up expected.

3. Three Failures (Nonparticipation):

No competition/participation/practice for 5 weeks. After 5 weeks student must be passing all classes. Academic support options (help rooms assigned, after school study hall assigned, meeting with the classroom teacher before/after school and during office hours) will be accessed.

Attendance Policy

All athletes are expected to attend a full day of school. In order to practice or compete, an athlete **must** be in school for a full school day. This includes homeroom. Conversely, if an athlete chooses not to attend school, or is frequently tardy, they will **not** be able to practice or compete. Occasionally, unforeseen circumstances may prevail which will be documented and addressed by the coach or Athletic Director. Daily attendance reports will be checked by individual coaches.

Practice

Every athlete is expected to participate for a complete sports season. All teams need a full squad for practice. The student athlete must make all practice sessions and athletic contests. There may be practices and contests on Saturdays, holidays and over school vacations. If an athlete elects to leave one sport during a season to start another, the move must be approved by the Athletic Director. Practice counts only for a specific sport. An athlete, who quits a team before the season has been completed, may not practice or be involved with informal workouts with another out of season school team.

Equipment

Athletic equipment issued to the student athlete meets certified rulebook specifications and must not be altered. Equipment that has been altered without authorization becomes illegal and unusable. School issued equipment must be returned immediately to the coach upon completion of the season. Any item that is altered or not returned must be paid for at its replacement value.

Equipment Security

Student athletes are responsible for locking up their equipment and uniforms in their team locker. Locker room doors are normally locked, but there are certain times of the day when they are unlocked. Student athletes must be aware that equipment left on the floor of the locker room and not locked up in a locker

is not secure. Leaving equipment in any place other than a locked locker is at your own risk. Valuables unrelated to the sport such as cell phones, calculators, jewelry, etc. should not be brought to team locker rooms.

ON/OFF CAMPUS BEHAVIORAL EXPECTATIONS

Student athletes are representatives of the Brighton Community. The behavior they demonstrate is a direct reflection upon their school. Conduct on and off the field of play can result in either positive or negative consequences.

It is expected that all athletes exemplify good citizenship at all times both in and out of school. An athlete failing to do so may be suspended from interscholastic sports. An athlete serving an in or out of school suspension will not be allowed to practice or participate with their team during the suspension. Frequent suspensions may result in an athlete being removed from the team permanently.

The competitive edge common to all athletes needs to be kept under control. Individuals who willfully use inappropriate behavior will receive a one-game suspension. The following behaviors are examples of activities that would warrant suspension: Inappropriate language or actions, head butting, stick swinging, taunting or hazing (classmates, other teammates, or the opposing team), disrespect to officials, throwing of equipment, spitting, and inappropriate behavior in school or on the bus.

If a suspension* occurs, the athlete's family will be notified. *Suspension means the athlete may not participate with the team in practice or games while the suspension is in force. They may, however, attend games and practices as a spectator.

ACADEMIC ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES

Please see BCSD Code of Conduct on website for details.

COUNSELING SERVICES

The BHS school counselors support all students' academic, career, and social/emotional development by implementing, evaluating, and continually enhancing a preventative and responsive, developmentally appropriate, school counseling program. The school counselors create and support a safe learning environment and address the needs of all students through culturally relevant programming. They do this through multiple ways:

- **School counseling core-curriculum:** This curriculum consists of structured lessons designed to help students academically, personally, and within the career domain. School counselors deliver this curriculum in small group, classroom, and seminar formats.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing social-emotional goals, pursuing academic milestones, and developing post-secondary plans.
- **Responsive services:** School counselors work with all students to meet their immediate needs and concerns. This may include individual counseling, group counseling, or crisis response. **Students who participate in group counseling are required to sign a contract of understanding regarding group norms, including the boundaries of confidentiality and responsibility for work missed during group sessions.** If an event occurs that impacts students, school counselors in collaboration with our crisis response team will provide support for **all** students. Parents and guardians can opt their students out of this support by contacting their child's school counselor.
- **Indirect Student Services:** School counselors collaborate and consult with families, teachers, other school personnel and community organizations to provide academic, career, and social emotional support to students.

Each school counselor's caseload consists of approximately 200 students. Students are assigned alphabetically to a school counselor and will remain with that school counselor for grades 9-12. The Counseling Center is located on the 2nd floor. The Career Center, located in the Counseling Center, maintains a collection of career related materials, college catalogs, and allied audio-visual materials. These are available to students, parents and teachers.

COUNSELOR ASSIGNMENTS 2021-2022

9th GRADE (CLASS OF 2025)

Kevin Donohue

Keri Crowley

Courtney Stern

Jennie Viggiani

Travis Figueroa

Holly Likly-Juliano

Abdeldayem – Crosland-Ramos

Cuchiarale - Hood

Hopkin - Lama

Lambert - Millard

Miller - Sackett

Sadler - Z

10TH GRADE (CLASS OF 2024)

Kevin Donohue
Keri Crowley
Courtney Stern
Jennie Viggiani
Travis Figueroa
Holly Juliano

A - Dwulit
Ellickson - Joselson
Kamm - Martinovich
Mastrangelo - Pullin
Quinlan - Starling
Stewart – Z

11TH GRADE (CLASS OF 2023)

Kevin Donohue
Keri Crowley
Courtney Stern
Jennie Viggiani
Travis Figueroa
Holly Likely-Juliano

Abdeldayem – Davis
Dawe – Heveron
Hilger – Kotrides
Labuhn – Moiz
Monickaraj – Singh
Sloan – Z|

12th GRADE (CLASS OF 2022)

Kevin Donohue
Keri Crowley
Jennie Viggiani
Travis Figueroa
Holly Likly-Juliano

Abu-Baker –Darrow
Day-Karpinski
Katz-Minor
Moore-Silvio
Slanika – Z

Nurse /HEALTH OFFICE POLICY

The Health Office is located on the 2nd floor near the Attendance Office. There is always a nurse available between the hours of 7:45 a.m. and 3:00 p.m. In case of illness or need for first aid, pupils should report to the Health Office with a pass signed by the teacher for that class. If the class has ended, students should go to the next class and obtain a pass to see the nurse. If it is necessary to send a student home during the school day due to injury or illness, the parent should be called **from** the Health Office to obtain permission. A health excuse slip is left with the Attendance Office. Parents are responsible for providing transportation home unless an extreme emergency exists. Students who leave school during the day for illness or injury may not return for extracurricular or sports activities that day.

Injuries: Students who are injured in the school building or on school grounds should report to the Health Office for treatment if injury occurs during the school day. Injuries occurring at athletic events, and co-curricular or school-sponsored activities should be reported to the person in charge of the event. A report will be made out stating the injury and treatment. A form is sent to the parent providing information as to insurance coverage.

Medications: If it is necessary for a student to take medication during the school day, the parent should deliver the medication in the Health Office. The medication should be in its original bottle with the student's name and dosage of medication. A written order by the doctor including medication dosage and reason for administering it as well as written permission from the parent is necessary before medication may be given. At the completion of each school year, a parent must pick up unused medication or it will be disposed. Students are not permitted to transport medications to and from school. A controlled substance must always be delivered and/or picked up by a parent.

Physicals: A physical examination is required for the following: all students new to the district, all student athletes, any students obtaining a work permit, and all students in the 9th and 11th grades. **If your family doctor does not have a standard physical form for pediatric patients, the Health Office has forms available that can be filled out by the doctor and either sent or brought back to the Health Office. All required physical examinations must be submitted to the Health Office by October 1st. All 9th and 11th graders should also have documentation of a dental exam on file with the Health Office.**

All students must register with parental/guardian permission for interscholastic sports during the given registration window prior to the start of the season. A current health assessment must be uploaded to the FamilyID site, as well as a current Tdap vaccination. The student must be approved by the school nurse after they register and will receive an email when they have been approved for play. Physical exams are good for one year. If a student is absent for 5 or more consecutive days because of illness or has sustained a significant injury, a written release from his/her physician is necessary before being allowed to return to practice. Students are excused from physical education classes only with written notification from their doctors. The doctor's excuse must be brought to the Health Office and the nurse will notify the physical education teacher. If the excuse is for longer than two weeks, an adaptive physical education form will be sent to the doctor requesting a modification in the program. The instructor will set up a program to modify activities to meet the special needs of the student.

Immunizations Required:

- Diphtheria, Tetanus toxoid, and Pertussis (DTaP/DTP) – 3 doses
- Polio – 3 doses
- MMR – 2 doses (first dose must be given after 1st birthday to be valid)
- Hepatitis B – 3 doses
- Tdap – 1 dose
- Varicella – 2 doses
- Meningococcal – 2 doses with booster dose given on or after age 16 OR 1 dose if first dose is given after age 16

The following screening procedures are required annually by NYS Mandate:

- Vision – 11th grade and new students
- Hearing – 11th grade and new students
- Scoliosis – 9th grade male students and new students
- Dental – 9th and 11th grade students, as well as new students are asked to provide proof of recent dental exam

Referrals requesting a doctor's consultation are made if an irregularity is found. The Health Office serves as a resource center for medical information. All medical information, doctors' notes, and recommendations need to be brought to the Health Office first, and from there they will be distributed to the counselors, physical education teachers and coaches, as needed.

LIBRARY/MEDIA CENTER

The Library/Media Center is centrally located on the second and third floors with the only entrance located on the third floor. There is vertical circulation between floors of the Library/Media Center via a spiral staircase. The Library/Media Center is a modern, well-equipped research facility where students have access to both print and electronic resources. The catalogs of the Library/Media Center, Monroe County Library System, area colleges, and special libraries are available for searching via the Internet. Databases containing periodical articles and

books are available to students over the Internet in the Library/Media Center and from remote locations with a password. In addition to the materials available in the Library/Media Center, periodical articles and books may be requested from other libraries through our inter-library loan services.

Hours of Operation:

The Library/Media Center is open 7:00 a.m. to 3:30 p.m. Monday – Friday on all school days. The Media Center is open during FLEX, but closed during assemblies.

Material Checkout:

Materials are circulated electronically. The school-issued ID card is recommended for all transactions; however, materials may be borrowed without it.

Layout:

The Library/Media Center is composed of many areas to accommodate a variety of student learning styles and a variety of information sources. The main floor (3rd floor) houses the general study area, the main non-fiction and reference collections, computers, library classroom, and reference room. In addition, staff offices and workspaces are located here. The lower level (2nd floor) houses a reading and study area, the fiction collection, and rooms for small group work. Audio-visual materials, current newspapers, and magazines are located and can be used here.

Rules in the Library/Media Center:

The rule of common sense applies here. The Library/Media Center is not a commons, lounge, or cafeteria. It is an extensive resource facility, well equipped for students' use. It is requested that students come and go in a quiet fashion, respecting the study needs of others. Food, drinks, cell phones, video games, and other non-academic pursuits are prohibited. Water is allowed in non-computer areas.

MUSIC DEPARTMENT

Music Department facilities are available to all music students during periods when classes are not meeting in these rooms. Practice rooms are also available on a sign-up basis to music students. Music students may sign up with a music teacher. Faculty or students needing facilities for special projects for other courses may get permission to use the facility from the Visual and Performing Arts Department Office.

PSYCHOLOGICAL SERVICES

Psychological services are available to all students in grades 9-12. Students may make an appointment with the secretary in the Counseling Center to talk with the school psychologist about any area of personal concern. Conferences with the psychologist are not recorded in a student's permanent record, and except in very rare situations (where the psychologist might be subpoenaed to appear in court) all information is kept confidential.

SECTION III STUDENT POLICIES AND INFORMATION

ATTENDANCE POLICIES (Board Policy 7110)

I. Statement of Overall Philosophy and Objectives

A. Philosophy

Good attendance habits are positively related to academic achievement. Educational Law requires that the students enrolled in the schools of the Brighton Central School District attend school on every school day unless properly excused. The educational program offered by the School District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the tutelage of a competent teacher are vital to this purpose. Unwarranted absences (that which are not congruent with state and School District regulations for acceptable absences), which especially occur at or near vacation periods, have a highly adverse effect on the student as well as the entire educational program; therefore, the School District urges all parents to make every effort for their children to be in attendance. – Education Law 3205.

B. Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that a strong corollary exists between school attendance, academic success, and school completion, the School District developed, reviewed, and revised a Comprehensive Student Attendance Policy to meet the following objectives:

1. To increase school completion.
2. To raise student achievement and close gaps in student performance.
3. To identify attendance patterns in order to design attendance improvement efforts.
4. To ensure the building can maintain required attendance records on each of its compulsory age pupils.
5. To be able to keep track of pupils throughout their scheduled instructions (“Scheduled Instruction” means time periods during which a student is assigned to a class or school approved activity).
6. To help determine the District’s average daily attendance for state aid purposes.

II. Strategies and Methods

A. Strategies

1. Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. The positive school culture is aimed at encouraging a high level of student bonding to the school which, in turn, should lead to increased attendance.
2. Develop a comprehensive Student Attendance Policy based upon the recommendations of New York State Attendance Laws, District Policies, and Brighton Support Team (BST).

3. Maintain accurate record keeping via a Register of Attendance to record attendance, absences, tardiness, and/or early departures for each student.
4. Utilize attendance data for tracking individual student attendance and/or apparent group trends concerning attendance.

B. Methods

1. Homeroom – The primary method for recording daily attendance for the students of Brighton High School is through homeroom. Homeroom is mandatory!

However, students must attend all classes and will be held accountable to attend those classes from the moment they enter the building, not at the time they sign in. Students who choose to work in the computer lab, library, with study groups, etc., will not be excused from missing classes. Students late to school, after 7:40 am, are required to sign/swipe in at the security desk and then go to the attendance office prior to going to classes.

Notifying Attendance Office – If a parent or guardian is aware that the student for whom they are responsible will be absent, tardy, or leave early, **the parent/guardian must notify the attendance office that day or the day before the school absence. All students will be given a pass to class, red for unexcused tardiness and green for excused tardiness.** Students may also obtain a late arrival pass if they qualify.

The Attendance Office voicemail can be reached 24-hours a day at **242-5000, Ext. 4082**. If you choose to leave a message, the information left should include:

- A. **Parent or guardian’s name and relationship to the student.**
 - B. **Student’s name.**
 - C. **Date(s) and times of absence(s) - past and future.**
 - D. **Reason for absence.**
2. Written Excuse to Attendance Office – A note from parents that includes the aforementioned information and a parent/guardian’s signature are also accepted the day before, the day of, or the day immediately following the absence.
 3. Attendance During Classes – Staff members will report attendance for each period of scheduled instruction. Parents can log onto Parent Portal to view their student’s attendance records.

III. Excused Absences, Unexcused Absences, Truancy, and Special Circumstances

Based upon the Brighton Central School District’s education and community needs, values, and priorities, as well as School District policy and New York State Attendance Laws, the School District has determined that absences, tardiness, and early departures from all or part of the school day will be considered Excused or Unexcused according to the following:

- A. An Excused Absence is an absence from all or part of the school day or scheduled instruction due to one of the school-recognized reasons that include, but are not limited to: personal illness, illness or death in the family, religious observance, quarantine, required court appearance, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, Late Arrival/Early Dismissal coverage, Road Test, or other such reasons that may be approved by the Board of Education or its designee.
- B. An Unexcused Absence is an absence from all or part of the school day or scheduled instruction that does not fall into the above categories or any absence from school or scheduled instruction for which a reason is not provided as per aforementioned Notification Section (Roman Numeral II.).
- C. Truancy, for the sake of this policy, means a student was absent from the school building and/or scheduled instruction without the permission of his/her parent/guardian. Truancy will not be

tolerated, and truant students will be subject to disciplinary measures (See section on disciplinary actions).

D. Special Circumstances

1. Students Who Are Late to School/Homeroom/Late to Class

a. Students Who Are Late to School - If a student comes late to school, he/she will NOT be allowed to enter class without a pass. Students will be given a green pass from the attendance office to indicate that their tardiness is “excused” or a red pass to indicate that their tardiness is “unexcused.”

b. Students Who Are Late to Class - If the student enters class without a pass, the student may be subjected to disciplinary action by the teacher. Disciplinary actions may include, but are not limited to warnings, detentions, and/or phone calls home. After initial interventions by the teacher are taken, chronic lateness to class may be referred to the appropriate assistant principal.

c. Students without a 1st Period Class – **Students late to school, after 7:40 am, are required to sign/swipe in at the security desk and then go to the attendance office prior to going to classes.** Unexcused tardiness to school will be referred to the appropriate assistant principal, and disciplinary action may result.

2. Illness/Health Related Problems – Students who become ill or have other health concerns during the day MUST report to the Health Office if it is necessary that they be sent home. Students are not to leave school or go home unless authorized by the school nurse.

3. Absence Due to An Educational or Instructional Program – A student absent for an educational or instructional program is required to first notify his/her teachers, obtain assignments and, upon return, discuss with the teacher what make-up work is necessary.

5. Absence Due to a Religious Holiday – Absences for religious holidays will be considered legal absences. Students who will be observing a religious holiday that may impact their ability to complete school work/studying should talk to their teachers ahead of time to make appropriate arrangements.

