

# General Brown Elementary

## Student Handbook

2022-2023



*A Total Education*

Dear Students of General Brown Elementary Schools:

We, the members of the Board of Education of the General Brown Central School District, would like to take this opportunity to welcome you to Elementary School.

During your years in the elementary grades, you will be building and developing the necessary skills and knowledge to go on to the Junior / Senior High School. Your teachers can assist you, but they cannot do it for you. It will take a lot of hard work on your part.

It is our job as the Board of Education to see to it that you have the best teachers possible, a comfortable building, the necessary books and materials so you can do your best. We ask you to remember that others will also need to use these, so do not misuse them. Give others the same opportunity you have.

We would like to wish each and every one of you all the success possible in school and sincerely hope that you enjoy the time spent in the elementary grades.

Best wishes,  
The Board of Education

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SCHOOL ADMINISTRATION

**BOARD OF EDUCATION**

Kelly Milkowich , President  
Tiffany Orcesi, Vice President  
Natalie Hurley  
Jamie Lee  
Albert Romano Jr.  
Jason Reynolds  
Kimberly Shuler

**ADMINISTRATION**

Mrs. Mary Anne Dobmeier  
TBD  
Mr. David Ramie  
Mr. Joseph Folino  
Mrs. Janelle Dupee  
Mrs. Melissa Nabinger  
Ms. Amy Scott  
Mrs. Leanne Hill

Interim Superintendent  
Assistant Superintendent  
Jr./Sr. High School Principal  
JSHS Assistant Principal/Athletic Director  
Dexter Elementary Principal  
Brownville - Glen Park Elem. Principal  
Brownville- Elem Assistant Principal  
Director of Student Services

**Administrative Office Assistants**

Lisa Leubner  
Donna Keefer  
Shellie Miner  
Tammy Scordo  
Marli Eyestone  
TBD  
Christine Doldo

Secretary to Mrs. Dobmeier  
Secretary to Mr. Ramie  
Secretary to Guidance Office  
Secretary to Mrs. Dupee  
Secretary to Mr. Folino  
Secretary to Mrs. Hill  
Secretary to Mrs. Nabinger

**SCHOOL TELEPHONE Numbers/Extensions**

**315-779-2300**

District Office	Press 9	Fax # 639-6916
Brownville / Glen Park Elem.	Press 2	Fax # 788-6976
Dexter Elementary	Press 3	Fax # 639-6845
Junior / Senior High School	Press 1	Fax # 639-3444
Transportation	Press 5	
Office of Student Services	Press 4	

**BROWNVILLE / GLEN PARK ELEMENTARY**

Mrs. Burgess	Grade 3		
Mrs. Delano	Grade 3		
Miss Tibbles	Grade 3	Mrs. Shaver	AIS Teacher
Mrs. Ketcham	Grade 3	Ms. Eveleigh	AIS Teacher
Mr. Orcesi	Grade 3	Mr. Ingrassia	AIS Teacher
		Mr. Worden	AIS Teacher
Mrs. Ahlheim	Grade 4		
Mrs. Hunt	Grade 4	Mrs. Jiang	AIS/Teacher Asst.
Mrs. Moore	Grade 4	Mrs. Cantwell	Special Education
Mrs. Nichols	Grade 4	Mrs. Comins	Special Education
Mrs. Paige	Grade 4	Ms. Fahey	Special Education
		Mrs. Widrick	Special Education
Mr. Elliott	Grade 5	Ms. Brooker	Special Education
Mrs. Farrell	Grade 5	Ms. Smith	Teaching Assistant
Mr. Velasquez	Grade 5	Mr. Elkin	Physical Education Mrs.
Vodicka	Grade 5	Mrs. Worden	Physical Education
Mrs. Wratten	Grade 5		
Ms. Aumell	Grade 6	Mrs. LaLonde	Speech
Mrs. Chambers	Grade 6		
Mrs. Connell	Grade 6		
Mrs. Dupee	Grade 6		
Mrs. Lambert	Grade 6		

**DEXTER ELEMENTARY**

Mrs. Hamilton	Universal Pre-K	Mrs. Kiechle	Reading
Mrs. Zehr	Universal Pre-K	Mrs. Heller	Reading
		Mrs. Nortz	Reading
Mrs. Bellinger	Kindergarten	Mrs. Rawleigh	Reading
Mrs. Youngs	Kindergarten	Mr. Augliano	AIS
Mrs. Cloonan	Kindergarten		
Mrs. Dillabough	Kindergarten	Mrs. Dupee	Special Education
Mrs. Parker	Kindergarten	Mrs. Mehaffey	Special Education
Mrs. Jones	Kindergarten	Mrs. Yodice	Special Education
		Ms. McKinney	Special Education
Mrs. Devine	Grade 1		
Mrs. Bamann	Grade 1		
Mrs. Keenan	Grade 1		
Mrs. Skipper	Grade 1	Mrs. Matteson	Teacher Assistant
Mrs. Tyo	Grade 1		
Mrs. Henderson	Grade 1		
Mrs. Gerstenschlager	Grade 2		
Mrs. McDermott	Grade 2	Mr. Knowlton	Physical Education
Miss Martin	Grade 2		
Mrs. Pacini	Grade 2	Mrs. Wisner	Speech
Mrs. Bucher	Grade 2	Ms. Gregory	Speech

**SHARED FACULTY - BOTH BUILDINGS**

Mrs. Hardwick	Library Media Specialist
Mrs. Majo	Art
Miss Davis	Music/Chorus
Mrs. Peters	Music/Band
TBD	Occupational Therapy
Mrs. Bedard	Physical Therapy
Mrs. Heath	Elementary LMSW
Mrs. Eberle	PIVOT Counselor
Mrs. Pierson	PIVOT Counselor

**SCHOOL NURSE**

Mrs. Higgins	Brownville/Glen Park Elementary
Mrs. Gracey	Dexter Elementary

**DISTRICT PERSONNEL**

Mrs. Flath	Account Clerk / Deputy Treasurer
Mr. Watson	Buildings and Grounds Supervisor
Mrs. Groff	Tax Collector
Mr. Hoppel	Cafeteria Manager
Mr. Shepard	Assistant Transportation Supervisor
Mrs. Nelson	Central Assignor
Mr. Parobeck	Technology/Data Coordinator/Web Master
TBD	School Resource Officer

**GENERAL AIDES**

Mrs. Foss	Mrs. Burns
Mrs. Nelson	Mrs. Hennigan
Ms. Spadaccini	Ms. Claflin
Mrs. Shannon	Mrs. Travers
Mrs. Smith	Mrs. Darou
Ms. Keegan	Mrs. Matusiak
Mrs. Merchant	Mrs. Riley
Mrs. O’Riley–Smith	Mrs. Gunn
Mrs. Siver	

**CAFETERIA**

Ms. Lutz	Brownville	Mrs. Davis	Dexter
Mrs. Hardy	Brownville	Mrs. Stacey	Dexter
Ms. Black	Brownville	Mrs. Macaulay	Dexter

**MAINTENANCE/CUSTODIAL**

Mr. Abbate Head Cust.	Brownville	Mr. Hulbert, Head Cust.	Dexter
Mr. Collins	Brownville	Mr. Weaver	Dexter
Mr. Topping	Brownville	Mr. McGraw	Dexter
Mr. Pennock	Brownville		

## **SCHOOL HISTORY**

The present General Brown Central School District was formed by the merging of the Dexter and Brownville / Glen Park Schools in 1954.