6. Family Trips – Student absences outside of normal vacation periods are discouraged; however, it is recognized that it may be necessary to take students out of school during instructional days. These absences according to New York State guidelines are deemed as “Unexcused.” In this situation, it is the **responsibility of the student** to inform teachers of any day(s) he/she will be absent. If a student knows that a trip will be three or more days, a student must obtain an “Application for Special Leave” to notify his/her teachers one week in advance of the trip to obtain assignments and to make arrangements with the teacher for any needed make-up work upon return. This would include days prior to a school break. The “Application for Special Leave” may be obtained from the Counseling Center. Students shall receive credit for work made up as per agreement between the teacher and student.

IV. Notification Provided to Parents or Person(s) in the Parental Role

Communication – A designated staff member or an automated call shall notify the parent(s)/person(s) in parental role when a student is absent, tardy, or misses class. A designated staff member will notify parents when a student departs early without a proper excuse. The staff member or automated call will ask the parent(s)/person(s) in parental role to contact the attendance office to verify the cause of the student’s absence in order to determine if it is an excused or unexcused absence. In cases of consistent absences,

communication may also include letters mailed home.

V. Potential Disciplinary Sanctions and Truancy Policy

The Brighton School District believes that there is a positive correlation between student attendance patterns and academic achievement.

A. Potential Disciplinary Sanctions – Unexcused absences, unexcused tardiness, unexcused early departures, and truancy may result in disciplinary sanctions as described in the Brighton Central School District’s Code of Conduct. Sanctions may include, but are not limited to, the following:

- Warning
- Parent contact
- Detention
- In-school Suspension
- Assistant Principal’s Meeting
- Principal’s Hearing
- Loss of privileges
- Out-of-school Suspension
- Superintendent’s Hearing
- Probation
- Persons In Need of Supervision (P.I.N.S.) petition
- Child Protective Services referral.

B. Truancy Policy

1. **Truancy:** The student may be assigned to a two-hour detention from 3:00 P.M. until 5:00 p.m. for **each class** that the student has missed because of truancy (e.g. four missed classes will result in four two-hour detentions). The detention will be scheduled at the earliest possible date after the student’s meeting with the assistant principal.
2. **Multiple Truancies:** The student may be assigned to a two-hour detention from 3:00 until 5:00 p.m. for **each class** that the student has missed because of truancy. Alternatively, a 4-hour Saturday detention from 8:00am until 12:00pm may be assigned by the Assistant Principal. The procedures relating to the assigning of a two-hour detention (as described above) shall apply to these instances as well. The assistant principal may also make a phone call to the parents of the student and/or hold a conference with the student, his/her parents, and the student’s counselor (a “Parent Conference”).
3. **Pattern of Truancy:** The student may be assigned to in-school-suspension (ISS) for one to three full days. In ISS, the student will be provided instructional activities that will allow the student to catch-up with his/her course work. On every assigned day of ISS, the student will be suspended from participation in sports, other co-curricular activities, and school events (e.g. dances or athletic events). In addition, the assistant principal may convene a Principal’s Hearing for the purpose of determining the reason for the truancies and for the purpose of designing a family plan to be implemented by the student and his/her parents to eliminate the truancy problem.

VI. Course Credit and Making up Work

- A. Course Credit – Good attendance habits are significantly related to academic achievement and the ability for students to successfully earn course credit.
- B. Making up Work After an Absence – Students are encouraged to make up work after an absence. A student who was absent from a class may receive a “0” for work missed (quiz, test, lab, etc.) as a result of the absence. A student will be provided the opportunity to make up the missed work and eliminate the “0” grade. The teacher has no obligation to provide the same opportunity for a student who has been truant.
- C. Making Up Work Due to Excused Absences – If a student is absent from class one day, he/she must have one day to make up the work. If a student is absent only the day of a test, the student is expected to make up the test on the day he/she returns. For extended absences, the length of make-up time will be determined by mutual agreement of the teacher and student.
- D. Making Up Work Due to Truancy – Students who have been truant may receive a grade of “0” for missed work. Truancy for the sake of this policy means a student was absent from the school building and/or classes without the permission of his/her parent/guardian. **However, students must attend all classes and will be held accountable to attend those classes from the moment they enter the building, not at the time they sign in. Students who choose to work in the computer lab, library, with study groups, etc., will not be excused from missing classes and disciplinary consequences will result.**
- E. Making Up Work Due to Placement in In-School Suspension (ISS) – Students placed in ISS will be supplied work by classroom teachers. Students are expected to complete all work assigned. Classroom teachers will be notified as soon as possible of students placed in ISS.
- F. Making Up Work Due to Out-Of-School Suspension – Students suspended from school will have work collected from their teachers. Work may be picked up at the end of the school day in the Main Office or will be forwarded to the Tutoring Center. Upon the student’s return from home suspension, he/she will have one day per day of suspension from the date of return to turn in all assignments and to have all other work (e.g. quizzes, tests, labs) completed.

Our school is committed to the philosophy that every student should attend every class. Students are required to attend all classes and to arrive on time. Attendance is a significant factor in grading because classroom work, general interaction, learning to participate, and developing an appreciation for the views and abilities of other students are an important and integral part of every curriculum.

VII. Coding and Definitions (For School Use Only)

A. **Coding** – Each absence from school or scheduled instruction will be assigned one of the following reason codes. As per New York State Law, this is a list of the codes and definitions that will be used by Brighton High School:

1.

<u>Attendance Office Absences</u>	<u>In/Out</u>
Absent, Excused	Late, Excused
Absent, Unexcused	Late, Excused – weather
Educational, Field Trip	Late, Unexcused
Home Tutored	Left, Excused
In School Suspension	Left, Unexcused
In Tutoring	Educational, Field Trip
Needs Note	Returned
No Classes Today	Scheduled Early
Out of School Suspension	Scheduled Late Arrival
Religious	AP Exam
AP Exam	
Trip out of town	
Truant	

2. **Classroom Attendance**

- P Student arrives to class on time and remains for the entire period
- A Student misses an entire period (skipped or absent from school)
- T, Excused Student arrives to class late with a pass
- T, Unexcused Student arrives to class late without a pass
- K Student misses all of class for an excused reason that is known while present for school that day

B. **Definitions**

- **Absent from School** – The term “absent from school” means that the student was not properly recorded as being present in Homeroom and/or properly signed in to the attendance office when he/she entered school for the day.
- **Late** - The term “late” means that the student failed to report to Homeroom at 7:40 am.
- **Late Arrival / Early Dismissal Form**. Only students in good standing will be eligible. These students will not be marked “late” as long as they arrive at the agreed upon time, **SIGN IN AT THE ATTENDANCE OFFICE**, and have completed the Late Arrival/Early Dismissal Form. Late Arrival/Early Dismissal is not effective until the first cycle week has been completed.
- **Truant** – The term truant means a student was absent from the school building or class without being excused from school

Students must attend all classes and will be held accountable to attend those classes from the moment they enter the building, not at the time they sign in. Truancy will not be tolerated and truant students will be subject to disciplinary measures. Students who have been truant may receive a grade of “0” for all missed

work.

VIII. Process to Develop Specific Interventions

We believe a positive relationship exists between school attendance, academic success, and personal achievement; therefore, school staff will work closely to monitor group and individual attendance patterns. Upon awareness of an emerging attendance problem, the principal and/or designee may initiate appropriate interventions that include, but are not limited, to the following:

- Warning
- Parent contact
- Detention M-TH
- Detention Saturday
- In-school Suspension
- Assistant Principal's Meeting
- Loss of privileges
- Principal's Hearing
- Out-of-school Suspension
- Superintendent's Hearing
- Family Assistance Crises Team (F.A.C.T.) petition
- Child Protective Services referral.

IX. Attendance Review

The building principal is responsible for reviewing the attendance data. The building principal will work in conjunction with the building attendance personnel and other designated staff in reviewing attendance records. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of absences, tardiness, early dismissals, and truancy. The assistant principals can make recommendations based on initial reviews of the data.

X. Community Awareness

Strategies to promote awareness of the Brighton High School Attendance Policy shall include, but are not limited to, the following:

- The Parent/Student Handbook is made available online at www.bcsd.org to the students at the beginning of each school year.
- Announcements made at class meetings at the start of each school year.
- Informational announcements made at faculty/staff meetings.
- Providing copies of the Parent/Student Handbook upon request.
- Informational announcements made at Open House.
- The Policies will be referred to during attendance related parent meetings.

XI. Report Cards and SchoolTool Parent/Student Portal Access

Parent Portal provides parents with access to their own child's school information including schedules, attendance, report cards, grades and a running average. Our teachers have always been committed to providing timely feedback. Parent Portal is simply an online extension of their hard work in this area and parents should expect continued timely communication.

Teachers will be updating the portal regularly following the completion of assignments and you can expect their running average and assignments to be kept up to date. The goal is to allow students and their parents the ability to see a student's academic progression throughout each quarter.

Please sign up for the Parent Portal to have access to your child's course grades, updated schedule, attendance record, and report cards. **Here is the direct link to the Parent Portal system:**

<https://schooltool.bcsd.org/schooltool/>

If you already have an account from last year, you are all set! If you did not have an account last year, or if you have forgotten your account information, please email us at BHS_MainOffice@bcsd.org; state your name, your child's name, and request access to the parent portal. You can also call 242-5000 x4800 for assistance.

STUDENT POLICIES/CODE OF CONDUCT

The District recognizes the need for students to be considered in good standing and meet the primary functions of school.

A student in good standing:

- Meets all academic eligibility requirements and holds at least a “C” average in all academic courses necessary for an on time graduation;
- Demonstrates adherence to behavioral expectations and has no in-school/out-of-school suspensions on record;
- Maintains regular attendance.

Student Rights

The District is committed to safeguarding the rights of 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. Participation in all district activities on an equal basis regardless of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender or any other categories of individuals protected against discrimination by federal, state or local law.
2. Ongoing communication directly to them or through their parent from administrators, teachers and support staff regarding course objectives, grade level expectations, requirements and assignments, marking/grading procedures.
3. A copy of the school and classroom behavior expectations.
4. Ask questions when they do not understand (applies to content or directives).
5. Consider themselves representatives of the district when participating in or attending school sponsored extracurricular events.
6. A school community that is drug, tobacco, and alcohol free.
7. Walk in the hallways from one location to the next without fear or impediment.
8. Use of computers, software and the internet/intranet accounts with approval by staff/administration.
9. Redress from or grievances to appropriate school personnel.
10. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
11. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
12. Form clubs and social and political organizations consistent with school policies and regulation.
13. Student groups shall have access to school facilities as appropriate.

Student Responsibilities

All District students have the responsibility to maintain a safe and orderly school environment conducive to learning and respectful to all people and property. School is a place where students learn that they are responsible for their actions. 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. Use language that is appropriate for a school environment
3. Be familiar with and abide by all District policies, rules, and regulations dealing with student conduct
4. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible; completing assignments as given
6. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner
7. Adhere to the principles of academic honesty
8. Work to develop mechanisms to control their anger
9. Settling disagreements and conflict with respect and in a nonviolent manner with peer mediation, reflective listening and respectful communication, and refrain from the use of physical or verbal behaviors
10. Refrain from verbal, physical and/or sexual harassment
11. Refrain from any conduct that may constitute hazing
12. Refrain from any and all harassing/bullying/cyberbullying behaviors
13. Will not possess weapons on school property or at any school sponsored activities
14. Remaining drug, tobacco, and alcohol free
15. Respect acceptable use guidelines for district computer network
16. Ask questions when they do not understand and seek help in solving problems that might lead to discipline
17. Dress appropriately for school and school functions (refer to Section IV, Student Dress Code)
18. Accept responsibility for their actions
19. 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
20. Maintain a climate of mutual respect and dignity for all regardless of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender or any other categories of individuals protected against discrimination by federal, state or local law.
21. Respond to incidents of harassment/bullying/discrimination by reporting to school personnel. If you see something, say something!

ACCEPTABLE USE POLICY - DISTRICT COMPUTER NETWORK ACCESS (Board Policy 7315)

Refer also to Policy #8271 -- The Children's Internet Protection Act: Internet Content

Filtering/Safety Policy

The Board of Education is committed to optimizing student learning in the Brighton Schools. To further this objective, the Board will provide student access to various computerized information resources through the District's Computer Network (hereinafter "DCN"). This may include access to educational programs, on-line systems, the Internet and, in some limited cases, electronic mail. The Board believes that such technological resources will provide diverse and unique opportunities to students and teachers to access, share, integrate, communicate and explore information. All use of the DCN, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCN and also to give students and parents/guardians notice that student use of the DCN will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians. Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCN or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Internet Access

The Internet significantly alters the information landscape for schools by opening classrooms to a broader array of resources. While much of this information is valuable to our students, on a global network it is impossible for the District to control all materials, and a user may discover inappropriate, offensive or controversial information. However, the Board of Education believes that the valuable information and interaction available on this worldwide network outweigh the possibility that users may procure materials that are not consistent with our educational goals. The District will take reasonable measures to ensure student safety including training for both students and faculty on appropriate Internet use, requiring a signed Acceptable Use Policy ("AUP") prior to independent use, and supervision of students using the Internet.

Independent student use of the Internet will be permitted for high school and middle school students upon submission of an acceptable use policy form signed by both the parents/guardians of the student and the student him or her self. Elementary students will not be provided independent Internet access. Work on the Internet for elementary students will take place only in a structured educational setting under the supervision of a faculty or staff member.

Standards of Acceptable Use

Access to network services will be given to those students who agree to act in a responsible manner pursuant to a signed Acceptable Use Policy. Generally the same standards of acceptable student conduct which apply to any aspect of performance shall apply to the use of the DCN. Each individual user is expected to behave appropriately and ethically. Accessing or disseminating information that is illegal or defamatory is strictly prohibited. Accessing or disseminating information that is abusive, racially offensive and/or adult oriented is also prohibited and will be deemed a violation of this policy unless it is for a legitimate educational purpose. Students shall also adhere to the laws, policies and rules governing computers, including, but not limited to, copyright laws, rights of software publishers, license agreements and rights of privacy created by federal, state and local law.

Specific guidelines are delineated in the Acceptable Use Policy (the “AUP”).

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112. Criminal activity will be reported to the appropriate authorities.

Students should NOT expect that information stored on the DCN will be private. Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The District's designee may access all such files and communications without notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCN. Regulations will be established as necessary to implement the terms of this policy.

ABUSE OF THE DISTRICT COMPUTER NETWORK MAY RESULT IN A SUSPENSION OF COMPUTER PRIVILEGES.

BICYCLES

Bicycles should be placed in the racks provided and locked. **They should not be chained to trees, railings, or brought into the building.**

BOOKSTORE

The bookstore, located on the lower level of BHS and operated by the Future Business Leaders of America (FBLA), is open daily for the convenience of students who wish to purchase school supplies and review books. The bookstore is open based on the students' and advisors' schedules each semester and hours are posted on the bookstore door and the website. Please feel free to contact the advisor by email Sam_rizzo@bcasd.org.

BUS POLICY

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and avoid distracting the bus driver. Students are required to conduct themselves on the bus in the same way they would in their classrooms. Pushing, swearing, damaging of property, shoving, fighting or excessive noise will not be tolerated. Eating, drinking and smoking are not allowed. Once buses are released from the bus loop and moving, students should not attempt to board buses. Persistent misconduct can result in the withdrawal of the privilege of riding the bus. **A Late Bus will be available only for high school students at 3:45 p.m. daily.**

CAFETERIA

The student cafeteria is open from 7:00 - 7:35 AM and 7:49 AM - 2:47 PM. In the morning, a snack bar is available from 7:00 AM – 1:30 PM. Regular lunch service begins later in the day at 9:30 AM and ends at 1:30 PM. Students who do not have lunch periods because of scheduled classes may bring a brown bag lunch or purchase a to-go lunch to eat in class only with prior permission of the teacher. Students may not take open tray lunches outside the cafeteria. Students are not permitted to charge lunches.

Students should take the responsibility to keep the cafeteria clean. Place all trash in the appropriate receptacles and support our recycling efforts.

CARD/GAME PLAYING

Card/Game playing is allowed in the cafeteria only as long as there is no disruption to the school environment. Gambling of any kind is not allowed at school.

DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Student dress should reflect the Brighton Believes attributes of integrity, respect, responsibility, kindness, and self-control and that everyone has the right to attend school in an environment that is safe, welcoming, caring, professional, and free from harassment.

Individuality in dress is a matter of personal choice, but it will not be permitted to interfere with, disrupt, or distract from the activities of the school. Students and their parents have the primary responsibility for acceptable student dress and appearance. **This code is applicable in all schools, facilities, and grade levels.**

A student's dress, grooming, and appearance shall be safe, appropriate, and not disrupt or interfere with the educational process or infringe on the rights of others.

Examples of unacceptable dress may include, but are not limited to:

- Revealing, or see-through garments;
- Clothing that allows underwear to be exposed;
- Footwear that is a safety hazard (footwear is required at all times);
- Items of clothing that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability;
- Items of clothing that promote and/or endorse the use of alcohol, tobacco, or illegal drugs;
- Items of clothing that promote or endorse the use or glorification of weapons, violent acts, or illegal activities

Students who violate the dress code will be required to modify their appearance by covering or removing the

offending item and, if necessary or practical, replacing it with an acceptable item.

DRIVING TO SCHOOL POLICY

The opportunity to drive to school and park in the school parking lot is a privilege granted to students by the school. In order to obtain this privilege, students must fulfill all registration requirements. Students must follow all rules and regulations. Violations of the rules will result in disciplinary action, which could result in the loss of the privilege. All motor vehicles including motorbikes and motorcycles are covered by this policy.

Given their high demand, parking privileges may not be available to all who request them. Parking tags are offered first to seniors, then juniors, then as requested. These procedures are subject to administrative review. The privilege of having a car on campus may be revoked for a variety of reasons, including but not limited to, academic, attendance, citizenship and/or disciplinary reasons.

Obtaining Parking Tag

All students wishing to drive to school and park on campus must report to the back entrance Door #20 Security Desk to obtain a parking contract. Permission to drive/park will be granted only after the “Student Driving/Parking Contract” form and “Parking Map” form are completed and approved. At the time of registration with the Security Office, a parking tag will be issued. This tag must be properly displayed from the rearview mirror of the vehicle at all times. **Copies of the completed forms will be given to the student’s appropriate assistant principal.**

Student Parking Regulations

1. Display parking tag hanging from the rearview mirror with the number facing the windshield. Park in the designated areas (see parking map). These designated areas should be used each day of school, including exam weeks.
2. Students should not park in any restricted areas including handicapped, “no parking” sections, the bus loop in front of the building, and parking lots for the Twelve Corners Middle School or the Central Office building. Cars parked in handicapped or other no parking areas may be ticketed or towed.
3. Students may not use motor vehicles during the school day (7:40-2:47) unless they have permission. Permission to leave school may be obtained from the Principal or Assistant Principals and will be granted only after the school contacts a parent to obtain permission for the student to leave in a motor vehicle.
4. **Students (even those with permission to drive a motor vehicle) MAY NOT drive passengers off campus during the school day (7:40-2:47 PM). *Because this is a school policy, parents MAY NOT give permission for students to drive passengers off campus during the school day.***
5. **Students are not allowed to sit in cars during the school day.**
6. Students should obey the person(s) on duty in the parking lot.
7. The speed limit in the parking lot is 10 miles per hour.
8. **Unsafe driving that endangers the safety of others may result in suspension or revocation of driving/parking privileges.**

EDUCATION RECORDS (Board Policy 3310)

Pursuant to the Federal “Family Educational Rights and Privacy Act of 1974,” the Individuals with Disabilities Education Act” and relevant State law and regulations, parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all education records related to that student, including all material that is incorporated into each student’s cumulative record folder and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude and psychological tests, interest inventory results, health data,

family background information, teacher or counselor ratings and observations and verified reports of serious or recurrent behavior patterns. Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to insure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the building principal.

ELECTRONIC DEVICES

Modern technology has made available many forms of electronic devices for communication and computation. Examples of electronic devices include, but are not limited to, ALL SMART DEVICES, cell phones, calculators, personal laptops/computers, school issued laptops/computers, digital cameras, recording devices of any kind, hand held devices, etc. In most cases, laser pointers are not allowed in school. **The Brighton Central School District is not responsible for damage, missing, or loss of personal property, nor is the district responsible for locating personal property that has allegedly been stolen or missing.** Students may bring devices to school but must also recognize they are responsible for their safekeeping and for their appropriate use. While these devices are useful, they also cause many concerns in the school environment as described below.

No cell phones or other electronic devices are allowed in exam rooms. As per the NYS Education Department Office of State Assessment guidelines, students cannot have any communication devices with them during exams or during breaks from exams such as restroom breaks. Prohibited devices include, but are not limited to: Cell phones, Blackberry devices and other PDAs, iPods and MP3 players, iPads, tablets, and other eReaders, Laptops, notebooks, or any other personal computing devices, Cameras or other photographic equipment, headphones, headsets, or in-ear headphones such as earbuds, and any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

Students who use electronic devices that disrupt the academic setting, invade someone's privacy, and/or cyberbully others, may be subject to disciplinary action, up to and including, confiscation of devices, turning in devices to the classroom teacher prior to the start of class, turning in devices to administrators for a period, multiple periods, for the day, week, month, etc., up to, and including, banning devices from school property, suspension from school, and/or other disciplinary penalties as defined in the District Code of Conduct.

Students who have been banned from using electronic devices on school property are also banned from using other students' devices, while on school property, and these devices will be confiscated. Students sharing devices with other students are subject to disciplinary action and may be subjected to further discipline if their device is used to disrupt the academic setting and/or to cyberbully other students and staff.

Invasion of Privacy

Given the capability of electronic devices (audio and visual), they cannot be used in a manner that will jeopardize the privacy of either staff or students. Students may not record or take a picture of other students or staff without their permission. The use of devices in restrooms or locker rooms is strictly prohibited. Students who use electronic devices in inappropriate manners may be subject to disciplinary action, up to and including, suspension from school. **Items may also be confiscated and students may be restricted from bringing devices to school.** The production, possession, transmission and/or distribution, by any means, or the transmission of materials as text, including but not limited to, sexually suggestive images, nude or partially nude

images or sexually explicit text in any media, is strictly prohibited. Students violating this policy may be subject to all district forms of discipline, including police involvement/arrest.

Disruption of Academic Setting

Brighton High School's purpose is to maintain an academic environment. Electronic equipment should be activated during academic settings for approved academic use only. Settings refer to, but are not limited to, the library media center, classrooms, study halls, support center, public assemblies, and field trips. **If not being used for teacher/administrative approved academic purposes, personal electronic devices should be silenced and/or turned off on a daily basis upon entering a classroom setting unless otherwise directed by your teacher or staff member. Students should not disrupt the academic setting by using electronic devices.**

Cyber-bullying

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving District students may occur both on campus and off school grounds and can involve student use of the District Internet system or student use of personal digital devices while in school buildings, on school buses, on school property, and/or at school sponsored events/activities whether occurring on or off school campus.

Cyberbullying includes, but is not limited to, harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, sexting, or Web site or social media postings (including blogs). **Cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "Tinker standard" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting [Tinker v. Des Moines Indep. Sch. Dist. 393 U.S. 503 (1969)].**

Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities. NOTE: Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affect the education process.

EMERGENCY DRILLS

State Education Law states that eight fire drills and four lockdown drills must be held during the school year. Students should exit from the building according to the directions placed in each room. Students should exit immediately from the building. We will also hold a shelter in place and an evacuation drill during the school year. Upon leaving the building, students should proceed to areas away from the building and follow all instructions in a respectful and cooperative manner. Failure to do so may result in disciplinary action.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 1974

Pursuant to the Federal "Family Educational Rights and Privacy Act of 1974" parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school nurse or to be available to parties outside the school or school system.

Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to insure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained herein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the building principal.

Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or student. There are a number of exceptions to this rule, such as other employees and officials, and certain state and federal officials who have a legitimate educational need for access to such records in the course of their employment.

FIELD TRIPS

Brighton believes field trips are an important part of the educational program. By providing students with hands on experience and exposure to the larger community, field trips can greatly enhance students' educational experiences.

A signed permission slip from the parent or guardian is required for each child for each field trip. A child who does not provide a signed permission slip will be prohibited from participating and may be given an alternative assignment on the day of the field trip depending on the nature of the trip.

School staff will provide parents with specific instructions for lunch, appropriate dress, and arrival and departure times. If the weather is inclement on the day of a scheduled field trip, parents should contact the main office to inquire on the status of the trip.

All students are expected to exhibit proper behavior on field trips. While field trips take place outside of school, school rules still apply. Students are expected to abide by the school's code of conduct and Brighton High School's Parent/Student Handbook while on a field trip. In addition, students who are unable to maintain appropriate behavior in the classroom may jeopardize their opportunity to go on a field trip.

Students must inform ALL of their teachers of the date/time of their special student activity and obtain all classwork to be completed PRIOR to the activity taking place. Students are expected to complete all classwork missed while participating in a special student activity.

Students attending a school-sponsored field trip are required to ride the bus when the District provides transportation. **Students will not be permitted to use private vehicles when school transportation is provided.**

FLAG SALUTE - PLEDGE OF ALLEGIANCE

The Board of Education of the Brighton Central School District recognizes the daily participation in a pledge of allegiance may help to develop in students a sense of loyalty to the nation, and a devotion to the ideals of unity, and justice expressed in the pledge. Further, the Board of Education acknowledges its obligation to honor Section 802 of the Education Law of the State of New York and the regulations of the Commissioner of Education that provides for a daily salute to the flag and to the nation in the following form:

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

Therefore, it shall be the policy of the Board of Education that students in each school of the district shall continue to have the right to participate in the daily salute and pledge of allegiance to the flag of the United States of America. Such pledge shall be given in conformity with the requirements of Section 802, Education Law and the Commissioner's regulations.

Each principal shall appropriately inform the student body and faculty of the Board of Education policy concerning the Pledge of Allegiance and the administrative regulations developed to effectively implement the policy. Each principal and faculty member shall exert appropriate professional leadership to provide for the instruction concerning the flag as a symbol of American life. Each pupil shall be instructed as to the ideals which are set forth in the Pledge of Allegiance as a goal toward which we strive as individuals and as a nation. All students are encouraged to participate in the daily pledge of allegiance. The minimum expectation is quiet and respect from all during the pledge.

FUNDRAISING

It is recognized that fund raising is the major source of money for student organizations. Each group must receive the permission from the assistant principal in charge of student activities to engage in any fund-raising activity at least two weeks before any items are ordered or any commitments are made to either outside companies or to students. An effort is made to limit major fundraising activities that involve soliciting community residents.

Individual students wishing to sell items and/or fundraise/advertise business related material must also receive permission from the assistant principal in charge of student activities at least two weeks before any items are ordered or any commitments are made to either outside companies or to students.

Fundraising activities are to be conducted by the students upon the advice and counsel of the faculty advisor. Failure to abide by this policy may result in appropriate administrative/disciplinary action.

HALL LOCKERS/LOCKER ROOM

The school issues each student a hall locker with a corresponding combination lock. Students should occupy only the locker assigned to them, though they may also elect to use a Locker Room locker for physical education class. Students must provide their own locks for PE lockers and should not give their combinations to anyone. All locker issues, such as broken or jammed doors, should be reported to the Security Office, the Main Office, or a physical education teacher.

Every locker, in either the hallway or a locker room, remain the exclusive property of the school district. Therefore, there is no expectation of privacy regarding what is stored in either locker. When storing materials in a locker, students are responsible for all books, equipment, and supplies issued by the school district. A report of theft does not waive individual student responsibility for these items. Therefore, it is **highly recommended** that students not leave money or other valuables in any locker. Items stolen from lockers are **not** covered by school insurance. Any suspicion of theft should be reported to the Security Office.

Due to past behaviors involving VAPING and THEFTS in the PE locker rooms, students are NOT allowed to enter locker room areas unless they have scheduled PE CLASSES or are accompanied by a school staff member. NO students are allowed in locker rooms unless they have PE Class. Students found in locker rooms without permission or scheduled PE classes will be subject to disciplinary action.

DO NOT LEAVE YOUR VALUABLES IN THE PE LOCKER ROOMS UNLESS THEY ARE LOCKED UP! Phones, money, earbuds, gift cards, etc. can be stolen from your unsecured backpacks. Keep these items in your regular school locker. If you need help with locking your PE locker, ask a PE teacher.

If you need help with your regular school locker, come to the Main Office. **LOCK UP YOUR VALUABLES!**

HALL POLICY

Students are expected to be quiet and courteous while in the halls. Disruption of classes, interference with the educational environment, inappropriate/offensive language, impeding movement of others through the hallways, etc., will not be tolerated. Students are allowed to move through the halls without passes. If staff members determine that hallway behavior is disruptive to the academic environment, students may be asked to move to the cafeteria. All trash **MUST** be placed in the proper trash bins. Everyone must work to support a clean and quiet hallway environment. **Students using electronic equipment must wear headphones when listening to audio recordings or videos to minimize disruptions in the hallways. During building hours, students are NOT allowed to loiter in stairwells or entryways.** Violation of this policy may result in disciplinary action, including loss of free periods.

HOME PREPARED FOOD ITEMS (Board Policy 5662)

The Board of Education recognizes the seriousness of diseases that may be transmitted through food which has not been prepared thoroughly or which has been prepared or handled in an unsanitary environment. Non-commercially prepared food items, including food prepared in homes, may not be sold at school fundraisers or other school-sponsored events. Non-commercially prepared food items or food that has been prepared in homes may not be served to students for any reason, including special occasions. All classroom food projects, except for a school sponsored home and career instructional program, must receive prior approval from the building principal.

ID CARDS

Identification cards are issued to each student by the school and should be carried at all times. The Media Center does not require the use of an ID card to check out books, etc. Inability to present an ID card may result in denied admission to school sponsored events. Lost ID cards may be replaced at a cost of \$3.00 in the Media Center.

LATE ARRIVAL/EARLY DISMISSAL PASSES

Students who are in good academic/behavioral standing with Brighton High School and receive parental permission, may submit a "Late Arrival/Early Dismissal Form" in order to enter/leave school during open/closed periods. The school reserves the right to rescind this agreement if the student does not fulfill all school obligations.

LITERATURE DISTRIBUTION ON SCHOOL GROUNDS

Students may distribute literature on school grounds and in school buildings. However, school authorities may regulate the time, manner, place and duration for such distribution. In addition, school authorities may regulate the content of literature to be distributed on school grounds to the extent necessary to avoid material and substantial interference with normal school procedures.

No literature may be distributed on school grounds unless the building principal and/or designee approve a copy in advance. This includes all related material relative to clubs and student organizations. Failure to abide by this policy may result in appropriate administrative/disciplinary action.

OPEN/CLOSED CAMPUS & MAIN ENTRANCE AND EXITS

We are proud to maintain our tradition of open campus. This is a privilege granted to Brighton High School students and should be respected. It can be revoked and/or restricted by administration and/or by parent request. The District's K-12 Safety Committee has recommended that we implement additional sign in/out procedures. Students will be required to sign/swipe out when leaving the building during open campus times and sign/swipe back in when they re-enter the building at one of our two security desks.

During periods 5-7 (11:35-1:58), campus is open and students with free periods during this time are allowed to sign out at a security desk. Students must sign back in at the same security desk. **Students are not allowed to transport other students in cars during the school day and are not allowed to sit in their cars during the school day.** During periods 1-4 and 8, the campus is closed and students are required to remain on the high school campus. For security/educational purposes, students may sign out of the building, remain on campus, and sign back in at the end of the free period. Students are to remain behind the building. However, campus is closed from November – April each year during periods 1-4 and 8. Students must remain in the building during these months and can only sign out to leave the building during open periods or for an approved excused appointment.

Main Entrance and Exits

For security purposes during the school day, students are only allowed to enter and exit through door #1 and door #20 (entrances monitored by security). **Students are NOT allowed to prop open doors or to open doors/exit from doors in other areas of the building. All exterior doors will be alarmed and monitored.** Students found violating this security policy will face disciplinary consequences. This is a major safety violation!

Reduced Free Periods and Open Campus Restrictions

Students in the 9th grade at BHS may have reduced free periods and limited open campus privileges based on their academic performance and behavioral infractions at TCMS. Students coming to BHS from TCMS with final course grades, second semester special course grades, and 4th quarter special course grades of D or lower, and students coming in with behavioral infractions as noted by TCMS Administration (such as Saturday detentions, ISS, and/or OSS) will be affected by this policy.

Students who meet the criteria above will be scheduled into a Student Help, Brighton Support Center, and/or academic intervention class depending on student need. BHS FLEX time will also be limited or structured for incoming students. Depending on a student's specific schedule and course selection choices, every effort will be made to ensure at least one free period per day for lunch.

At the end of each quarter, report cards of ALL 9th grade students will be reviewed.

- Students with free period and open-campus restrictions may be granted free periods based upon passing grades and parent consultation. Students having one or more failures may be placed in structured supports during free periods and FLEX as their schedule allows.
- Students with NO behavioral infractions and/or students modeling our BHS mission statement may also be granted free periods on a case-by-case basis.

Parents of incoming 9th graders or current 10th – 12th graders can also request that their child's free periods, FLEX time, and open campus privileges be limited or structured. Please contact your child's assistant principal ASAP if you wish to do this.

Students are NOT allowed to sit in cars during the school day.

SEARCHES AND INTERROGATIONS – Police, CPS, etc.

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To this end, the Board of Education authorizes the search of students and their possessions for illegal matter or matters which otherwise constitutes a threat to the health, safety, welfare or morals of the schools or which would materially and substantially interfere with the requirements of appropriate school discipline in the operation of the school (“subject material”). Any such matter discovered by a school official shall be subject to immediate seizure, the disposition thereof to be determined by the relevant facts and circumstances. Any illegal or contraband materials will be turned over to an appropriate law enforcement agency.