The School District was named in honor of Major General Jacob Brown, who was very influential in the early history of both Dexter and Brownville. General Brown was born in Falls Township, PA, May 9, 1775. He had six brothers and three sisters. For a short time, General Brown taught school. It was while teaching in New York City, that General Brown met Rudolph Tillier, an agent of the Chassanis Co., and purchased from him a tract of land in the area of Black River for \$2 an acre. It was this purchase that was to bring him to our area. In February of 1799, he gave up his teaching position and started for Northern New York. He arrived in the locality that is now known as Brownville, and being very impressed by the site, immediately set forth clearing the land and building a temporary home. A few years later, he and his family constructed what is the present Brown Mansion. It took four years to complete this structure.

For the next few years, General Brown was busy surveying land, acting as a land agent, serving as Commissioner of roads, supervising the building of Brownville and assisting in the formation of Dexter. He and his brother John, supervised and directed the building of a dam in Dexter in 1812 and by 1813, there was a sawmill in operation which supplied the lumber for the building of the military barracks at Sackets Harbor.

Upon the outbreak of the War of 1812, General Brown, commissioned by New York State Governor Tompkins, was put in charge of military movements in this area. He became famous for his military strategy in the Battle of Sackets Harbor, and emerged from the war a Major General. From 1821 until his death in 1828, he served as General-in-Chief of the United States Army.

Major General Jacob Brown is buried in Washington D.C., but there is a tombstone in the Brownville cemetery in his memory.

## GENERAL BROWN MISSION STATEMENT

The mission of the General Brown Central School District is to prepare and inspire each student to meet future challenges.

### THE GENERAL BROWN ELEMENTARY SCHOOLS

The elementary buildings are comprised of the Brownville / Glen Park (William K. Archer) Building, located in Glen Park, and Dexter Elementary, located in Dexter. The buildings have been recently renovated and are extremely well kept. The present Dexter building was built in 1987 on land bought from the Bates farm on Grove Street in Dexter. Pleasant surroundings and well-kept grounds make each building an inviting place to educate our students.

Brownville / Glen Park Elementary building houses approximately 450 students. The Dexter building has approximately 320 students. Dexter also houses 16 preschool children in the Head Start program.

All classes are heterogeneously grouped. That is, all of the students are academically grouped together regardless of ability. Many teachers have taken extra course work or workshops on various teaching techniques which allow them to teach to different and varied academic levels. We believe in placing students in the least restrictive environment. Both buildings have special education, speech, and reading teachers. We also have an occupational and physical therapist, who deliver support services to students with special needs. Students with severe hearing or visual impairments are serviced by itinerant teachers of the hearing or visually impaired. We also provide counseling services to students who need help accessing their educational environment.

In addition to the four core academic courses, students attend special area classes which include Physical Education, Art, Music, and Library.

Both elementary schools offer a before/after school program of fun and learning called School Aged Child Care (SACC). The program is housed at Brownville-Glen Park Elementary. Parents pay on a sliding scale for this service, which provides an educational alternative to the typical babysitting regimen. Parents should contact either elementary office for information about this program. Please contact your local YMCA SACC office for further details.

Parent/Teacher Fall Conferences will be scheduled for **Thursday, November 17, 2022** and **Friday November 18, 2022. It is General Brown policy that all parents meet with their child's teacher during fall Parent / Teacher conferences.** Every effort should be made to make appointments. \*Report cards will not be given out until a conference has taken place.

General Brown Elementary Schools provide a comfortable yet challenging and exciting atmosphere. We have a very active and supportive PTO which meets each month. Along with fundraising events, the PTO helps sponsor field trips and class trips as well as funding special projects during the year.



## USING THIS HANDBOOK

This handbook serves several purposes. First, it contains information essential to understanding the operation of our schools: our organization, curriculum, rules, and procedures. It seeks to convey a feeling of who we are and the kinds of values in which we believe. The handbook also includes our discipline code.

## TIME FOR HOMEWORK

Purpose and need will determine the amount and frequency of homework. The type, frequency, and quantity of homework assigned should be determined by the needs of the student and, at times, the class.

There are several reasons for the assignment of homework. Some homework is assigned to reinforce previously taught material. Other homework is assigned so that a student will explore further or expand on a topic presented in class. It is difficult to regulate the amount of homework assigned per subject per week. The individual student's needs, interests, and abilities are the most important determiners in assigning homework. With the above in mind, general guidelines based on curriculum content and learning goals are noted:

Grade:	Guidelines:
4 <sup>th</sup>	30 - 35 minutes per night
5 <sup>th</sup>	30 - 45 minutes per night
6 <sup>th</sup>	30 - 60 minutes per night

Homework should not take a student longer, in most cases, than the times shown above. However, even if specific reading or writing assignments are not given for a particular night, up to an hour should still be spent reviewing and organizing for the next day or upcoming tests. **Parents are expected to check student folders/planners each night and ensure homework is complete.**

## GENERAL BROWN ELEMENTARY HOMEWORK POLICY

### KINDERGARTEN

Homework is not usually given at the kindergarten level. If a specific activity is to be completed at home, a note of explanation will be sent with each student.

If a child is absent, appropriate classroom work will be saved. Assignments may be completed at home.

## **GRADES 1 - 3**

Homework at this level consists of three types:

1. Reinforcement activities - This could be vocabulary, math facts, spelling words, preparation for tests, or special home projects (such as a health checklist). In all cases, this work is expected to be completed with the assistance of the parent or an older brother or sister.
2. Incomplete classroom work - This is work which your child was given during the school day to be completed in school. Sufficient time is given to each student to finish their work before leaving school. If your child does not finish his / her work, it will be sent home. It is important that they complete the work at home and bring it to school the next day.
3. Classroom work missed due to absence - This work is expected to be completed at home and returned as soon as possible.