The student's parent or guardian will be notified if any illegal, prohibited, or dangerous articles or materials are found in the student's locker, vehicle, or other property or possessions, or on the student's person, as a result of a search.

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 inform all students why they are being questioned.

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

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

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District Code of Conduct, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. **School officials, whenever possible, will seek the least intrusive means to conduct a search to safeguard the privacy interests of students in their person and property.**

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.

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 students' 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. Each student is responsible for the contents of his or her locker.

Strip Searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a thorough search is warranted, the police should be summoned to the scene.

Documentation of Searches

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

1. Name, age, and grade of student searched
2. Reasons for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Person conducting search and his or her title and position
7. Witnesses, if any, to the search

8. Time and location of search
9. Results of search (that is, what items(s) were found)
10. Disposition of items found
11. Time, manner, and results of parental notification

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

Interrogation of Students Suspected of Possession or Consumption of Alcohol

All authorized District staff have the authority to investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):

- Searching students lockers, desks, and other storage spaces
- Searching student clothing
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and
- Using hand-held breathe test devices

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 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 requested by school officials to investigate a reported or suspected crime.

When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials should defer to the police officers concerning their questioning of students or searching of any student's person or property. School officials should defer to police judgment whether or not it is necessary to call any student's parents before questioning or searching the student, whether or not it is necessary to advise the student of any rights before questioning or searching, whether or not it is necessary to obtain a warrant before conducting a search, and whether or not it is necessary to advise parents before taking a student into custody. School officials should cooperate with police procedures to assist the successful investigation of the suspected crime, and not advise students of their rights or call parents without police consent. School officials should not advise parents that a student will be or is being questioned or searched by the police in connection with the investigation of a suspected crime in school until after the investigation has been completed or the student has been taken into police custody from school. Police questioning of students under sixteen considered as suspects should not be done without notifying the parents. However, the decision when and how to notify parents should be made by the police, not school officials. School officials are not authorized to give consent to police questioning of students under the age of 16 as required by section 305.2 of the Family Court Act.

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 (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by Child Protective Services to interview a student on school property shall be made directly to 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.

Searches of Student Vehicles

An authorized school official may search a student’s unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this Code of Conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock the vehicle, the school official may either call the student’s parent(s) for permission to open the vehicle or, if there is reasonable suspicion that the vehicle contains illegal contraband, call the police to determine whether or not they have grounds to search the vehicle, either with or without a warrant. If a student and/or a student’s parent(s) refuse to open a locked vehicle to allow a search by school officials based on reasonable suspicion, or if they remove the vehicle from school grounds to avoid the search, the student’s parking privileges may be suspended or revoked as a consequence.

District Computer Equipment/Websites/E-mail Used by Any Person

No person using District faxes, computer equipment, software owned, leased or controlled by the District, or websites, e-mail or Internet access, etc. provided by the District has a reasonable expectation of privacy with respect to such equipment, software, websites, e-mail or Internet access provided by the District. No user shall use District equipment to engage in extensive or abusive non-business or nonacademic projects or Internet searches, since such use tends to slow and/or compromise the system and make it less accessible for District educational and business operations. The District reserves the right to monitor the use of its equipment and software, and to monitor email, websites and Internet access, etc. using School District equipment or on school property without prior notice or consent. Any use of such equipment or facilities which violates provisions of this Code of Conduct may result in both disciplinary action and denial of prospective use of such equipment and of Internet access.

SEXUAL MISCONDUCT AND TITLE IX (Board Policies 3420, 3421, 7550, 7551)

*Title IX is federal law that prohibits discrimination against any person on the basis of sex in any education program or activity; it is implemented via federal regulations. The District's policy and procedures relating to sexual misconduct and sex discrimination include requirements under Title IX, the NYS Dignity for All Students Act (DASA), and other federal/state laws commonly referred to – collectively – as "Title IX," and **Board of Education Policies 3420, 3421, 7550, and 7551.***

- BCSD prohibits all forms of sexual misconduct, sex [gender] discrimination, and retaliation.
- BCSD's **Title IX and SEX DISCRIMINATION POLICY 3421** and accompanying procedures comply with all legal mandates – federal and state.
- BCSD's policy and general procedures apply to all employees and students.
- All employees are required to be trained in Title IX and to report any possible violation(s).
- Prevention & Education programming must be provided to students.
- All information related to Title IX compliance may be found at <https://www.bcsd.org/domain/24>

The Brighton Central School District TAKES SEXUAL MISCONDUCT AND SEX DISCRIMINATION SERIOUSLY. Sexual misconduct includes but is not limited to the following unacceptable behaviors: rape, sexual assault, sexual harassment, gender discrimination, gender-identity discrimination, stalking, relationship violence, and attempts to commit such acts. The District will not permit a hostile environment to exist and will not tolerate retaliation against any person who reports and/or cooperates with an investigation. A person accused of violating this policy may be subject to disciplinary action. Upon receiving a report of alleged sex discrimination and/or sexual misconduct, the District will provide a prompt, equitable, reliable, and impartial investigation. The District will –

- Take immediate and appropriate action to stop any misconduct, to prevent its recurrence, and to remedy the effects of any misconduct.
- Where appropriate and in consultation with complainants, contact local agencies such as BIVONA, Restore, Willow, and/or the Brighton Police Department for additional resources and supports.
- Treat all persons (complainants and respondents) with respect, dignity, and fairness.
- Consider the complainant's wishes with respect to supportive measures, interventions, and resolutions in regard to the alleged sexual discrimination and/or sexual misconduct.
- Explain to the complainant the process for filing a formal complaint (requests for confidentiality or use of anonymous reporting may limit how the District is able to respond to a report of sexual harassment/misconduct).
- Follow all appropriate procedures as detailed in Title IX materials, the Student Code of Conduct, the District's Code of Conduct, Human Resources Manual, other related institutional policies, state/federal mandates, and legal standards.
- Encourage and support a report to local law enforcement for any criminal act, and cooperate with any criminal investigation/prosecution.

RESOURCES

Resources available to students to take action, report, and/or discuss concerns and come up with a plan.

- **Trusted Adult/Family Member (parent, teacher, nurse, coach, club advisor, etc.).**
- **BHS Counselors**

- **Administrators – (585) 242-5000, ext. 0**
 - **Tom Hall, Principal – tom_hall@bcsd.org**
 - **Teresa Mosher, Assistant Principal, Teresa_mosher@bcsd.org**
 - **Matt Comeau, Assistant Principal, Matt_comeau@bcsd.org**

- **Call the SAFE SCHOOLS HELPLINE at 1-800-418-6423 ext. 359**
 - Examples of safety concerns that you may want to report include:
 - potential acts or threats of violence
 - drug or alcohol use
 - theft
 - weapons
 - **sexual assault, harassment, or abuse**
 - bullying/cyberbullying
 - concern for someone’s mental or emotional health and well-being
 - immediate assistance to a suicide counselor for prompt assistance and intervention if they so choose.
 - You may also submit an anonymous report through the Safe School website at www.safeschoolhelpline.com or via text by messaging 66746 and then typing “TIPS” to begin the reporting process.

- **Call RESTORE (information, options, support for individuals impacted by sexual violence)**
 - **24-Hour Hotline 585-546-2777**

- **Call WILLOW Domestic Violence Center**
 - **24-Hour Call Line (585) 222-7233 and 24-Hour Text Line (585) 348-7233**
 - <https://willowcenterny.org/>
 - **Is this Physical, Sexual, Emotional Abuse?**
 - <https://willowcenterny.org/need-help/is-this-abuse/>

- **Call BIVONA Child Advocacy Center – (585) 935-7800**
 - <https://www.bivonacac.org/our-mission-and-vision>
 - <https://www.bivonacac.org/who-we-are>

- **Call Brighton Police Department – 911**

- **Title IX Complainant Officers**
 - **Louis Alaimo**
 - **585-242-5200 x5510**
 - lou_alaimo@bcsd.org

 - **Lisa Hartman**
 - **585-242-5200 x5520**
 - lisa_hartman@bcsd.org

Sexual Harassment

The Board of Education of the Brighton Central School District is committed to providing an environment that is free from all forms of sexual harassment. Such harassment is defined as unwelcome behavior of a sexual nature:

- a. that is intended to obtain sexual favors from an individual as a term or condition of employment; or
- b. when submission to or rejection of such conduct is used as the basis for any employment or other decision; or
- c. that has the purpose or effect of interfering with the individual's work or other performance, or creates an intimidating, hostile or offensive environment.

Sexual harassment does not only depend upon the offender's intention, but also upon how the person who is the object of the sexual harassment perceives the behavior or is affected by it. Sexual harassment can originate from a person of either sex against a person of the opposite or same sex.

Any individual who believes that he or she has been subjected to sexual harassment, or any individual who has knowledge of such harassment occurring should report the alleged harassment immediately so that appropriate actions can be taken. This policy applies to students, district employees, volunteers and any other individual who is involved with the business or educational activities of the District.

SKATEBOARDS/ROLLERBLADES

The use of skateboards and roller blades is not permitted anywhere on school district property.

SOCIAL SECURITY NUMBER

A Social Security number is needed for college applications and working papers. Students may wish to apply directly to the Social Security Administration, 100 State Street, Rochester, New York 14614 (telephone: 263-6200).

SPECTATOR BEHAVIOR EXPECTATIONS

Spectators are welcome to attend all home and away high school interscholastic contests throughout the school year. Spectators are expected to cheer and support Brighton teams in a positive and civil manner while demonstrating respect for the opposing team, officials, and community members.

Also, the following rules must be followed at all times:

Spectators are prohibited from using any kind of noisemaker while attending any contest played indoors. Section V strictly regulates this policy. Section V is the governing body of interscholastic sports in the Rochester area. Brighton is a member and is required to follow all rules.

Noisemakers at outdoor contests can be used for the purpose of demonstrating spirit for a team. If the noisemaker being used disrupts the contest, interferes with the opposing team's play and/or intimidates the opposing fans, the noisemaker will be confiscated and not returned. The person in possession of the noisemaker will be escorted from the contest with the possibility of facing other discipline action from the school's administration. Noisemaker usage at outdoor contests will be left to the discretion of the supervisor in charge of the event.

Due to health and safety issues, spectators are not permitted to bring any form of cooking equipment and food on school property for the purpose of barbecuing.

Spectators are expected to abide by the requests of the event supervisors at all times. Any spectator failing to adhere to any of the above expectations will face immediate removal from the athletic contest for being insubordinate to school personnel. Further disciplinary action may result to a spectator being removed from a contest. This will be determined by the school administration. Such disciplinary action could result in further bans from attending athletic events, detentions, and/or school suspension.

STUDENT ACTIVITIES

Brighton High School offers a rich variety of student activities. These activities offer students the opportunity to develop leadership and organizational skills as well as to have fun and develop social relationships. The activities are supported by the school staff and are designed for Brighton High School students. The following regulations are meant to ensure safe and appropriate conditions for school activities.

1. BHS activities are planned for BHS students. Some activities like Junior Prom and Senior Ball, with prior approval from the school administration, may include student guests. In such cases, a BHS student may invite one guest. The guest needs to be registered with the school prior to the activity. Guest Registration Forms can be obtained from the students' assistant principal and must be completed at least three days prior to an event. The guest must attend the activity with a BHS student. The chaperones and student organizers will monitor attendance/behavior of guests. All school rules/policies apply to student guests.
2. The assistant principal for student affairs will appoint chaperones for all activities. The number of chaperones required for an event will be determined by the school administration.
3. Police may be notified ahead of time for some school events; i.e., dances. The date, time and nature of the event will be communicated. Police will be requested to survey the parking area during the event. A BHS administrator will make a decision to call the police for assistance based on individual situations during an event.
4. Students may not leave and re-enter an event.
5. Students must follow ALL rules, policies, and regulations as outlined in the BHS Parent Student Handbook, District Code of Conduct, and Board of Education Policy.
6. Any use of alcohol, tobacco, vaping devices, over-the-counter medications or other illegal substances at a BHS activity is strictly prohibited. Students who appear under the influence will not be admitted to an activity, but will be held until a parent arrives to take the student home (*See BHS Parent Student Handbook and BCSD District Code of Conduct*).
7. Any contractual arrangements with a venue, band, DJ, food and/or clothing vendor, etc. must be approved and signed by the assistant principal overseeing student activities prior to the event.
8. Students must follow the rules and expectations outlined in pages one and two of the Student/Group Performance Agreement throughout the duration of an activity. Violation of the performance agreement will result in consequences by the school administration. Consequences may range from stopping the performance, detention, and/or suspension from school.

Students who attend the event must obey all Brighton High School rules. It is the individual Brighton High School student's responsibility to inform his or her guest of the rules and regulations.

SUMMER SCHOOL

Summer School Policies:

- Students are eligible to retake a course in Summer School if:
 - They complete the course during the regular school year
 - Complete any final assessments and Regents exams associated with the course

- Due to the condensed nature of summer school curriculum, regular attendance is crucial to a student's successful completion of the course.
- To obtain credit for a summer school course, students must pass the course and complete any final assessments and Regents exams for the course.
- All other policies and expectations for Summer School not otherwise noted are the same as outlined for the standard school.

SURVEILLANCE CAMERAS

While the Board of Education recognizes the importance of privacy, it has authorized the use of surveillance cameras on District property including in school buildings, school facilities, as well as on school buses, when necessary. These surveillance cameras will help to assist the Board in maintaining the overall safety and welfare of the District's students, staff, property, and visitors, as well as to deter theft, violence, and other criminal activities.

Further, surveillance cameras will only be placed in public or common areas, such as stairwells, hallways, cafeterias, parking lots, or playgrounds, and not in private areas such as locker rooms, bathrooms, or other areas in which individuals have a reasonable expectation of privacy. Audio recordings will not be utilized by the District officials, however, this prohibition may not preclude the use of audio recordings by law enforcement officials in accordance with their official duties or as otherwise authorized by law.

Video recordings or footage from District surveillance cameras may be used in student or employee disciplinary proceedings, as appropriate.

TEST MAKE-UP

Test make-up is held every day after school in the library classroom. If test make-up is cancelled or moved, it will be announced on the Morning Show or over the public address system. The hours are from 2:55 to 4:00 p.m., and students will not be admitted after 3:30 p.m. Students must come prepared with pens, pencils, calculators, or any other supplies needed to complete the test. Tests must be completed within the normal time limits for a standard one period test (45 minutes).

TRANSFERRING OR LEAVING SCHOOL

Students should obtain a transfer card from the registrar. A parent signature indicating parent approval is required. Teachers, media specialist, nurse, counselor and assistant principal must also sign the transfer card. These signatures indicate that the student has met all obligations (books, etc.).

VISITORS AND STUDENT GUESTS

Visitors

The school policy is to accept only those individuals who have legitimate business at the school. Visitors to our school will be registered and issued visitor stickers by security staff during the school day in an attempt to make our school a safer place. Visitors may be asked for picture identification. Security Guards will be positioned at the main entrance to the school at the center doors, and the other will be positioned at the rear door off the parking lot near the Loading Dock. These will be the only unlocked doors during the school day. A guest arriving before 7:00 a.m. should register in the Main Office.

Student Guests

Students are discouraged from bringing guests to visit classes at Brighton High School. If there are extenuating circumstances involving an out-of-town guest, arrangements must be made through the Assistant Principal for your child a minimum of two weeks prior to a planned visit.

Student Guests at Brighton Activities

See Student Activities

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:

- A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
- B. All visitors shall be required to enter each school building through main entrances only and be prepared to follow the protocol of the district's visitor management system to ensure the safety and security of our students and staff. Once inside the school building, visitors will be required to follow the sign-in procedures to enter the building and will be issued a visitor's identification badge/sticker, which must be worn at all times while in the school or on school grounds. *All visitors to Brighton High School must report to the Main Office upon arrival, unless they have an appointment with another staff member.*
- C. Visitors attending school functions that are open to the public after the end of the school day are not required to register.
- D. Parents/guardians who wish to view a classroom while school is in session are required to arrange such visits in advance with the building administrator. The building principal or his/her designee has the final authority to approve these requests based upon the nature of the request, the need to protect student confidentiality, FERPA, disruption to the class, and other potential circumstances.
- E. Teachers are not expected to take class time to discuss individual matters with visitors.
- F. Any unauthorized person on school property will be reported to the administrator in charge or his or her designee. Unauthorized persons will be asked to leave. Law enforcement may be called if the situation warrants.
- G. All visitors will abide by the rules for public conduct on school property contained in this Code of Conduct.

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 of Conduct, "public" shall mean all persons when on school property or attending a school function including students, teachers, and District personnel.

The restrictions of public conduct on school property and at school functions contained in this Code of Conduct 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 of Conduct 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 of which they are on school property.

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 (including graffiti and arson) District property or the personal property of a teacher, administrator, other District employee, or any person lawfully on school property
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. Use language that is inappropriate for a school community
6. Intimidate, harass, bully, or discriminate against any person on the basis of actual or perceived race, age, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other categories of individuals protected against discrimination by federal, state or local law.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed
8. Obstruct the free movement of any person in any place to which this Code of Conduct applies
9. Violate the traffic laws, parking regulations, or other restrictions on vehicles
10. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function
11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District
12. Loiter on or about school property
13. Gamble on school property or at school functions
14. Refuse to comply with any reasonable order of identifiable school District officials performing their duties
15. Willfully incite others to commit any of the acts prohibited by this Code of Conduct
16. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function
17. Use a skateboard on school property

Penalties

Persons who violate this Code of Conduct shall be subject to the following penalties:

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

School district administrators or his/her designee shall be responsible for enforcing the conduct required by this Code of Conduct.