## **GRADES 4 - 6**

Homework in grades 4 - 6 is work assigned by a teacher, which is expected to be completed at home by the student. Each student will have the opportunity to start homework in school This is to ensure that he / she can perform the assigned task.

The purpose of homework is to help the student by providing additional reinforcement and practice for **skills and materials which have already been taught**. Homework will also be reviewing and studying for quizzes and tests. Students are provided with agenda / planners. The planners can be used by parents to check daily assignments and to communicate with the classroom teacher.

Homework is the **student's responsibility**. The student is expected to:

1. Write down all assignments not completed in school.
2. Collect and organize all materials (homework sheets, books, etc.) necessary to complete unfinished assignments.
3. Complete assignments.
4. Bring homework and materials the next school day.

**IF YOU FEEL YOUR CHILD IS SPENDING EXCESSIVE TIME ON HOMEWORK,  
PLEASE CONTACT HIS / HER CLASSROOM TEACHER.**

**School Volunteers**  
**Elementary School Guidelines**  
**General Brown Central School District**

In the elementary school, community volunteers typically perform two functions: 1) assist with classroom parties and special events, and 2) assist classroom teachers with clerical responsibilities and other tasks related to but not including direct instruction. This document is an effort to clarify the roles of volunteers and provide direction to teachers in regard to the way that community members should work within the classroom setting.

Assistance with Classroom Parties and Special Events: Parents / adults who help out on an occasional basis are often called upon to help plan parties or contact other parents in preparation for special events. These volunteers are invited into the classroom to help provide additional supervision for parties, plays and field trips.

Teachers will determine the number of people and who serve in this capacity for any given activity. Parent volunteers who are chaperoning field trips will be expected to ride the school bus to and from the site in order to assist with supervision en route, as well as helping at the excursion site. Parents who cannot arrange alternative daycare for younger siblings of the GB students on the field trip should not volunteer for this duty. All volunteers serving in this way need to sign in at the building level office and obtain / wear a visitor's pass. All volunteers need to be approved by the building principal prior to them volunteering.

On occasion, specified parents drive their own vehicles to a field trip site in order to provide an additional vehicle for transporting apples or other products of the event back to school. At no time should these vehicles be used to transport students.

Assistance in the Classroom: Parents / adults who help on a regular basis and / or for longer periods of time in the classroom are subject to slightly different expectations. Teachers who wish to take advantage of this community resource should provide specific names to the building administrator prior to said adult's first visit. Volunteers may be asked to have an informal interview with the building administrator before beginning work and fingerprints completed with the NYS Education Department. New people to the district who are assisting in this capacity may need to be fingerprinted whenever direct student contact is involved.

In addition, volunteers who work directly with students/student activities, i.e. on Robotics Club, Odyssey of the Mind, etc. will be required to be fingerprinted.

Classroom volunteers of this nature will assist only with tasks not directly related to instruction. They may copy, collate, staple and / or correct materials selected and prepared by the classroom teacher. They may also be called upon to serve as “reading buddies,” but must do so in the classroom setting, with the teacher present. These volunteers should not be called upon to assist students with work that was not complete or previously taught, or to pull students from the classroom to some other location outside of the direct supervision of the host teacher, for any other purpose. They will need to sign in at the building level office and obtain / wear a visitor’s pass. **All classroom volunteers need to be approved by the building principal before volunteering.**

Other Classroom Visitors: On occasion, students in General Brown Elementary Schools work with other adults with the supervision and consent of instructional personnel. Student tutors from JCC, BOCES students who are enrolled in the Early Childhood Program, college students completing a pre-practicum, student teachers, and others may observe and assist teachers according to program requirements and parameters to which all parties have agreed. These adults will also need to sign in at the building level office and obtain / wear a visitor’s pass.

Regardless of the role assigned to each volunteer, the confidentiality and privacy of General Brown students and staff must be protected. Teachers are required to reinforce this expectation with community volunteers who work in their classrooms, and to hold them accountable to these standards.

## SAFETY AND SECURITY

We are committed to providing students and staff with a safe, secure environment. Policies outlined in this handbook have been updated in response to events around the nation and our understanding of how they could put our students and staff at risk. The following measures are in effect:

**All doors will be locked in each elementary building. Anyone wishing to enter the building will use the main entrance buzzer system and will be permitted to enter by a main office staff member.**

1. All staff will wear an identification tag which will indicate that he / she is an employee of the General Brown School District.
2. All visitors to the school must use the main entrance to the building.
3. All visitors to the school will report to the main office and sign in. They will be given a tag which will indicate whether they are a parent, visitor or guest of the school. There will be an area on the tag to write the person's name. The tag must be worn at all times.
4. Any parent, guest, or visitor to the school who is not wearing a tag may be asked by any employee to report to the office to obtain a tag.
5. Parents, guests, or visitors must return to the office at the end of their visit to sign out.

**6. WRITTEN NOTIFICATION MUST BE GIVEN TO THE CLASSROOM TEACHER AND TO THE OFFICE AT THE BEGINNING OF THE SCHOOL DAY IN ORDER FOR PARENTS, LEGAL GUARDIANS OR THEIR DESIGNEES TO PICK UP THEIR CHILD. PLEASE SPECIFY THE DATES AND DURATION. ANY CHANGES IN TRANSPORTATION REQUIRES A WRITTEN NOTE.** All student walkers and those brought to school by their parents may wait for the start of the school day in the cafeteria at Dexter or the gymnasium hallway at Brownville / Glen Park. **Students can not arrive before 8:45 a.m. at either elementary building.** Supervision will not be provided before this time. The walker doors will be locked at 9:15 AM and any students arriving after 9:15 AM will need to enter through the main doors. Students who arrive after 9:15 will need to be signed in by a parent. (see page 20)

**Parents picking up their children at the end of the day may pick them up at the kindergarten door in Dexter and by the gymnasium in Brownville / Glen Park. Parents will not be allowed to wait inside the buildings for security purposes.**

7. Please note, as per District procedure, we will NOT be able to release students to a step-parent and/or others without permission from the LEGAL biological parent or court appointed guardian. Please note, step-parents, grandparents and others are **NOT allowed** to write excuses or notes and pick up any student(s) early or at dismissal unless prior authorization has been provided in writing by LEGAL biological Step Parents must have prior authorization on file from the biological or court appointed guardian.

8. Any student who is determined by the superintendent, building principal or his/her designee to pose a threat (which includes but is not limited to harassment, sexual harassment, verbal or written threats) to students or staff of the school or who may pose a threat to himself / herself, will be immediately suspended from school and the proper police authority notified. Proper New York State Education Law will be followed to ensure the safety of students and staff and provide “due process” to the offending student.
9. Any unauthorized person, whether a visitor or staff member, who is determined by the superintendent, building principal or his / her designee to be a threat to students, staff or himself / herself will immediately be asked to leave and the proper police authorities WILL be notified.
10. During the school day (which includes after school programs such as athletics), only those people having business with the school are permitted on school grounds. Any unauthorized person seen on the grounds during those times will be asked to leave. This includes unsupervised high school students who are on school grounds during elementary hours.
11. For everyone’s comfort and safety, book bags will be stored in the student closets and will not be carried from class to class.
12. For everyone’s health, safety and well-being, displays of affection are prohibited. These include acts that are inappropriate such as kissing, holding hands, etc. We realize that small children hold each other’s hand for security.
13. Students found in possession of weapons of any type including, but not limited to, guns, knives, firecrackers, lighters, will be immediately suspended. Parents will be notified and a superintendent’s hearing will be arranged. Local and / or State Law enforcement agencies will also be notified.

## **CHANGES IN GUARDIANSHIP**

The school must be informed immediately, in writing, of any change in guardianship caused by divorce, separation, custody agreements, family relocation, or any other situation in which parental or custodial authority has changed or has been restricted in any way. This information is required to protect the rights of parents and children.

## **BICYCLES, SKATEBOARDS, AND ROLLERBLADES**

We strongly recommend that students do not ride bicycles to school due to safety concerns and potential problems with vandalism. However, students in grades 3-6 only may pick up a permission slip from the main office. Bicycle racks are provided and all bikes are to be placed in those racks. Locks should be placed on bicycles to prevent theft. Riders **must** wear safety equipment per New York State Law. The school is not responsible for damage or loss. The school reserves the right to refuse / revoke riding privileges.

**Students will not be allowed to ride their bikes to and from school grounds without a helmet. If they arrive or depart without a helmet, a parent will need to pick them up or they will need to ride the bus that day.**

Due to liability, **skateboards and rollerblades are prohibited on school grounds.** We realize that in our community the school grounds, parking lots and tennis court areas are safer than the streets. Until such time as the courts and insurers can release the school from the liability, we cannot allow the use of school property for skateboarding or rollerblading.

## **EMERGENCY DRILLS**

Students are expected to follow the directions in the room and make no noise. The success of any drill depends on the student being able to follow instructions quietly.

Fire drills are held regularly throughout the year. The fire alarm is a loud ring. Students are to proceed with no noise to the exit specified by the sign in the room and the directions of the teacher. Walk quickly and quietly to the proper exit and out away from the building. When the drill is over, students are to return to the building as directed by supervising staff members. In addition, silent drills will be held as needed for natural gas emergencies, bomb threats or other natural emergencies.

### **FIRE EMERGENCY DRILLS AND INSTRUCTION**

Instruction and training by means of fire drills and lock down drills must be given each year. Instruction in fire prevention and lock down drills is given to all pupils.

### **LOCKDOWN**

Lockdowns are conducted as a precaution against intruders on school grounds. Students and staff “lock down” in secure areas for a short period of time. During a lockdown drill, no access to the building from the outside is permitted. Phones can not be answered at this time.

### **BUS EMERGENCY DRILLS AND INSTRUCTION**

The emergency drills on school buses include practice and instruction in the location, use and operation of the emergency door, radio, fire extinguishers, ax, first aid equipment and windows as means of escape in case of fire or accident. They shall include emergency situations which result from both fire and accident. A minimum of three such emergency drills shall be held each year.

### **EARLY SCHOOL CLOSINGS**

School closings will be announced on various radio and television stations as well as a phone call through Parent Square and the General Brown District’s webpage. The school makes every attempt to contact all local media.



## GENERAL INFORMATION

### PHONE NUMBERS

315-779-2300

Brownville / Glen Park Office  
Office of Student Services

Press 2  
Press 4

Dexter Office  
Headstart

Press 3  
315-639-3600

### SCHOOL PROCEDURES

Regular School Hours for Students 9:00 a.m. - 3:35 p.m.  
Office opens at 8:00 a.m.  
Building is open at 6:30 a.m. for SACC

**Students are not permitted in the building before or after regular school hours (evenings, weekends or during vacation periods) unless accompanied by an adult or for a school sponsored activity.**

## ATTENDANCE POLICY

It is the responsibility of the school to know the whereabouts of each student from the time they enter the school or school bus in the morning until they depart in the afternoon. The school assumes the duties and responsibility of the parent(s) or guardian(s) during the school hours. Thus, it is important that the school know where students are at all times. Careful attendance will be taken in the homerooms and all classes. When a student is absent from school, his parent(s) or guardian(s) assume the responsibility for his whereabouts.

Regular attendance is one of the most important ways in which a student demonstrates interest in school work and is essential for proper achievement in school. Excessive absence and tardiness not only will result in lower grades, but may also be considered a disciplinary matter. However, students should not come to school when genuinely ill.

**To request homework for days absent, please call the elementary office before 11:00 a.m. or send in a note. Work may be picked up in the office after 3:00 p.m.**

## ABSENCE

Parents should call the office between 8:00 a.m. and 9:00 a.m. to report that their child will be absent for more than two days.

Excused absences include the following:

1. Illness / Illness in the family
2. Death in the family / Funeral
3. Unsafe Travel conditions
4. Medical appointments
5. Required court appearances
6. Child to Work Day
7. Quarantine
8. Religious Observances / Religious Education
9. School suspension
10. Military Deployment of a Parent (one day allowed as excused)

***ALL OTHER ABSENCES ARE UNEXCUSED AND MUST BE REPORTED***

Upon return to school after an absence, always bring a written reason for the absence and the date(s) absent from school. Excuses must be signed by a parent or guardian. If an excuse is not brought in on the first day back to school, the teacher will send home an absence excuse to be completed. Below is a sample written excuse:

(Date)

To (Teacher's Name),

My son / daughter, (Child's Name), was absent on (Date(s)) because of (Reason).

(Parent / Guardian Signature)

## **TARDINESS**

1. Any student not in the assigned classroom at the 9:15 a.m. bell will be marked tardy.
2. A student arriving at school after 9:15a.m. must be signed in at the office by a parent before going to the classroom.
3. A written excuse signed by the parent or guardian must be brought to the teacher.
4. The legal excuses for tardiness are the same as those for absence.

*ALL OTHER REASONS FOR TARDINESS ARE CONSIDERED UNEXCUSED.*

**To be excused early**, it is necessary for parents to sign out their child in the main office. Whenever possible, appointments should be made after school. Permission to leave school means to go only to the destination specified in the parent / guardian note. Upon return the parent should sign in the child and the child will report directly to the classroom.