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

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

WORK PERMITS

A work permit must be obtained before a student under eighteen years of age may be legally employed. Work permit applications may be obtained from the Counseling Office between 7:30 a.m. and 3:30 p.m. A physician's signature is required for the physical fitness certification.

STUDENT MISCONDUCT AND CONSEQUENCES – Code of Conduct

THIS GUIDELINE CANNOT COVER EVERY FORM OF MISCONDUCT AND ITS POTENTIAL CONSEQUENCE. EXTENUATING CIRCUMSTANCES MAY, IN SOME CASES, NECESSITATE DEVIATION FROM THESE GUIDELINES.

A more detailed list of actions and consequences can be found in the district code of conduct and in Board of Education Policies.

STUDENT SUSPENSION (Board Policy 7313)

There are two types of suspension (in either case, parent notification is required):

1. In-school suspension

During periods of in-school suspension, students may not attend any school-sponsored function, may not participate in co-curricular activities and may not participate in interscholastic athletics and/or social activities on the day of the in school suspension. Students will only be allowed to leave the ISS room for restroom usage.

2. Out-of-school suspension

During periods of out-of-school suspension, students may not attend any school-sponsored function, may not participate in co-curricular activities and may not participate in interscholastic athletics and/or social activities. Students are also not allowed on school grounds during periods of out-of-school suspension. Students who appear on school grounds may be arrested for trespassing and/or face further disciplinary consequences.

All students who are suspended out of school must have a re-entry meeting after the suspension with the student, the student's parents, a counselor, administrator and any other appropriate staff member invited by the administration.

For academic responsibilities during suspensions, please see attendance policy.

Reasons for Suspension

A student may be suspended for any of the following reasons:

- a. The student is insubordinate or disorderly (failing to comply with the reasonable directions of teachers, school administrators, and other school employees or otherwise demonstrating disrespect and/or failing to comply with school policies/rules).
- b. A student who is violent or disruptive (creating unsafe and/or dangerous situations, fighting and/or instigating fights, etc.).
- c. A student's conduct otherwise endangers the safety, morals, health or welfare of others.
- d. The student's physical or mental condition endangers the health, safety or morals of himself/herself or other students.

NOTE: Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affect the education process.

A "disruptive student" is defined as an elementary or secondary student under the age of twenty-one years of age

who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

A "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 District property or at a school sponsored activity, an act of violence upon another student or any other person on school property or at a school sponsored activity or attempts to do so;
3. Possesses, while on school property or at a school sponsored activity, a weapon;
4. Displays, while on school property or at a school sponsored activity, what is or appears to be a firearm or weapon;
5. Threatens, while on school property or at a school sponsored activity, to use a firearm or weapon;
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school sponsored activity; or
7. Knowingly and intentionally damages or destroys school District property.

Range of Disciplinary Consequences

As a general rule, discipline will be progressive:

- A. Every time a student fails to complete an assigned initial consequence for an incident, a higher level of consequences is applied.
- B. Repeated failure to follow any school rules/policies will result in escalation of disciplinary consequence.

Disciplinary Penalties/Consequences

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

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

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

Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. It is based in developing social and emotional capacity to create relationships. These practices may include peer mediation, community building sessions, student/staff mediations, etc. In Brighton, restorative practices may be used in conjunction with traditional discipline measures to repair harm and restore relationships. These practices provide a safe

environment for people to communicate and express both feelings and emotions. Once trust and mutual understanding is built, individuals are often able to work through difficult situations and develop a greater respect and caring for all in the environment in which the conflict occurred. Restorative practices provide students an opportunity to engage in restorative conversations when conflict/code of conduct violations take place with other students or staff. Our goal is to have students and staff work together to repair relationships and to discover solutions to the conflict/problem, building essential skills for the future.

(Adapted from pages 1-5 of the *Community Building Circles* booklet from PIRI.)

- Oral warning
 - Written warning
 - Written notification to parent
 - Parent/Guardian call/conference
 - Restorative Mediation/Circle
 - Structured FLEX
 - Technology restrictions
 - Free period detention
 - Detention (1 hour or 2 hour)
 - Detention Saturday (2 or 4 hours)
 - Suspension from transportation
 - Suspension from athletic participation
 - Suspension from social or extracurricular activities
 - Suspension of other privileges
 - Suspension or revocation of student's access to District computers and Internet connections
 - Removal from classroom
 - In-school suspension
 - Short-term (five days or less) suspension from school
 - Principal's Hearing
 - Informal hearing including the principal, student, parents of the student, assistant principal, counselor of the student and any other relevant parties the student/parent and/or the school deem appropriate. Specific student behaviors are discussed and plans are developed and implemented to make improvements in the student's behavior.
 - Long-term (more than five days) suspension from school
 - Superintendent's Hearing
 - Formal hearing, similar to a court proceeding, including school officials, the student, the student's parents and any witnesses called by either party. Either the superin
 - Permanent suspension from school
 - Restitution – Superintendent, law enforcement
 - Superintendent's Hearing
 - Formal hearing, similar to a court proceeding, including school officials, the student, the student's parents and any witnesses called by either party. Either the superintendent of schools or the superintendent's designee conducts hearings. These hearings are usually conducted when a principal deems that a student's particular behavioral incident or series of incidents warrants long-term suspension (more than five school days).
 - Family Assistance Crises Team (F.A.C.T.) petition filed with the Monroe County Office of Probation
-

Student Misconduct

The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

Students may be disciplined for conduct that occurred outside of the school that may endanger the health or safety of pupils within the educational system or adversely affect the educative process.

Students may be subject to disciplinary action, up to and including suspension from school, when they violate the following policies.

1. Acceptable Use Policy/Computer/Printer Violations (Board Policy 7315)

Consequences may include loss of computer privileges (lock-out) for a cycle or multiple cycles, detentions (1-hour/2-hour), loss of privileges for the remainder of the year, in-school suspension, short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense.

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.

All students are expected to conduct themselves in an appropriate and civil manner, with 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. Students are expected to take responsibility for their own behavior and will be required to accept the consequences for violations of school rules/policies. Parents, guardians, police and local authorities will be contacted where appropriate.

2. Acts or Threats of Violence in School (Board Policy 3412)

The Brighton Central School District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

While acknowledging an individual's constitutional rights, including free speech and applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and well being of staff, students and the school environment. Employees and students shall refrain from engaging in physical actions or making threatening statements which create a hostile or threatening environment or a safety hazard for others.

Any acts and/or threats of violence, including bomb threats, whether made orally, in writing, or by electronic communication, shall be subject to appropriate disciplinary action in accordance with applicable law, District policies and regulations, as well as the District Code of Conduct on School Property and collective bargaining agreements, as applicable. When disciplining students, the District shall consider the age and capabilities of the child.

All staff that is made aware of physical acts and/or threats of violence directed to students, staff or school facilities are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the student's parents/guardians, the school psychologist and/or counselor and the Director for Pupil Personnel Services, if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware to a faculty member or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

3. Aggression (Verbal/Physical)/Use of Physical Force/Fighting/Instigating a Fight (See Acts or Threats or Violence in School – Board Policy 3412)

Consequences for violations may include short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense.

4. Alcohol/Drug Usage and Alcohol/Drug Possession/Usage at School or School Sponsored Activities (Board Policy 7320)

No student may possess, use, sell or distribute alcohol, drugs, or other substances or possess, use or sell drug paraphernalia during school hours or non-school hours while on school property (including school-owned vehicles or any other vehicle used by the school for transportation) or during any school sponsored or school approved activities, events, or functions whether occurring on or off school property such as foreign exchange programs, field trips, proms/balls or athletic events (player or fan).

Additionally, any student exhibiting behavior, conduct, physical or other characteristics indicating use, consumption or being under the influence of alcohol, drugs or other substances prior to or during an event, shall be prohibited from entering school property, or attending or participating in any school sponsored or school approved student activity, event or function whether occurring on or off school property.

The terms "alcohol, drugs and other substances" refer to illegal, intoxicating, addictive or potentially harmful substances including, but not limited to, inhalants, marijuana, cocaine/crack, LSD, PCP, amphetamines, heroin, steroids, look-alikes and any of those substances commonly referred to as "designer drugs." **The terms shall also include the use/sale of prescription and over-the-counter drugs.**

It will be up to the administrator, the teacher in charge and/or the school nurse to make a determination whether a student is under the influence of substances (alcohol, drugs, and other substances) or having used illegal substances prior to or during school and or school sponsored events. In addition, where appropriate, the police will be notified. The school will also recommend that the student attend a program of rehabilitation consisting of a minimum of three counseling sessions with Brighton High School's Alcohol/Drug Intervention Specialist.

- a. Consequences for violating this policy may include short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense.

Administration Procedures for the use of the Breath Alcohol Sensor

In the interest of safeguarding the health and safety of all students and staff, the Brighton Central School District may utilize a breath alcohol sensor as an adjunct to district Alcohol and Other Drug policies and procedures.

The protocol for administering the alco-sensor test is as follows:

- a. The breath alcohol sensor may be used during the normal school day or at any time students are involved in a school-related activity. The sensor is limited to determining blood alcohol levels and cannot measure the presence of other drugs or substances. It is not meant to be a substitute for a staff member's judgment based upon the observation of student behavior. Thus, regardless of whether or not the test is administered, and the results that are obtained, staff is expected to consider all factors in making a determination as to appropriate actions, including medical intervention.
 - b. The District may administer the breath alcohol sensor test when it has **reasonable suspicion that a student is under the influence of alcohol**.
 - i. Symptoms suggesting possible alcohol ingestion include, but are not limited to, slurring of words, staggering, stumbling, glassy or bloodshot eyes, unusual lack of coordination or the smell of alcohol. The identified student will be referred to an authorized district representative (such as, the Building Administrator, or designee) who will determine whether the use of the sensor is warranted.
 - c. Parents will be contacted and permission to administer a breathalyzer test obtained. The Alco-Sensor may be administered when a parent is unreachable.
 - d. The test will be administered in a private location in the presence of at least two staff members (such as, the building level administrator, security, nurse, etc.).
2. In the event that there is reasonable suspicion that a student is under the influence and the student refuses to undergo the alco-sensor screening, students will not be allowed to attend the event or remain at school. The student will be subject to the District's Alcohol and Other Drug Procedures and will be referred to the Building-level Administrator who will institute the disciplinary process.
 3. In the event of a positive reading, the student will be subject to the District's Alcohol and Other Drug Procedures and will be referred to the Building-level Administrator who will institute the disciplinary process.
 4. In the event of a negative reading and the student continues to display impairment, school personnel will take steps to ensure the safety of the student. Under no circumstances will any student who exhibits impairment be permitted to drive home.
 5. If students arrive at an event with other students suspected of being under the influence, found to be under the influence, and/or found to be in possession of alcohol, drugs, or drug paraphernalia, parents will be contacted to pick up their students from the event.
 6. If a student is found to be under the influence of alcohol and/or drugs, the student will be required to meet with our Drug and Alcohol Intervention Specialist/Social Worker for a minimum of three individual sessions. The Specialist will then suggest additional recommendations and interventions as needed.

5. Dignity for All Students Act (Board Policy 7550)—Harassment, Bullying and/or Discrimination

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived **race, color, weight, national origin, ethnic group, religion, religious practice, mental or physical ability, sexual orientation, gender, or sex** by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Harassment may include, but is not limited to, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyberbullying.

Cyberbullying Behavior

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving District students may occur both on campus and off school grounds and can involve student use of the District Internet system or student use of personal digital devices while in school buildings, on school buses, on school property, and/or at school sponsored events/activities whether occurring on or off school campus, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, sexting, or Web site postings (including blogs).

Cyberbullying has the effect of:

- a) Physically, emotionally or mentally harming a student;
- b) Placing a student in reasonable fear of physical, emotional or mental harm;
- c) Placing a student in reasonable fear of damage to or loss of personal property; and
- d) Creating an intimidating or hostile environment that demonstrably and substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "*Tinker* standard" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting [*Tinker v. Des Moines Indep. Sch. Dist.* 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the *District Code of Conduct* and possible referral to local law enforcement authorities.

NOTE: Students may be disciplined for conduct that occurred outside of the school that may endanger

the health or safety of pupils within the educational system or adversely affect the education process.

Disciplinary and Remedial Consequences

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the District will develop measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education. The focus of discipline is on discerning and correcting the reasons why discrimination and harassment occurred. The remedial responses are designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.

Appropriate individual-focused remedial measures may include, but are not limited to:

- peer support groups; corrective instruction or other relevant learning or service
- experience;
- supportive intervention;
- behavioral assessment or evaluation;
- behavioral management plans, with benchmarks that are closely monitored;
- student counseling and parent conferences.

Reporting Discrimination, Harassment, and Bullying Violations

All students, staff, and school community members are expected to report violations of the code of conduct promptly to a staff member, teacher, counselor, principal (**BHS DASA Coordinator**), or designee. The District will investigate complaints of harassment and discrimination, either formal or informal, and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. **If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with District policies and regulations, the Code of Conduct, and all appropriate federal or state laws.**

6. Electronic Device Violations

Consequences may include temporary confiscation of the equipment, technology restrictions, detention (1-hour/2-hour), multiple detentions, in-school suspension, short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense. **REFER TO ELECTRONIC DEVICE POLICY in handbook.**

7. Forging Passes/Notes/Excuses/Providing False Information

Depending on the nature and severity of the offense, consequences may range from the following:

Consequences for violations may include multiple administrative 2-hour detentions, in-school suspension, short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense.

8. Harassment in the School (Board Policy 7551) – Also see section on SEXUAL MISCONDUCT AND TITLE IX (Board Policies 3420, 3421, 7550, 7551)

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation. Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of harassment on the basis

of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, or disability by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

All District programs, including career and technical education opportunities will be offered without regard to sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status or disability (Refer to Policy 8220).

The Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The Superintendent has designated Lou Alaimo and Lisa Hartman as the Title IX Coordinator to resolve complaints of discrimination based on sex or disability. Their address is 2035 Monroe Avenue, Rochester, New York, 14618. The Title IX Coordinator and/or their designee

shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, veteran status, marital status, or predisposed genetic characteristics. See also Policy 6122: Complaints and Grievances by Employees

In keeping with the Brighton Central School District's Mission Statement to provide an atmosphere that is conducive to learning for all students, the Board of Education of the Brighton Central School District is committed to providing an environment free from harassment in any form. It is the District's policy to strictly prohibit any conduct which constitutes harassment based on race, color, religion, age, sex, pregnancy, sexual orientation, national origin, or disability and to discipline any student or employee guilty of committing such conduct. Harassment comes in many forms and is defined as any unwelcome verbal or physical conduct which is based on another's personal characteristics, such as race, color, religion, age, sex, pregnancy, sexual orientation, national origin, or disability when:

- Submission to the harassment is made either explicitly or implicitly a term or condition for grades, or participation in an activity or athletic event;
- Submission to or rejection of the harassment is used as a basis for decision making affecting the individual; or
- The harassment has the purpose or effect of interfering with the individual's educational experience or creating an intimidating or offensive environment.

Sexual harassment includes but is not limited to:

- Sexually oriented language, verbal abuse or "kidding;"
- Unwanted sexual advances;
- Unwanted physical contact;
- Demands for sexual favors;
- Interference with another individual's academic or professional performance through any type of sexually oriented behavior; or
- Creating an educational environment that is hostile or offensive because of sexually oriented behavior.

Other types of harassment include but are not limited to:

- Verbal abuse, jokes, “kidding,” or other language related to an individual’s or another person’s personal characteristics;
- Interference with another individual’s academic or work performance through any type of conduct related to an individual’s or another person’s personal characteristics;
- Creating an environment that is hostile or offensive because of conduct related to an individual’s or another person’s personal characteristics; or
- Hazing which includes any intentional or reckless act endangering safety, morals, health or welfare and is directed against another for the purpose of initiation into, affiliation with, or maintaining a membership in any school sponsored activity, organization, club, or team.

Harassment is not solely dependent upon the offender’s intention, but also upon the recipient or third party’s perception of the action and how they are affected by it. Sexual harassment can originate from a person of either sex against a person of the same or opposite sex.

In fulfilling the mission of providing an environment conducive to learning, every staff member has an obligation to halt any harassment of which they are aware and are responsible for reporting the incident to appropriate personnel.

Any student or employee who believes he or she has been subjected to sexual, racial or other harassment from a student or staff member, or any student or employee who witnesses harassment of another individual, should report the incident to an administrator or counselor immediately so that appropriate actions can be taken. All complaints of harassment will be investigated fully and fairly. Confidentiality will be maintained to the extent possible.

Violation of this policy may result in remedial and/or disciplinary action against the offending individual. Disciplinary action may include but is not limited to suspension and hearings. Legal action may also result since some forms of harassment are legally a violation and/or misdemeanor. There will be no retaliation against a student or employee who, in good faith, reports harassment. An individual who is involved with retaliation or reprisals against an individual who has made a complaint of harassment or is involved with the investigation will also be subject to remedial and/or disciplinary action. Any individual making false reports of harassment is also subject to remedial and/or disciplinary action.

This policy applies to students, district employees, volunteers, and any other individual who is involved with the business or educational activities of the District.

9. Hazing of Students (Board Policy 7553)

The Board of Education is committed to providing a safe, productive and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in “hazing” behavior as defined pursuant to District policy, regulation and/or law. The Board of Education shall require the prohibition of hazing - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the District Code of Conduct for all grade levels.

For purposes of this policy, the term “hazing” among students is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors
- b) Substance abuse: abuse of tobacco, alcohol or illegal drugs
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

Incorporated within this definition are various forms of physical, emotional and/or sexual abuse which may range in severity from teasing/embarrassing activities to life threatening actions. Even if the hazing victim participated “willingly” in the activity, or there was no “intent” by the hazer to harm or injure another individual, hazing is still hazing and against District policy, the District Code of Conduct and may be in violation of New York State Law. However, hazing of students does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions. Any hazing activity, whether by an individual or a group, shall be presumed a forced activity and in violation of Board policy, regardless of the “willingness” of the student to participate.

Any student who believes that he/she is being subjected to hazing behavior, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of hazing, shall report the incident to any staff member or the building principal. Anonymous student complaints of hazing behavior will also be investigated by the District. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses hazing behavior) investigate the complaint/incident and take appropriate action to include, as, to the next level of supervisory authority and/or other official designated by the District investigate allegations of hazing. Investigations of allegations of hazing shall follow the procedures utilized for complaints of harassment within the School Allegations of hazing shall be promptly investigated and will be treated as and private to the extent possible within legal restraints.

10. Loitering/Trespassing (Board Policy 3413)

Prohibition

No person may enter, remain or loiter in a school building or remain or loiter on school grounds unless that person:

- a) Has written permission from the Building Principal, Assistant Principal, Superintendent or his/her designee, or
- b) Is present by reason of a relationship involving custody of or responsibility for a student, or
- c) Is present for a legitimate business or other purpose relating to the operation of the school, or
- d) Is attending or participating in an authorized school function or activity, or is attending or participating in a function or activity permitted by the School District to take place on its property.

School Grounds

School grounds shall include all property owned by the School District and any property which the School District has a right to use.

Transportation upon School Grounds

Loitering and remaining upon School District grounds also includes being present on grounds while operating or riding in or on any form of motorized or non-motorized or other form of transportation. Motor vehicles not licensed for highway use are on property.

Exclusions

This policy shall not apply to occasional recreational use of non-motorized forms of transportation during normal daylight hours provided it does not interfere with the District's use of school property. **However, skateboarding and stunt bicycling are not permitted on school property.**

Violations

Violators may be prosecuted to the fullest extent of the law.

12. Maintaining Discipline and Conduct (Board Policy 7310)

All personnel employed by the District are responsible for maintaining student discipline and appropriate conduct during school hours and at extracurricular events on and off property.

School property shall mean in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus as defined in Vehicle and Traffic Law Section 142. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

13. Parking Violations

Consequences may include detentions (1-hour/2-hour), loss of driving privileges for 2 cycles (student surrenders parking tag), loss of driving privileges for the remainder of the year, in-school suspension, short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a Superintendent's hearing, depending on the nature and severity of the offense.

14. Sexual Harassment of Students (Board Policy 7551) – Also see section on SEXUAL MISCONDUCT AND TITLE IX (Board Policies 3420, 3421, 7550, 7551)

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors that occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises or those that take place in another state. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored

activities;

- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be processed in accordance with the informal and/or formal complaint procedures developed by the District.

15. Use or Possession of Tobacco Products and Smoking on School Grounds or at School Sponsored Activities

According to Board Policy 5640 – SMOKING/TOBACCO_USE, “tobacco use shall not be permitted and no person shall use tobacco on school grounds or within one hundred (100) feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools.” This is based on New York State Public Health Law, Education Law, and the federal Pro-Children Act of 1994. **The use or possession of incendiary devices, smoking paraphernalia, and/or tobacco products, which includes, but is not limited to e-cigarettes/vaping devices, is also prohibited.**

Vaping devices and vaping materials like pods, vape juice, dab pens, etc. are NOT allowed in school. Students are NOT allowed to vape on school grounds. If 2 or more students are found in bathroom stalls together, students will be subject to disciplinary action!

This includes the sidewalks, grass areas, blacktop, and areas to the road surrounding our campus all the way from 12 Corners Presbyterian to Canandaigua National Bank. This also includes the public sidewalk and grass areas on the eastern and western portions of Winton Road in front of BHS and TCMS.

"School grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's preschool, nursery school, elementary or secondary school's **legally defined property boundaries**. Use of tobacco shall also be prohibited during school activities which occur off school grounds.

For purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip,

chew, snus, and/or snuff) in any form. The use or possession of incendiary devices, smoking paraphernalia, and/or tobacco products, which includes, but is not limited to e-cigarettes/vaping devices, is also prohibited.

Students smoking within 100 feet of Brighton School property are in violation of Board Policy 5640 and will be subject to disciplinary action, which may include warnings, detention, and/or suspension. The District is going to be diligent in enforcing the Board Policy and Law related to smoking on or near school buildings. We are doing this for the health and benefit of all the District's students. Please help us. Encourage your son/daughter to stop smoking and to refrain from smoking within 100 feet of school grounds.

The following information is also being shared with students: "Want to quit? Contact the New York State Smokers' Quit line at 1-866-NY-QUITS (1-866-697-8487) or visit <http://www.nvsmokefree.com/>.

Consequences for violations may include detentions (1-hour/2-hour), in-school suspension, short-term suspension (up to and including five school days) and a possible request by the principal for additional suspension time by way of a superintendent's hearing, depending on the nature and severity of the offense.

16. Theft and/or Vandalism of any student/staff property, school property, facility and or equipment owned or leased by the school.

Consequences for violations may include short-term suspension (up to and including five school days), restitution, possible superintendent's hearing and/or police involvement depending on the nature and severity of the theft and/or vandalism.

17. Truancy

Our school and NYS Law are committed to the philosophy that every student should attend every class. Students are required to attend all classes and to arrive on time. Attendance is a significant factor in grading because classroom work, general interaction, learning to participate, and developing an appreciation for the views and abilities of other students are an important and integral part of every curriculum.

"Truancy" for the sake of this policy means a student was absent from the school building and/or classes without the permission of his/her parent/guardian. **Students must attend all classes and will be held accountable to attend those classes from the moment they enter the building, not at the time they sign in.** Students who choose to work in the computer lab, library, with study groups, etc., will not be excused from missing classes. Truancy will not be tolerated and truant students will be subject to disciplinary measures.

1. Truancy: The student will be assigned to a two-hour detention for **each class** that the student has missed because of truancy (e.g. four missed classes will result in four two-hour detentions). The detention will be scheduled the same day or the next day after the student's meeting with the assistant principal.

2. Multiple Truancies from the Same Class: The student will be assigned to a two-hour detention for **each class** that the student has missed because of truancy. The procedures relating to a two-hour detention (as described above) shall apply. The assistant principal may also make a phone call to the parents of the student and/or hold a conference with the student, his/her parents, and the student's counselor (a "Parent Conference").

3. Pattern of Truancy: The student may be assigned to in school suspension (ISS) for one to three full

days. In ISS, the student will be provided instructional activities that will allow the student to catch-up with his/her course work. On every assigned day of ISS, the student will be suspended from participation in sports, other co-curricular activities and school events (e.g. dances or athletic events). In addition, the assistant principal may convene a Principal's Hearing for the purpose of determining the reason for the truancies and for the purpose of designing a family plan to be implemented by the student and his/her parents to eliminate the truancy problem.

18. Weapons in School and Gun-Free School Act (Board Policy 7360)

Weapon or firearm possession and or use are prohibited from school buildings, grounds, vehicles, off-site activities, and District property. District property is defined as property owned, leased, controlled or used by or for the District, or property at which an activity or event is occurring and in which the District is participating. **Penalties may include at least a one (1) year suspension from school and involvement of the local authorities.**

In accordance with applicable law and School District policy, any student found guilty of bringing a weapon onto District property or having a weapon in his/her possession on District property will be referred to the building principal for disciplinary action including, but not limited to suspension from school. Any student found guilty of bringing a firearm onto school property pursuant to Education Law Section 3214, will be subject to at least a one-year suspension from school. However, after this penalty has been determined, the Superintendent of Schools may review the penalty and may modify such on a case-by-case basis, considering, among other things:

1. the age of the student;
2. the student's grade in school;
3. the student's prior disciplinary record;
4. the Superintendent's belief that other forms of discipline may be more effective;
5. other extenuating circumstances.

The term "weapon" shall include any dangerous or deadly instrument which can cause death, injury or damage to a person or property including, but not limited to a gun, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dart gun, stun gun, imitation gun (i.e., a device which looks like a gun, both in terms of shape and color, but is not capable of becoming a "firearm" as defined above), razor, stiletto, knife, dagger, switchblade knife, gravity knife, ballistic knife, pocket knife, Swiss army knife, cane sword, chukka stick, kung fu star, metal knuckles, bullets or other explosive devices, acid, mace, pepper spray or other deadly/dangerous or poisonous chemicals, or explosive or incendiary bomb, instrument or other device.

As with any other disciplinary violation, students classified with disabilities shall be extended the additional procedural protections required by the Individuals with Disabilities Education Act (IDEA) and the relevant New York state laws provided, however, that such students may be removed to an alternative placement for up to 45 days as permitted under IDEA.

19. Engage in conduct that is disruptive and/or disorderly.

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

- a. Running in hallways.
- b. Making unreasonable noise.
- c. Using language or gestures that are profane, lewd, vulgar or abusive
- d. Obstructing vehicular or pedestrian traffic on district property.
- e. Engaging in any willful act which disrupts the normal operation of the school community including those acts

as defined in the New York State Penal law on Disorderly Conduct.

- f. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- g. Inappropriate public sexual contact.
- h. Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of District policy (**except as noted below**).
- i. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- j. Minor Altercations. Students will also refrain from engaging in any form of minor altercation, which is defined as striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results.
- k. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- l. Use of a skateboard on school property.
- m. Use electronic devices such as cellular phones during instructional time. These devices must be off and out of sight unless authorized by school personnel.
- n. **No cell phones or other electronic devices are allowed in exam rooms. As per the NYS Education Department Office of State Assessment guidelines, students cannot have any communication devices with them during exams or during breaks from exams such as restroom breaks.** Prohibited devices include, but are not limited to:
 - a. Cell phones, Blackberry devices and other PDAs, iPods and MP3 players, iPads, tablets, and other eReaders, Laptops, notebooks, or any other personal computing devices, Cameras or other photographic equipment, headphones, headsets, or in-ear headphones such as earbuds, and any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

20. Engage in conduct that is insubordinate. For consequences, see student suspension and reasons for suspension. Examples include, but are not limited to:

- a. Failing to comply with the lawful and reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect; failing to comply with rules or district policies; failing to comply with initial consequences for behavioral consequences.
- b. Lateness for, missing or leaving school without permission.
- c. Tardiness: it is expected that all students will arrive on time for all assigned classes.
- d. Leaving school grounds: Brighton Central Schools operates an open campus policy during limited periods for high school students only. With the exception of students permitted to leave campus during open campus, all other students are expected to remain on school grounds from the time they arrive until legally dismissed or unless permission has been obtained through the attendance office indicating an early dismissal.
- e. Skipping classes or detention – multiple tardiness or absences will result in parent conference and/or in/out of school suspension.
- f. Truancy
- g. Intentionally injuring any person or threatening to do so
- h. Intentionally damaging or destroying (including graffiti and arson) District property or the personal property of a teacher, administrator, other District employee, or any person lawfully on school property
- i. Disrupt the orderly conduct of classes, school programs, or other school activities

- j. 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
- k. Use language that is inappropriate for a school community
- l. Intimidate, harass, bully, or discriminate against any person on the basis of actual or perceived race, age, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other categories of individuals protected against discrimination by federal, state or local law.
- m. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed
- n. Obstruct the free movement of any person in any place to which this Code of Conduct applies
- o. Violate the traffic laws, parking regulations, or other restrictions on vehicles
- p. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function
- q. 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
- r. Loiter on or about school property
- s. Gamble on school property or at school functions
- t. Refuse to comply with any reasonable order of identifiable school District officials performing their duties
- u. Willfully incite others to commit any of the acts prohibited by this Code of Conduct
- v. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function
- w. Use a skateboard on school property

21. Engage in conduct that is violent.

Examples of violent conduct include each of the acts summarized in the *Violent and Disruptive Incident Report (VADIR)* published by the New York State Education Department. Other examples include but are not limited to the following:

- a. Committing an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other school employee or attempting to do so.
- b. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
- c. Intentionally damaging or destroying school District property.
- d. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- e. Displaying what appears to be a weapon.
- f. Threatening to use any weapon.
- g. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- h. Threatening bodily harm to staff or students. A threat exists whenever a reasonable person would interpret the statement as a serious expression of intent to harm.

22. Engage in any conduct that endangers the safety, physical or mental, health or welfare of others.

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

- a. Leaving school without permission.

- b. Misrepresenting one's self to school personnel by lying, forging or giving false identification.
- c. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- d. Stealing or attempting to steal the property of another student's, school personnel, or any other person lawfully on school property or attending a school function.
- e. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
- f. Discrimination, which includes the use of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation, or disability to deny rights, equitable treatment, access to facilities available to others or as a basis for treating another in a negative manner.
- g. Harassment" and "bullying," which means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.
- h. Acts of harassment and bullying 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.
- i. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm. This includes bomb threats of any nature. Hazing, this includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- j. Cyberbullying or harassment or bullying through any form of electronic communication. Selling, using, distributing or possessing obscene material. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, drug paraphernalia, or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cannabaminetic agents, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- k. Possession of any smoking paraphernalia or nicotine dispensing device, including, but not limited to E-cigarettes, smokeless tobacco, vaporized tobacco, chewing tobacco, any incendiary devices used to heat and enable the administration of a tobacco product.
- l. Using vulgar or abusive language, cursing or swearing.
- m. Inappropriately using or sharing prescription and over-the counter drugs.
- n. Gambling.
- o. Indecent exposure, that is, exposure of the private parts of the body.
- p. Sexual Harassment, all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation, or which may have the purpose or effect of creating an intimidating, hostile, or offensive learning environment. Sexual harassment may include, but is not limited to, the following:
- q. Verbal harassment or abuse.
- r. Pressure for sexual activity.
- s. Repeated remarks to a person of a sexual nature
- t. Unwelcome touching, leering, flirtations or propositions.
- u. Graphic verbal comments or intrusive sexual conversation or questioning.

- v. Sexual jokes stories, drawings, pictures or gestures.
- w. Spreading sexual rumors.
- x. Sexting - sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email. Encouraging others to fight as well as failing to follow directives to disperse in the event of a fight.
- y. Possession of a laser pointer.
- z. Driving in an unsafe manner on school/district property.
- aa. Misuse of Computer Hardware/Software (See also Acceptable Use Policy #7315).

Bomb Threats

The reporting of a false bomb threat, as well as falsely reporting an incident of explosion, fire, or the release of a hazardous substance, is a Class E felony. Any individual(s), if convicted of falsely reporting a bomb threat, could face felony criminal prosecution, as well as a one-year suspension of their driver's license. Persons may face youthful offender or juvenile delinquency adjudication. Any bomb threat or falsely reporting an incident unrelated to school grounds is a Class A misdemeanor. Restitution of up to \$10,000 may be paid to municipalities, fire districts, and any other emergency service providers for costs associated with their response to a bomb threat on school grounds.

False Fire Alarms/Tampering with Safety and/or Security Devices. It is expected that students will never report or pull a fire alarm without cause. Students will also not touch or in any way tamper with the AED devices or safety and security devices, including surveillance cameras. Any false reporting to 911 or any other emergency responder or school personnel, or tampering with safety and/or security devices is prohibited and subject to disciplinary action, including referral to the Brighton Police Department. These actions are a danger to the health and safety of all members of the community including the emergency responders who respond to the call.

23. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.

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

- a. Harassing/intimidating students and/or staff members off-campus.
- b. Bullying/cyberbullying/harassment of a person or persons through electronic/digital means/devices such as cell phones, text messaging, instant messaging, online forums, online blogs or web logs, websites, and/or other online, digital, or electronic social networking means, etc. such that the bullying or harassment to one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of those persons and/or others within or on school premises. (This can include posting or publishing video, audio recordings or pictures [written material, cell phones, Internet, You Tube, etc.]
- c. Denigration of another person either within/on/proximate to school premises through the use of electronic/digital means/devices, as referenced in #1, such that the denigration to one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of those persons and/or others within or on school premises.
- d. Cyber stalking of another person within/on/proximate to school premises through the use of electronic/digital means/devices, as referenced in #1, such that the cyber stalking of one or more others negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of those persons and/or others within or on school premises.
- e. Masquerading or pretending or assuming the identity of another person through the use of electronic/digital means/devices, as referenced in #1, such that the masquerading or pretending or assumption of another's identity negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of the person or persons whose identity has been assumed and/or others within or on school premises.