**General Brown Elementary Schools  
Dexter and Brownville / Glen Park  
Attendance Procedures  
Developed 2002 – 2003 / Revised 2005**

The General Brown Central School District recognizes the importance of regular attendance in the successful academic development of every student. Attendance will also be monitored if the need to do remote learning.

### **Procedures**

1. Teachers of first period classes / homerooms will take attendance at the beginning of each day.
2. The school nurse will routinely call parents, verify excuses, and ask questions to check on the daily attendance of students.
3. Upon the student's return to school, classroom teachers will record a reason code for the absence on the attendance card. Only written excuses will be accepted. All other absences are deemed "unexcused."
4. Procedures for taking attendance during any response to a building emergency are outlined in the Emergency Response Plan, as are procedures for signing out students during the course of an emergency. Classroom teachers will take attendance at the beginning of any evacuation, and discrepancies with attendance records will be investigated immediately.

## **Intervention Strategies**

Student attendance records will be reviewed regularly by classroom teachers and the administration. If a student has been absent a significant number of days (10% or more), the following steps will be initiated:

Step 1 - Phone call from teacher identifying the problem and requesting parent support. Letter from the principal.

Step 2 - Conference requested between principal, teacher, and parent.

Step 3 - Letter from principal's office; referral to outside agency or filing of PINS petition with appropriate authority.

Notes:

- Attendance review shall be cumulative, beginning with the first day of enrollment.
- Letters may be sent home at any time, at the discretion of the teacher and the principal, should a noticeable pattern develop.
- Steps will be followed in the sequence outlined, regardless of when they are initiated.

### **Making Up Missed Instructional Time**

Options for making up missed instructional time will be at teacher discretion, depending on circumstances and need. Make-ups may include, but are not limited to, working with students during free time, sending work home, etc. In cases of prolonged (serious) illness, unexcused absence (i.e. family vacation), physical inability to participate, early release for sports, etc., the teacher may implement a plan to help the child to catch up with his / her work. A reasonable timeframe within which assignments should be completed will be established. As a rule of thumb, work must be completed within five days of the end of each marking period in order to receive credit.

### **Absence without Proper Excuse**

All absences without proper excuse are automatically deemed "unexcused." When no written excuse arrives from home after a child has been absent, a green "Absence Excuse" form is sent home in an attempt to inform and assist parents in meeting the requirement for a written verification of the reason for absence. Other reminders may follow; absences that are unresolved by the end of a marking period will be designated as unexcused on that quarter's report card.

Parents who remove their children from school for unexcused reasons while school is in session will be asked to complete a form letter to acknowledge responsibility for work that is missed. This form specifies the dates for which the child will be absent, and requires a parent's signature.

## **TRUANCY**

Truancy is the willful violation by a student of the compulsory attendance provisions in Article 65 of the Education Law, which requires minors from 6 to 16 or 17 years of age to attend school full time (Section 3205). It is a serious violation of the State Education Laws. In each case, work missed for all truant absence must be made up before or after school. A repetition of truancy results in suspension from school. Cases of permanent suspension are reported to the children's court for its jurisdiction.

## **UNLAWFUL DETENTION**

When a student is absent from school with knowledge and consent, stated or implied, of his parents or guardian for other than legal reasons, it is a case of unlawful detention. "Shopping," "work," "needed at home," "helping at home," "caring for baby," "overslept," "went to the city," "went hunting," "on a trip," "haircut," etc. are all examples of unlawful detention.

## **EARLY RELEASE FROM SCHOOL**

To be released from school to go to the dentist, doctor, etc., a written request from the parent or guardian must be presented to the teacher.

A student who brings a legal excuse to leave the building during school hours must:

1. Have his / her name entered in the Signout Book in the office.
2. Have a note signed by the principal or secretary.
3. Be picked up in the office by a parent or guardian.
4. Report to the office when he / she returns to the building.

## **END OF THE DAY DISMISSAL PROCEDURES**

1. If students are not following their regular end of the day dismissal routine, a note needs to be sent to the classroom teacher with teacher's name, student's name, date, information, and signed by the parent/guardian only. All notes are sent from the classroom to the office by 9:30am where the office staff copies the notes and fills out bus passes so they can be picked up by the classroom teachers at lunch time.

2. In order for a student to be released to someone other than the parent/guardian a note must be received in person or via fax before the time of pick up.

3. A note is acceptable from parents, guardians, or their designees. The designee may be made only on a short-term basis (for instance, when parents are out of the area and have given written

permission for the designee to act *in loco parentis*).

4. In cases of extreme emergency the principal may approve the removal of a student with a phone call from the parent.

## **LEAVING SCHOOL GROUNDS**

1. No student may leave the building while school is in session unless permission is countersigned by the principal or agent.

2. No student will be allowed to go home for lunch.

## **BUS PASS**

A student assigned to a bus is expected to ride the bus to and from school. Any student wishing to ride a bus other than the one to which he / she is assigned, or to be discharged at a stop other than the one to which he/she is assigned, **must have a bus pass**. New state laws prohibit standing on the bus so no child will be allowed to bring more than one guest on any given date. **A bus pass will be issued to the student only if he / she has written permission from the parent or guardian to do so. Please put complete information on the bus pass. This should include the persons' name, address, and phone number where the student will be going.**

**A student assigned to a bus who sometimes walks or rides a bicycle to school must present a note to the office signed by the parent. General Brown Central School Bus rules are:**

1. Follow the bus driver's directions.
2. Remain seated while on the bus.
3. Do not bring large bundles or glass objects on the bus.
4. Do not push anyone or "fool around."
5. Never put your head, arms or hands out of the windows.
6. No eating on the bus.
7. BE CAREFUL - do not rush, run, or hurry - take your time - BE SAFE!
8. Remain on the sidewalk loading area while waiting for the bus. Do not wait on the blacktop area. Do not walk or run to meet or enter a bus that is moving. Wait until the bus has come to a complete stop!
9. Only students, teachers, and those assigned to supervise pupils should ride the bus.

**Safety rules while entering and exiting the school bus:**

1. Do not run when leaving your bus - take your time - BE SAFE.
2. Be very careful in stepping on and off the bus.
3. Do not push or shove anyone while getting on or off the bus.
4. Do not go between buses in the loading area unless there is adequate space and it is necessary to get to your bus.
5. Stay on sidewalks and paved areas.
6. While waiting for a bus, wait on the sidewalk. Do not walk or run to meet or enter a bus that is moving. **Wait until the bus has come to a complete stop.**
7. If you must cross the street to board your bus, wait until your bus driver signals you it is safe to cross.
8. When leaving a bus, remain seated until the bus has come to a complete stop.
9. Never throw anything at the bus.
10. Upon leaving the bus, look up and down the highway before crossing. Cross at least 10 feet in front of the bus. Make sure you can see the driver.
11. Be on time; the bus has a schedule to keep.
12. Do not stand or play in the road or street while waiting for a bus.
13. Students must have written permission on file from a parent/guardian in order to be dropped off at home without supervision present. Students will be returned to school and/or the bus garage if supervision is not present and a note is not on file.

**The bus driver has the right to assign students a specific seat at any time.**

## ELEMENTARY CURRICULUM

The General Brown Elementary Curriculum has been developed to put emphasis on the basic skills needed for success at the Jr. / Sr. High School.

Formal instruction is given in the following subject areas:

Reading/English Language Arts  
Math  
Social Studies  
Science, Health, Safety  
Spelling

**New York State Assessments are given to all students in grades 3 - 6 in English Language Arts and Math. NYS Science assessment is given to students in grade 5 starting in 2024.**

### SPECIAL AREA CLASSES

All students in the elementary schools are required to participate in the following special classes:

Music	1 time per cycle
Art	1 time per cycle
Library	1 time per cycle
Phys. Ed.	3 times per cycle (students must wear sneakers to

**physical education class and follow jewelry procedures (revised 2018) on page 29 of this document.)**

### REPORTS TO PARENTS

The reporting system consists of report cards, progress reports, formal and informal conferences, telephone calls and notes home to parents.

**Report Cards** are sent home approximately every 10 weeks. Parents are required to meet with their child's teacher at the end of the first marking period. Report cards are issued at conferences. Report cards for the 2022-2023 year will be distributed on the following dates:

<b>1st quarter</b>	<b>November 17 and November 18</b>
<b>2nd quarter</b>	<b>February 3</b>
<b>3rd quarter</b>	<b>April 21</b>
<b>4th quarter</b>	<b>June 22</b>

**Progress Reports.** Periodically throughout the marking period, progress reports may be sent home. The purpose of these reports is to inform parents and students of progress during the marking period, whether it is positive or negative.

**Parent Conferences** are scheduled in the fall and on a need basis throughout the year. If parents wish to make an appointment for a conference, they may do so by contacting their child's teacher.



## GRADING SYSTEM

### PURPOSE OF GRADING

The purpose of grading is to document and communicate students' performance as measured against standards and learning outcomes.

Students receive a report card four times a year. This report must be signed by the parents and returned to the school.

A parent / teacher conference will be held at the end of the first quarter to discuss individual progress. (Parents are welcome to set up a conference with their child's teacher at any time throughout the school year by contacting the office).

### KINDERGARTEN

This report card is meant to be a continuous report dealing with the progress your child is making on the skills normally mastered in Kindergarten.

### GRADES 1 - 6

Numerical percentages are given for all core subject areas. The lowest passing grade is 65. A Special Area Progress Report will also be issued for grades K - 2. For grades 3-6, special area progress will be communicated on their computerized report cards.

95-100	Student has met the learning standards with distinction; Student has demonstrated with critical thinking and problem solving skills their ability to incorporate the learning in class to the highest level.
85-94	Student met the learning standards.
65-84	Student has partially met the learning standards; Student has an understanding of the simpler knowledge and skills, but not the more complex knowledge, skills, and processes.
Below 65	Student has not met the learning standards

Effort is not included in numerical grades. It is communicated separately using the following codes (PK-4).

PK-4 Effort Codes	
S+	Excellent
S	Satisfactory
N	Needs to Improve
I	Improving

## **EXTRACURRICULAR ACTIVITIES**

Instrumental music instruction will be provided to students in grades 4-6. The school district has a limited number of instruments to loan (students are selected by lottery). Students who do not get a school owned instrument may rent or purchase one from a music store.

Instrumental music lessons are offered in the General Brown Elementary Schools during the day for students in 4th-6th grades. Flute, clarinet, saxophone, French horn, trumpet, trombone, euphonium (baritone horn), tuba, and percussion instruments are all taught.

Students must do the following to remain in the program:

1. Attend lessons, band rehearsals and concerts.
2. Behave safely, courteously and follow the teacher's directions.
3. Practice regularly (twenty minutes a day, six days a week is recommended).
4. Take proper care of the instrument.
5. Pay proper attention to other school work.

Musical productions will be determined.

The Chorus program is offered to any student in grades 4-6. Students will meet up to 2 days per cycle for rehearsals.

Elementary Chorus will have concerts throughout the school year. Concerts can be found on our school calendar.

### Physical Education Information

For safety reasons, No dangling jewelry should be worn during class.

Students who have jewelry that cannot be removed should adhere to the following procedures:

- Purchase and use plastic inserts
- Cover any studs or piercings with athletic tape or band aid. Students will not be sent to the nurse for a band aid; students should have one with them or ask for athletic tape.

If the jewelry worn is not able to be removed for religious, personal, or healing reasons, task differentiation will be provided. Students will need to complete the differentiated task thoroughly and accurately. However, students are still subject to losing some points for Life Skills because they are not able to participate with the whole group.

No student will receive a failing grade based solely on wearing jewelry during PE class. No student will be refused participation for wearing jewelry.

## **GENERAL BROWN ELEMENTARY SCHOOLS BEHAVIORAL EXPECTATIONS AND DISCIPLINE REGULATIONS**

We all recognize that students, faculty, staff and parents must work together to ensure a safe, respectful, and cooperative learning environment. Our basic philosophy encourages each student to become more responsible for his / her own actions and to accept the consequences resulting from those actions. We feel that the essence of effective school life is cooperation, respect and courtesy. You are urged to join this effort by carefully reviewing these rules for good behavior with your children.

### **General School Rules**

- Be responsible
- Be patient
- Be helpful
- Be true

### **Cell Phones**

Must be turned off and put in backpacks while in school. We ask that parents not communicate with their child via cell phone during the school day. If a student is caught with their phone, the following will take place:

**1st Offense:** Phone or electronic device confiscated. The device may be picked up at the Assistant Principal's office at the end of the day.

**2nd Offense and beyond:** Phone or electronic device confiscated. The device must be picked up at the Assistant Principal's office by a parent/guardian during school office hours (8:30 - 4:00).

**Subsequent Offenses:** Phone or electronic device confiscated. After school, detention will be assigned. The device must be picked up at the Assistant Principal's office by a parent/guardian during school office hours (8:30 - 4:00).