- f. Trickery, which involves the use of subversive means to obtain information about another person or persons through the use of electronic/digital means/devices, as referenced in #1 and then publishing that information or making it publicly available through digital, electronic, or online means such that the outing and trickery and digital or online publishing of illicitly obtained information about another person or persons negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of those persons and/or others within or on school premises.
- g. Counterfeiting, which involves the intentional and/or illicit changing or modification of one or more persons original online, digital, or other content and then publishing the changed or modified content or making it publicly available through digital, electronic, or online means such that the counterfeiting and digital or online publishing of illicitly changed or modified content negatively impacts or endangers the personal behaviors, practices, outlooks, emotional wellbeing, in-school performance or activities, etc. of those persons and/or others within or on school premises.
- h. Threatening or harassing students or school personnel over the phone or other electronic medium.

24. Engage in gambling activities.

25. Engage in misconduct while on a school bus. All policies regarding student conduct apply on school buses/motor coaches. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and avoid distracting the bus driver. Students are required to conduct themselves on the bus in the same way they would in their classroom.

26. Engage in any form of academic misconduct (see academic policies, specifically, academic honesty). *This listing is a guideline and sampling only. This guideline cannot cover every form of misconduct and its potential consequence. A more detailed list of actions and consequences can be found in the District Code of Conduct at <http://www.bcsd.org/policies.cfm> (Board of Education policies).*

SECTION IV GOVERNING COMMITTEES

STUDENT COUNCIL

The Brighton High School Student Council is made up of the officers from each class as well as the five executive officers that are elected in a school-wide election. Student Council is chaired by the Executive President and is responsible for the coordination and organization of all school-wide student activities.

The Brighton High School Executive Council is made up of the five executive officers: president, vice-president, secretary, treasurer and representative to the Board of Education. The Executive Council, under the direction of the president, appoints students to represent the student body on school-wide committees.

Senate meetings are held once each month and are a broad-based organization. Senators are selected from each class. Since the Senate represents the mass of students, it helps the Executive Council to interpret student opinion and in formulating a plan of action.

HOW STUDENTS INFLUENCE DECISIONS

There are two ways in which students influence the decision-making process at Brighton High School: First, there is a direct route via the Student Senate. Any student can ask the Senate to pursue a proposal. The Senate will discuss the proposal and decide whether to ask the Executive Council to pursue the proposal. An example of this route was the proposal to allow senior athletes to opt out of some portion of their physical education requirements. Second, there are the committees on which students represent the voice of the student body. They help that committee make recommendations for which the students have advocated.

School-wide committees function for a particular purpose. The following is a brief description of committees at Brighton High School. All have student representatives on them.

CULTURE CLIMATE LEADERSHIP TEAM (CCLT)

MISSION OF CCLT

- Assemble a diverse group of staff and students to share ideas together.
- Create and implement policies/ideas to improve the culture climate at BHS for ALL staff and students.

PRINCIPAL'S ADVISORY COMMITTEE

The PAC will make recommendations regarding rules, regulations, student conduct, school procedures and other areas affecting the general operation of the high school.

CURRICULUM COUNCIL

Curriculum Council is a district-wide committee that recommends policy and direction for curriculum proposals district-wide.

DIVERSITY AND EQUITY COMMITTEE

K-12 Committee making recommendations to the superintendent of schools on issues of diversity.

SCHOOL BOARD

The School Board is made up of elected residents of the school district. The School Board has jurisdiction and responsibility for all the public schools in the school district. The Student Council has a student representative to the Board of Education.

ACADEMIC POLICY REVIEW

This committee periodically reviews all academic policies related to grades, credit and graduation.

Appendices

Appendix A.....	Clubs and Activities
Appendix B.....	New Club/Activity Proposal
Appendix C.....	Period-by-Period Schedule
Appendix D.....	2020-2021 District Calendar
Appendix E.....	Frequently Called Numbers
Appendix F.....	Conflict Contract
Appendix G.....	Level Change Request
Appendix H.....	Request to Override Course Selection
Appendix I.....	Schedule Change Request
Appendix J.....	Regular & Assembly Day Grid

A Choired Taste	Sarah Staebell	An extracurricular group that incorporates movement, dance, and singing in a show choir style. Open to students in grades 9 through 12 by audition, this groups rehearses before and after school and performs at BHS concerts and in the community.
Anime Club	Steve Tickell	Anime Club meets on a weekly basis to discuss the art of Japanese cartoon making and to create Japanese Art. Students will create their own characters and review/critique the work of their peers.
Asian Student Association (ASA)	John Clements	The ASA (Asian Student Association) is a cultural club that represents the Asian population in BHS. The Asian population can be defined as students of Asian descent including people from India, China, South East Asia, and any Asian country. This club's objective is to gather the Asian students and share a variety of beliefs/ideas of a variety of Asian nations. In addition, it is possible the club discusses pressing issues dealing with Asian Americans. This exchange in ideas, not only will occur with the Asian population, but hopefully will occur with different ethnicities that are willing to learn the rich culture of Asia. Another goal is to visits any religious sites or cultural centers. Lastly the club is trying to find places where students, if they want to, play sports that are pertinent to Asian culture, like Cricket.
Baronettes	Sarah Staebell	An extracurricular, all-female, collegiate style acappella group. Open by audition to treble voices and beatboxers in grades 9-12, this group rehearses before and after school, and on weekends, and performs regularly both at school and community events throughout the Rochester area.
Bella Voce	Sarah Staebell	An auditioned extracurricular ensemble for advanced treble singers, open to grades 9 - 12. Focusing on collegiate level classical and contemporary repertoire, this ensemble rehearses after school and performs regularly at school and community events.
Best Buddies	Kateri Schmitt, Marla Taplinger	Best Buddies is a club that creates opportunities for one-to-one friendships, events and inclusive opportunities for students with intellectual and developmental disabilities (IDD).
BHS Morning Show	Michelle Rumley	The Morning Show is Brighton High School's forum for announcements and news. The show is broadcast and produced by BHS students via TV monitors to homerooms at BHS and on Cable Channel 12.
BHS Tech Crew	Christopher VerSchneider	The purpose of the BHS Tech Crew is to build and perform the duties of a production crew for each show. This includes running lights, sound, deck crew, props, costumes and anything else the production needs.

BHS Cycling Club	Sean Metz	Cycling club is a fun way to stay active and reduce stress at the same time. Make friends and stay active while biking around Brighton and surrounding areas
Black Student Union (BSU)	Amy Maloy	Black Student Union is open to all students at Brighton High School. BSU is responsible for organizing Brighton's Annual Martin Luther King Assembly and Black History Month. Students also meet weekly to discuss various issues in the greater school community.
Book Club	Howard Enis	A club for avid readers. We meet the first Wednesday of every month, select a book or two to read as a group, and discuss the following month. Club will also participate in virtual meetings with authors and teen literary bloggers in the Spring. Book club will hold all meetings virtually via Zoom.
Brighton E-sports Club	Lou Carusone	A community of students interested in playing and discussing a wide variety of e-sports games: CS:GO(Counterstrike Global Offensive), a 5v5 economy-based FPS; Overwatch, a 6v6 hero based FPS; Rocket League, 3v3 soccer with cars; League of Legends, a 5v5 MOBA.
Brighton on Board Club	Lance Mitchell	The Brighton on Board (Board Games) Club meets on Mondays in the lower library. The club plays an assortment of the current popular board/card games such as Coup, Settlers of Catan, Duel, Ticket to Ride, and Sushi Go. Brighton on Board includes the classics like Magic/Yu-Gi-Oh card games, Monopoly, Risk, Uno, Yahtzee, and chess as well. Come and learn a new game. All skill levels are welcome.
Brighton Teen Institute	Anna Holcomb	As a branch of the Heart of New York Teen Institute organization, Brighton TI focuses on helping and providing opportunities for youth to become strong leaders to empower positive change within themselves and the community. While growing individual leadership skills, the goal is to work together and leverage it to actively find ways to make a difference in our community. Furthermore, our goal is to also stress the importance of mental health and how it affects yourself and the people around you through different activities and workshops
Brighton-Bremen Exchange	Chris French, Viviam Lopez-French	This annual exchange trip to Bremen, Germany has been a tradition at Brighton for over 25 years. Students must be enrolled in a German class in order to go on this exchange. Students must also be in good academic standing. Students will also be responsible for hosting German students when they come to BHS.

Brighton-Israeli Exchange	John Clements, Marla Taplinger	Brighton High School has been participating in the BHS-Israeli Exchange since 2011. The program provides an opportunity for Israeli high school students from the city of Modi'in Israel, Rochester's sister city, and Brighton high school students to meet, spend time with each other, and making lasting friendships. Brighton is the only public school in the area to offer a program of this kind. Although the program is jointly sponsored by the Brighton School District and the Jewish Federation of Rochester, the purpose of the program is intended to be a strictly cultural and not a religious exchange. The goal is to promote cultural awareness, understanding, and friendship between our two countries. As such, any BHS student can participate.
Brighton-Rennes Exchange	Jessica Beh	This annual exchange trip to Rennes, France has been a tradition at Brighton for over 20 years. Students must be enrolled in a French class in order to go on this exchange. Students must also be in good academic standing. Students will also be responsible for hosting French students when they come to BHS.
Business Club	Sam Rizzo	BC is a national organization for high school students who are interested in the fields of business, marketing, and business leadership. The club participates in regional, state, and national business conferences/competitions in a variety of categories. BC is open to all current and former business students. Meetings are 1-2 times per month.
Chess Club	John Clements	Chess club is open to all students interested in playing chess and/or learning how to play chess. At the weekly meetings, games are played, and instruction is given. Chess club participates in the Greater Rochester Interscholastic Chess League, which meets during the winter sport season.
Christian Student Union (CSU)	Amy Maloy	CSU is open to all students who are interested in discussing issues related to Christianity and the bible. Students meet on a weekly basis.
Computer Science Club	Matt Schindler	CSC gives students who are interested in computer science more opportunities to practice and develop their skills in fun, high-level competitions otherwise unavailable to them. It also helps to develop teamwork and problem-solving skills. Students meet once or twice a month either in a computer lab or Mr. Schindler's room.
Climate Club	Craig Smith	Climate Club's mission is to increase awareness and action in combatting climate change within BHS, the Brighton community and on a national/international scale.

Crazy Pitches	Sarah Staebell	An extracurricular, co-ed, collegiate style a cappella group. Open by audition to singers and beatboxers in grades 9-12, this group rehearses before and after school, and on weekends, and performs regularly both at school and community events throughout the Rochester area.
Crossroads Yearbook	Jennilyn Pickering	Crossroads is the name given to Brighton High School's yearbook. Students develop and oversee all yearbook operations. Students design, create, and publish the yearbook on an annual basis. Students learn how to work within deadlines and within a budget. Students also learn how to collaborate with peers and work with the greater school community. The yearbook team meets regularly throughout the school year. Although this club is a significant time commitment, the work is rewarding, and the leadership experiences are great.
Culinary Club	Amy Moran	Culinary Club, held at TCMS, provides an opportunity for students to explore the world of cooking and baking.
Drama Club	Colleen Parent	Drama Club provides additional opportunities for students to explore all aspects of the theatre arts. Activities include group readings and performances such as an evening of one-act plays, staged readings, improv shows, as well as trips to professional and community theatre events. Meets before school. Open to grades 9- 12.
Envirothon	George Smith	Envirothon is an annual environmentally themed academic competition for high school aged students organized by the NCF- Envirothon a program of the National Conservation Foundation. The competition is held by the United States and Canada on a regional, state, and bi-national level. Envirothon combines in-class and hands on environmental education in a competition setting which involves a problem-solving presentation as well as written field tests. The competition tests students on five core subjects- aquatic ecology, forestry, soils and land use, wildlife- along with a fifth annually-changing subtopic which focuses on relevant environmental issues. Currently, roughly 500,000 students from forty-five U.S. states and nine Canadian provinces/territories participate in the competition.
Executive Student Council	Anna Holcomb	Student council is made up of elected student officials that have the responsibility of developing and overseeing individual class initiatives and school wide programs/events.

Fishing Club	Brian Knebel	Fishing Club has a goal to create an environment to share knowledge about the spirit of fishing and to promote student socialization through meetings, discussions, seminars, and fishing trips. Students explore the possibility of competing in club or sport tournaments.
French Club	Jessica Beh	Students meet on a weekly basis to participate in discussions in French and cultural activities including movies, music, eating French cuisine... etc.
Freshmen Class Council	Meghan Gibbons/ Erin Merydith	Student council is made up of elected student officials that have the responsibility of developing and overseeing individual class initiatives and school wide programs/events.
Friends of Rachel (FOR)	Lance Mitchell	Club promotes kindness, caring, and is an affiliate of national Friends of Rachel organization.
Future Business Leaders of America (FBLA)	Sam Rizzo	FBLA is a national business organization for high school students who are interested in the fields of business. The club participates in regional, state, and national conferences/competitions in a variety of business-related categories. FBLA is open to all current and former business students. Meetings are 1-2 times per month.
Galaxy	Becky Wiggins	Galaxy promotes and nurtures excellence in literature and art. Students are encouraged to write and create art, critique the work of their peers, and produce and publish an annual literary/art magazine of their work. Students host two poetry café nights where students share their work in a public setting. Students also host the annual "Galaxy Soiree" where students share their work with the greater Brighton school community.
Gender and Sexuality Alliance Club (GSA)	Becky Wiggins	Gender and Sexuality Alliance (GSA)—is a diversity group that seeks to expand the knowledge and awareness of LGBTQ diversity. Through discussion and programming, students explore current and relevant issues of gender and sexuality, both in their own lives and relationships as well as in societal representations and expectations.
Genius Barons	Howard Enis	Student staffed technology help desk. Supports students and staff with tech help, deliver presentations, create resources, and attend trainings.
Geology Club	George Smith	Geology Club offers a platform to discover the world of geology. Share facts and discoveries about rocks and geology and their importance in our lives. Meet new friends with similar interests, share unique and interesting rock finds! Club will have guest speakers on geology, Earth, atmospheric science, and remote sensing as well as field trips to see geological formations.

German Club	Heike Geiger	German language and culture.
GirlUp	Melissa Lonnen	United Nations GirlUp chapter.
Interfaith Club	John Clements	Interfaith Club is welcome to any BHS student interested in learning more about a variety of organized religions and faith-based groups. As a member of this club students may visit religious buildings, listen to guest speakers, be involved in community service activities, and research information on religious groups. As its primary goal, this club promotes interfaith relations and dialogue between BHS and Greater Rochester communities.
International Club	Jennifer Wheeler	International club is open to all BHS students, but is specifically designed to introduce ESOL and international students to American culture in social settings. Activities include weekly club meetings, fundraising initiatives, haunted hayrides, movie afternoons, ice- skating parties, laser tag, open gyms, creating/selling club t-shirts, and an annual trip to Darien Lake.
Jewish Student Union (JSU)	Rebecca Geary	Jewish Student Union (JSU) provides an opportunity for our Jewish students to gather to celebrate traditions, discuss relevant topics and often share food representative of the Jewish heritage. The club meets about once a month and all are
Juggling Club	Louis Carusone	Juggling Club will meet to practice new skills and teach beginners the basics of the art of juggling
Junior Class Council	Kerri O'Shea/ TBD	Student council is made up of elected student officials that have the responsibility of developing and overseeing individual class initiatives and school wide programs/events.
Key Club	Andrea Doyle	Key club is co-sponsored by the local Brighton Kiwanis Club. Its main purpose is to involve students in community service opportunities, both locally and internationally. The club fosters leadership skills and promotes a sense of citizenship and collaboration among students and the greater community.
Kick Cancer's Button Club	Therese Schmid	Kick Cancer's Butt-On Club originated in memory of a former BHS alumnus. Button necklaces, bracelets, picture frames, pins, and other items made from buttons are sold at fundraisers. Yearly donations are made to cancer centers.
Latino Student Union (LSU)	TBD	JSU Serves as a social, culture and service club for Latino students and any student not of Latino heritage who are interested in Latino culture and issues. This club welcomes every student at BHS.

League of Brighton	Laura Byrne	A community of students interested in playing and discussing the e- sports game League of Legends. We meet bi-weekly on Thursdays in room 268.
Lorax Club	George Smith	Urban forestry program- landscape design, tree/shrub planning, tree trimming/pruning, water upkeep, invasive species removal, fund- raising, communication/education with the Town of Brighton and the Brighton community.
Macapella	Sarah Staebell	An extracurricular, all-male, collegiate style a cappella group. Open by audition to basses, baritones, tenors, and beatboxers in grades 9-12, this group rehearses before and after school, and on weekends, and performs regularly both at school and community events throughout the Rochester area.
Masterminds	Heather Bonadonna	Masterminds are a competitive student QUIZ team for those students interested in challenging themselves in question/answer events. Students compete with a variety of other students from schools across Monroe County.
Math Team	Ann Marie Swiley	Brighton's math team represents BHS at the Monroe County Math League meets. Math meets are held monthly from September - February. Students have opportunities to qualify for regional, state, and national math competitions.
Mock Trial Club	Heather Bonadonna	Mock Trial provides students with hands-on opportunities to further their understanding of the law, court procedures, and the legal system. Students will develop speaking, listening, reading, and reasoning skills while actually being involved in "mock" cases. Students will have the ability to compete locally, regionally, and potentially at the state level.
Model UN	Brendan Quinn	Model UN encourages students' interests in the United Nations, international affairs in general, and the governments, cultures, and politics of selected countries across the world. Students compete at local and regional conferences, with at least one overnight trip to Syracuse University.
Mountain Bound	Jamie Porta, Mike Bonadonna	The goal of Mountain Bound is to introduce students to a variety of outdoor activities, to challenge each individual mentally and physically, and to generate a respect for the environment. The program and challenges are for everyone, regardless of camping, backpacking, canoeing, hiking or climbing experience. Students take a five day trip to the Adirondacks during the summer (July/August).

Music Prod. Club	Howard Enis	Music Production Club provides an opportunity for BHS electronic musicians and producers at any experience level to collaborate, appreciate, and give feedback on each other's projects. The club organizes planned performances during the school year.
Muslim Student Assoc. (MSA)	Jen Wheeler	The purpose of MSA is to join together students interested in participating in the Muslim Inter-Scholastic Tournament that takes place at the University of Rochester. Students compete with other students in their knowledge and appreciation of Islam.
Natural Helpers	Mike Bonadonna	Natural Helpers is a student group composed of selected BHS students nominated by their peers. Students meet regularly throughout the school year, usually at individual student homes.
Out-door Club	Michael Bonadonna & Jamie Porta	Students participate in weekend in-person adventures in Fall, Winter, and Spring. Activities may include a 12 Corners' treasure hunt, skiing, snowshoe, and hiking.
Phoenix Artists Club	Katie Maley	The purpose of Phoenix Art Club promotes and nurtures excellence in the visual arts. Phoenix provides an opportunity for its members to express themselves creatively. The club is for students both actively enrolled in art classes as well as for those unable to take art classes due to scheduling issues, etc. Phoenix provides an environment for self-directed projects and activities. Phoenix also encourages students to explore careers in the visual arts through studio visits, guest lectures, and independent research. Phoenix offers students exposure to the visual arts in ways that go beyond the classroom.
Physics Club	TBD	Physics Club is open to all students at BHS regardless of enrollment in any Physics classes. Students will investigate and learn about physics related topics.
Robotics	Kristin Hallagan	Brighton Robotics Club is a group whose main objective is to build a robot that can participate and compete in an annual First Tech Challenge. First's mission is to show students of every age that science, technology and problem solving is fun and rewarding and also provides paths to successful careers. First holds local, national and international competitions that focus on gracious professionalism and STEM concepts. http://www.usfirst.org
Senior Women's Choir	Sarah Staebell	An auditioned extracurricular ensemble for advanced treble singers, open to grades 9 – 12. Focusing on collegiate level classical and contemporary repertoire, this ensemble rehearses after school and performs regularly at school and community events.

Science Olympiad	Brad Allen, Chris Law	Science Olympiad provides an opportunity for students interested in science to compete with other students in a variety of science related building and examination events. Students may compete regionally and at the state level.
Senior Class Council	Suzanne Crowley/ Rachel Rivera	Student council is made up of elected student officials that have the responsibility of developing and overseeing individual class initiatives and school wide programs/events.
Sophomore Class Council	Kevin Donohue/ Eric Morris	Student council is made up of elected student officials that have the responsibility of developing and overseeing individual class initiatives and school wide programs/events.
Speech and Debate Club	Karen Flynn, Rae Smith	Speech and Debate is a way to improve your speaking and logic or just a chance to enjoy a good argument! In addition to Lincoln- Douglas Debate and Public Forum Debate, there are several other categories that also develop your speaking skills such as Declamation, Original Oratory and Extemporaneous Speaking as well as some that combine speaking and performing such as Oral Interpretation, Duo Interpretation, and Dramatic Performance. Students on the team get together to practice and prepare to compete in these events. Tournaments are held on Saturdays at area schools.
Trapezoid	Molly Healy	Trapezoid is Brighton High School's newspaper. Trapezoid is produced by students in order to provide the Brighton Community with relevant information and opinions on current issues. Student members are committed to producing a first-class newspaper and spend many Saturdays working to finish stories and meet deadlines.
Vocal Jazz	Sarah Staebell	An auditioned extracurricular ensemble for advanced singers. Focused on singing in the jazz style and incorporating improvisation, this group is open to students in grades 9-12 and rehearses after school. Students from this ensemble often compete as soloists in the jazz style and perform at the regional and state level.
Whale Watch	Mike Bonadonna	Whale Watch is an annual trip open to current biology students who want to partake in a weekend of whale watching and marine biology experiences. Students are responsible for the entire cost of the trip. The trip is usually taken the first full weekend of May.

BRIGHTON HIGH SCHOOL
New Club/Activity Proposal Form

Brighton Administration must clear all new club and/or activity events. Club proposals will be reviewed at a joint meeting between the proposed club's founders and the activities administrator. The activities administrator will give a final club approval recommendation after a review of the proposal by the Superintendent. All new clubs will be in a trial period for one school year and reviewed thereafter.

Club/Activity Name: _____ **Date:** _____

Student Name(s): _____

Advisor Name: _____ **Position:** _____

Purpose/Mission Statement/Objectives:

Related Activities/Events/Field Trips/Overnights:

Target Student Audience:

Meeting Times and Location:

Financial Investment/Startup Costs:

Equipment/Space in Building/Special Needs:

Other items to consider:

Appendix B

BHS Regular Schedule

<i>Period</i>	<i>Start – End</i>
HR	7:40-7:45
1	7:49 – 8:34
2	8:38 – 9:23
3	9:27 – 10:12
4	10:16 – 11:01
FLEX	11:01 – 11:31
5	11:35 – 12:20
6	12:24 – 1:09
7	1:13 – 1:58
8	2:02 – 2:47

Appendix C

Brighton CSD 2021-2022 School Calendar

- First/Last Day of School
- Holiday/Recess
- Regents/Local Exams
- Superintendent's Conference Day
- ½ Days – Prof Development and Parent/Teacher Conf

July (F/S-0)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August (F/S-0)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (F-16/S-15)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (F-20/S-19)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (F-18/S-18)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (F-16/S-16)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (F-20/S-20)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (F-15/S-15)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (F-23/S-23)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (F-15/S-14)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (F-20/S-20)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (F-17/S-17)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Sept. 6 Labor Day
 Sept. 7-8 Rosh Hashanah
 Sept. 8 Superintendent's Conference Day
Sept. 9 School Opens – Full-Day Session
 Sept. 16 Yom Kippur (Schools Closed)
 Oct. 8 Superintendent's Conference Day
 Oct. 11 Indigenous People Recognized/ Columbus Day Observed (Schools Closed)
 Nov. 11 Veterans Day (Schools Closed)
 Nov. 24-26 Thanksgiving Recess
 Dec. 3 ½ Day K-5 Parent/Teacher Conf.
 Dec. 10 ½ Day K-5 Parent/Teacher Conf.
 Dec. 17 ½ Day K-5 Parent/Teacher Conf.
 Dec. 23-Jan 2 Holiday Recess
 Jan. 3 School Resumes
 Jan. 17 Martin Luther King Jr. Day (Schools Closed)
 Jan. 25-28 Local/Regents Exams
 Feb. 21-25 Presidents Week/Mid-Winter Recess
 April 8 Superintendent's Conference Day
 April 15 Good Friday (Schools Closed)
 April 18-22 Spring Recess
 May 3 Eid Al-Fitr (Schools Closed)
 May 27 ½ Day K-5 Early Release Day
 May 30 Memorial Day (Schools Closed)
 June 15-23 Local/Regents Exams
 June 20 Juneteenth Observed (Schools Closed)
 June 23 Last Day for K-8 Students
 June 24 Rating Day 9-12

Please note: This calendar does not include inclement weather (snow) or emergency days. If in person instruction is not able to be provided, the district will provide a school day remotely on a schedule to be provided by each school building.

Faculty Days: 180 Student Days: 176/177
 + 1 Collaborative Days 181 NYS days 180

BOE APPROVED: Feb. 9, 2021

Appendix D

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Brighton High School

1150 Winton Road S.
Rochester, NY 14618

Main Office: 242-5000

Fax: 242-7364

Frequently Called Numbers

242-5000:

Athletic Office	Ext. 4576
Athletic Office Fax	473-1886
Attendance Office (24 Hours)	Ext. 4802
Counseling Office.....	Ext. 4803
Coordinator's Office.....	Ext. 4605
Food Service	Ext. 4567
Nurses Office.....	Ext. 4801
Nurse's Fax.....	242-7529
Registrar's Office	Ext. 4811
Registrar's Fax.....	242-5210
Sports Information Line.....	Ext. 4577
Transportation Office	Ext. 5086
Visual & Performing Arts.....	Ext. 4586

Administration

242-5000:

Principal, Tom Hall	Ext. 4500
Assistant Principal Students AIM (Attendance/Truancy/Mental Health) TBD.....	Ext. 4502
Assistant Principal Students A-G Matt Comeau	Ext. 4501
Assistant Principal Students H-O Teresa Mosher	Ext. 4503
Assistant Principal Students P-Z TBD.....	Ext. 4504

Department Coordinators and Facilitators:

Art: Sarah Jezsu sarah_jezsu@bcsd.org

Business: Sam Rizzo Sam_Rizzo@bcsd.org

Counseling: Jennie Viggiani jennie_viggiani@bcsd.org

English: Trish Annese trish_annese@bcsd.org

Foreign Language: Krystyna Growney krystyna_growney@bcsd.org

Mathematics: Tracy Pearce tracy_pearce@bcsd.org

Music: Sara Staebell sara_Staebell@bcsd.org

Physical Education: Sara Feltes sara_feltes@bcsd.org & Juli Molnar juli_molnar@bcsd.org

Science, Sean Metz sean_metz@bcsd.org

Social Studies: Adam Hiller adam_hiller@bcsd.org & Jennifer Pacatte jennifer_pacatte@bcsd.org

Special Education: Erin Vanstrom erin_vanstrom@bcsd.org & Ben Vick benjamin_vick@bcsd.org

Technology: Brian Darling brian_darling@bcsd.org

Appendix E

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BRIGHTON HIGH SCHOOL

CONFLICT CONTRACT

I, _____, Grade _____, have a conflict between _____ and _____ on cycle day _____.

I will make arrangements to attend both classes on a reduced time commitment. Typically, this plan will be:

In choosing this option, I will assume the following responsibilities:

1. I will hand in assignments on the due date whether or not I am scheduled to attend the class.
2. I will arrange to get the assignment or pick up any materials for the class that I missed.
3. I will arrange in advance to attend class if a major test has been announced.
4. I understand that I am held responsible for all course content, and I will take the initiative to seek teacher help for any of the missed work I do not understand.

Additional teacher comments/expectations:

Student _____ Grade _____ Date _____

Signature

Teacher _____ Course: _____
Signature

Teacher _____ Course: _____
Signature

The student is responsible for returning this completed contract to the Counseling Office.

LEVEL CHANGE REQUEST

Student _____ Counselor _____ Class of _____ HR _____

Course change from: _____ To: _____

Request initiated by: _____ Date: _____ Final decision: _____ Date: _____

<p style="text-align: center;">Student:</p> <p>Comments: (Reason for Level Change)</p> <p>Signature/date: _____</p>	<p>Current Teacher: _____ Agree _____ Disagree</p> <p>Comments:</p> <p>Check here if a conference is requested _____</p> <p>Signature/date: _____</p>
<p>Parent: _____ Agree _____ Disagree</p> <p>Comments:</p> <p>Check here if a conference is requested _____</p> <p>Signature/date: _____</p>	<p>Coordinator: _____ Agree _____ Disagree</p> <p>Comments:</p> <p>Check here if a conference is requested _____</p> <p>Signature/date: _____</p>
<p style="text-align: center;">IF APPLICABLE</p> <p>Case Manager: _____ Agree _____ Disagree</p> <p>Comments:</p> <p>Check here if a conference is requested _____</p> <p>Signature/date: _____</p>	<p>Counselor: _____ Agree _____ Disagree</p> <p>Comments:</p> <p>Check here if a conference is requested _____</p> <p>Signature/date: _____</p>

Any individual involved in completing this process may request a parent conference to discuss the level change prior to finalization.

Appendix G

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Request to Override Course Selection

To be filled out by student:

Student Name _____ Grade _____ Counselor _____

Original Course Recommended by Teacher (Name and Number)

Course Student Requesting to Take (Name and Number)

To be filled out by teacher:

- Recommended for course change (If checked, turn into counselor)
- Not recommended for change (If checked, see below for parent override)

Teacher Comment:

Teacher Signature _____

To Parents/Guardians:

Your child has requested a course that was not recommended by their teacher. It is Brighton’s policy to place students in classes that are recommended by their classroom teachers, but we also acknowledge and respect that students may have compelling reasons to enroll in a higher level course against their teacher’s recommendation. If you have any questions or concerns about this recommendation, we ask that you first call or email the teacher to discuss the matter.

If your child still wishes to override this recommendation, please indicate your approval below. We also ask that the student attach a written statement to this form explaining why they wish to enroll in the course.

Parent Comment:

I approve the course requested by my student:

Parent Signature _____ Date _____

Grading Policies for Course Transfers

Students who change levels of courses after the course begins will be graded accordingly:

If a student finds it necessary to change to a lower level, the student’s first quarter grade will not be averaged in with the grades earned in the new course. In such a situation, the student’s final grade will be determined by equally weighing the grades from the remaining quarters and the final exam. If the student changes during the second marking period, the grades earned during the second marking period will carry from the higher level course into the lower-level course.

(In this case the first marking period grade will not be averaged into the final grade.)

PLEASE RETURN THIS FORM TO YOUR COUNSELOR

Appendix H

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SCHEDULE CHANGE REQUEST

Student _____ Counselor _____ Class of _____ HR _____

Course Dropping: _____ Course Adding: _____

Request initiated by: _____ Date: _____ Conflict Created? _____

<p>Student: Comments: (Reason for Schedule Change)</p> <p>Signature/date: _____</p>	<p>Current Teacher: _____ Agree _____ Disagree Comments:</p> <p>No schedule change meeting is requested _____ Signature/date: _____</p>
<p>Parent: _____ Agree _____ Disagree Comments:</p> <p>No schedule change meeting is requested _____ Signature/date: _____</p>	<p>Coordinator: _____ Agree _____ Disagree Comments:</p> <p>No schedule change meeting is requested _____ Signature/date: _____</p>
<p style="text-align: center;"><u>IF APPLICABLE</u></p> <p>Case Manager: _____ Agree _____ Disagree Comments:</p> <p>No schedule change meeting is requested _____ Signature/date: _____</p>	<p>Counselor: _____ Agree _____ Disagree Comments:</p> <p>No schedule change meeting is requested _____ Signature/date: _____</p>

- Students must attach a copy of their schedule to this completed form and return it to their counselor.
- **This request must be approved by the Schedule Change Committee before a schedule change is made** unless all parties above indicate that no meeting is needed.
- If an appeal is requested, the student must meet with the Schedule Change Committee in person.

<p>Committee Action: Accept _____ Reject _____ Date _____</p> <p><u>Reason(s) for Rejection:</u></p>

Priority Day Schedule for BHS FLEX Time

	1	2	3	4	5	6
MATH			Math Algebra/Geo Honors	Math Geometry/A2 Honors	Math Algebra 2/PC Honors	Math 12th
SCIENCE		Science 9th	Science 10th	Science 11th	Science 12th	
ENGLISH	English 9th	English 10th	English 11th	English 12th		
SOCIAL STUDIES	Social Studies 10th	Social Studies 11th	Social Studies 12th			Social Studies 9th
WORLD LANGUAGE	World Language 11th	World Language 12th			World Language 9th	World Language 10th
ELECTIVE AREAS	Art, Business, Music, Technology 12th			Art, Business, Music, Technology 9th	Health, Art, Business, Music, Technology 10th	Art, Business, Music, Technology 11th

Note: All curricular areas are open for students to get extra help at all times. Teachers will have the option of creating targeted opportunities for student support during FLEX time. This rotating cycle establishes **priority** for students in the event of a conflict. For example, a ninth grader that needs extra help in math and science would go to math on day 3 and science on day 2. That same student could seek out their math and science teachers on days 1, 4, 5, or 6, provided they do not need extra help in the other subject areas. This model satisfies the need for the help time to be “schedulable” – students needing to be scheduled into the help session would be scheduled by their classroom teacher to meet with their classroom teacher on the priority day listed for the subject/grade level.

Appendix]

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