### **Classroom Rules (sample)**

1. Be respectful and responsible.
2. Follow teacher's directions
3. Keep hands, feet and objects to yourself
4. Complete work on time
5. Raise your hands before speaking
6. No put downs

### **Cafeteria Rules (sample)**

1. Pick up after yourself
2. Be considerate of others
3. Talk quietly
4. Keep hands, feet and objects to yourself
5. Raise your hand if you want something
6. Follow directions

Nearly all students respond satisfactorily to friendly encouragement, firm direction and understanding guidance. For those students who do not, and to protect the rights of all our children, it is important that parents and students understand the consequences of misbehavior. There are certain responsibilities we all share in helping the students overcome behavior problems. If a student's misbehavior is directly related to an identified disability, the school staff will take such conditions into account.

## **General Brown CSD Code of Conduct 2022-23**

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### Introduction:

- General Brown Central School District is committed to providing a safe and orderly environment for its students, personnel, parents/guardians and visitors (Board Policy 3210), without disruption or interference. The District's Board of Education expects all its students, personnel, parents/guardians and visitors to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of others, and for the care of facilities and equipment. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. Responsible behavior by students, personnel, parents/guardians and visitors is essential to achieving success with this commitment.
- The Board recognizes the need to be clear and specific in expressing its expectations for conduct while on General Brown CSD Property or engaged in a District Function. The rules of conduct listed herein are intended to promote responsible behavior and to focus on safety and respect for the rights and property of others. To this end, the Board adopts this Code of Conduct ("Code").
- Unless otherwise indicated, this Code applies to all students, personnel, parents/guardians and visitors when on District Property or attending a District Function.
- General Brown CSD may initiate disciplinary action against any students, personnel, parents/guardians and visitors, as appropriate, consistent with the Code herein. In addition, the District reserves its right to pursue all available civil or criminal legal action against any person violating the Code.

**Definitions:** for the purposes of this code, the following definitions apply:

**"Bullying"** is a form of harassment that consists of inappropriate behavior including, but not limited to: threats of intimidation of others, treating others cruelly, terrorizing, coercing, stalking, or habitual put-downs and/or badgering of others, whether done directly, indirectly, face-to-face or remotely through electronic communication (i.e., "cyber-bullying"). Bullying, real or perceived, may be premeditated or a sudden activity. Bullying may be subtle or easy to identify, done by one person or a group. Bullying may be a single act or a series of occurrences.

There are at least three kinds of bullying: verbal, physical and social/relational.

Verbal bullying includes, but is not limited to, name-calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications ("cyberbullying"), anonymous notes, etc.

Physical bullying includes, but is not limited to, poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.

Social or relational bullying includes, but is not limited to, excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

Bullying may also involve the following characteristics:

- Power imbalance - occurs when a bully uses his/her physical or social power over a target.
- Intent to harm - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
- Threat of further aggression - the bully and the target believe the bullying will continue.

- Terror - when any bullying increases, it becomes a systematic violence or harassment used to intimidate and maintain dominance.

Bullying may also be based on any characteristic including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, or gender (including gender identity and expression).

**"Cyber-bullying"** is a form of bullying which occurs via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying 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, or website postings (including blogs), sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad.

Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property;
- Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school's programs.

Cyber-bullying involving District students may occur both on campus and off-school grounds and may involve student use of the District Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools.

Cyber-bullying that occurs off-campus, which causes or threatens to cause a material or substantial disruption in the school, could result in formal discipline by school officials. 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.

**"Disability"** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.

**"Discrimination"** is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as listed under Harassment as defined below).

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

**"Employee"** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program for the provision of services to such district, its

students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

**“Gender”** means actual or perceived sex and includes a person’s gender identity or expression.

- Gender identity is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

**“Harassment”** is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender (including gender identity and expression)

Specifically, harassment can include any verbal, written or physical conduct which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to derogatory remarks, jokes, demeaning comments or behaviors, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, etc.

**“Hazing”** is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Hazing behaviors include, but are not limited to, the following general categories:

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

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

**“Retaliation”** means when any member of the school community retaliates against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have retaliated even if the underlying complaint of harassment is not found to be a violation of this code of conduct.

Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment

and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

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

**“School property”** means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus or district owned vehicle or in any location or facility rented/leased or otherwise under the direction and control of school personnel.

**“School function”** means any school-sponsored event or activity including extracurricular events and activities.

**“Sexual Orientation”** means actual or perceived heterosexuality, homosexuality, or bisexuality.

**“Weapon”**

- a firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paintball gun;
- a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- a baton, billy-club, blackjack, bludgeon, chuka stick, metal knuckles, sand bag or sand club;
- a slingshot or slungshot;
- a martial arts instrument, including, but not limited to, any ranged, projectile, and/or melee weapon;
- an explosive, including, but not limited to, a firecracker or other fireworks;
- a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- an imitation gun;
- loaded or blank cartridges or other ammunition;
- any other deadly or dangerous instrument.

## Students Rights and Responsibilities

### Introduction



The Board is committed to safeguarding the rights given to all students under State and Federal Law. General Brown's aim is to provide an environment of mutual respect, where a student's rights and freedoms are recognized, and to provide opportunities which stimulate and challenge the student's interests and abilities. In addition to these rights, students are equally responsible to behave in an appropriate, civil and respectful manner regarding their interactions and communications amongst themselves, other students, teachers, administrators, other employees, and visitors.

## **Student Rights**

Students have a right to:

- A free public school education as provided by law, which offers the opportunity for student inquiry and development.
- Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior
- Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs.
- Receive professional instruction, from a staff that exhibits a positive role model.
- Receive guidance, counseling and advice for personal, social, educational, career and vocational development.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel. Be provided a summary of the Code at the beginning of the school year or upon admission to the District.

## **Student Responsibilities**

Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. A failure to behave responsibly may lead, in accordance with the Code, to disciplinary measures.

Students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment.
- Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community.
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others. Show respect for school property and respect the property of others, both private and public.
- Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, weight, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria.
- Behave in a polite, truthful and cooperative manner toward students and staff. Use non confrontational methods to resolve conflicts.
- Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in a manner which does not interfere with others rights and the educational process.

- Provide leadership to encourage fellow students to follow established school policies and practices.
- Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmission to their parents.
- Be familiar with the District Code and abide by school and program rules and regulations.

**All parents/guardians are expected to:**

- Recognize that the education of their child(ren) is a joint responsibility of the parent(s) / guardian(s) and the school community.
- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attends school regularly and on time.
- Ensure absences are legal.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment
- Know school rules and help their child(ren) understand them.
- Convey to their child(ren) a supportive attitude toward education and the district.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.

**All district teachers are expected to:**

- Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parent(s) / guardian(s):
- Course objectives and requirements
- Marking / grading procedures
- Assignment deadlines
- Expectations for students
- Classroom discipline plan

**All district administrators are expected to:**

- Promote a safe, orderly and stimulating school environment, which supports active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal to resolve grievances.
- Evaluate all instructional programs on a regular basis.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved in a fair, consistent, and timely manner.

- Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to a principal's attention in a timely manner.

**The Superintendent of Schools is expected to:**

- Promote a safe, orderly and stimulating school environment, which supports active teaching and learning.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board of Education about educational trends relating to student discipline.
- Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved in a fair, consistent, and timely manner.
- Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
- Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to a principal's attention in a timely manner.

**All members of the General Brown School Board are expected to:**

- Collaborate with students, teachers, administrators, parent/guardian organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
- Adopt and review at least once a year the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.

**It shall be the responsibility of all district students, of any age, to:**

- Be familiar with and abide by all district policies, rules, and regulations pertaining to student conduct.
- Work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
- Conduct him/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold him/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions.
- Seek help in solving problems that might lead to disciplinary procedures.
- Contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and property.

- Bring information regarding threats to the health and safety of others to the attention of school officials.

The Board of Education assures district students that they have all the rights afforded them by federal laws, state laws and local laws. Students are expected to comply with these same laws.

The District's aim is to provide an environment in which a student's rights and freedoms are respected and to provide opportunities which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner and does not infringe upon the rights of others. In order to preserve these rights, means such as video cameras will be utilized on school grounds to supervise students' activities. It shall be the right of each district student:

- To have a safe, healthy, orderly and courteous school environment;
- To take part in all district activities on an equal basis regardless of race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, or gender (including gender identity and expression);
- To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
- To have school rules available for review, and whenever necessary, an explanation by school personnel;
- To be suspended from instruction only after his or her rights pursuant to Education Law Section 3214 have been observed;
- In all disciplinary matters, to have the opportunity to present his or her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
- It is the policy of the General Brown Central School District that students be free from all forms of discrimination and harassment, including but not limited to sexual harassment, by employees or students on school property or school functions. Any complaint of alleged harassment should be made through the building principal or assistant principal. If the alleged harassment involves a building administrator, the complaint should be filed with the Superintendent.

### **Standards of Conduct/Prohibited Conduct**

Students' conduct shall be considered appropriate if they are in compliance with all provisions of the Code of Conduct. Students should treat teachers, school administrators, other school personnel, fellow students and visitors on school property and school vehicles and at school functions, in a civil and respectful manner at all times.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The following conduct shall be deemed inappropriate and unacceptable on school grounds, in school vehicles, and at school functions:

1. a. Fighting and/or injuring any person by an act or use of force for the purpose of causing injury to any person;
- b. Harassment, bullying, cyberbullying, hazing, discrimination, retaliation or intimidation to any student (as such terms may defined by this Code).

2. Threatening injury to persons or property, threatening disruption of lawfully authorized activities, or any other threat (i.e. bomb threat);
3. Physically restraining or detaining any other person, and removing such person from any place where he/she is authorized to remain, except that students may be restrained as permitted under Board Policy 7350, Corporal Punishment/Emergency Interventions;
4. Destroying, damaging, or defacing property of the General Brown District or the property of any individual;
5. Entering designated prohibited or danger areas (unless under the direction of any staff member) including, but not limited to:
  - a. electrical switching or transmission equipment,
  - b. gasoline storage,
  - c. telephone switchboards,
  - d. computer network,
  - e. roof,
  - f. utility and storage rooms,
  - g. fuel storage;
  - h. unauthorized use or misuse of any school property;
  - i. rooms not supervised by a staff member;
6. Stealing or possession of stolen property;
7. Inappropriate public displays of affection;
8. Possessing and/or wearing obscene material;
9. Engaging in disorderly conduct (i.e. horseplay, running in halls, unreasonable and/or excessive noise including car stereos that interrupt classroom activities and/or General Brown business, etc.);
10. Deliberately disrupting or preventing the peaceful and orderly conduct of instruction and other activities authorized by General Brown;
11. Refusing any reasonable direction of any school official, faculty, or staff member in charge of a particular area or event;
12. Refusing to leave any buildings or facility after being directed to do so by an authorized administrative officer, member of the faculty, or staff member;
13. Violating traffic or parking regulations of the General Brown School District;
14. Violating the emergency procedures/regulations of the General Brown School District in case of fire, natural disaster, civil disturbance, or any training for dealing with such emergencies;
15. Entering into any private office of an administrative officer, member of the faculty, or staff member, without permission;
16. Entering upon or remaining on school property unless engaged in an activity authorized by the school official in charge of an area or event;
17. Willfully inciting others to commit any acts herein prohibited with specific intent to incite them to do so;
18. Smoking, possessing, the distribution of, or using chewing tobacco or similar tobacco products, nicotine, e-cigarettes, vaping on school property is prohibited. (Board Policy 7320);
19. Possessing, under the influence and/or distributing contraband which is defined to include drugs, alcohol, knives, rifles, shotguns, pistols, revolvers and other firearms or weapons of any sort, or any other object of substance deemed illegal by the penal law;
20. Possessing, under the influence of and/or distributing any look-a-like firearm or dangerous weapon and/or any look-a-like drugs (including but not limited to synthetic cannabinoids);
21. The distribution of any medication (prescription or non-prescription) by any student or faculty member (other than the school nurse or authorized school official) to a student;
22. The possession of any medication (prescription or non-prescription) by a student without the written permission of the parent(s)/guardian(s) and written order by the prescribing physician;

23. Use, possess, manufacture, sell, distribute or be under the influence of alcohol or other substances, or use or possess drug paraphernalia on school property or during a school event (see Alcohol, Tobacco, and Other Substances Board Policy 7320);
24. Falsely reporting an incident;
25. Cheating on class work or exams to include using unauthorized electronic devices during State and local assessments; plagiarism
26. Gambling;
27. Vandalism; skateboarding;
28. Truancy;
29. School vehicle misbehavior
  - a. Not staying seated;
  - b. Throwing things;
  - c. Distracting the driver;
  - d. Disembarking without permission;
  - e. Causing distraction with electronic devices; and
  - f. Smoking, using chewing tobacco or similar tobacco products, nicotine, e-cigarettes, vaping (Board Policy 7320) ;
30. Other insubordinate or disorderly behavior;
31. Gang activity to include but not limited to the wearing of gang colors, use of gang signs, display of gang drawings and acts of intimidation against others;
32. Computer/electronic communications misuse, including but not limited to any unauthorized use of computers, electronic devices, electronic notebooks/pads, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy; and
33. Any other conduct which would constitute a violation of the law.

### **Student Dress Code**

Students must comply with all provisions of this Code of Conduct governing dress. Students are expected to be dressed (including footwear) and groomed in a manner appropriate to the particular educational setting.

The following clothing shall be deemed inappropriate and unacceptable on school grounds, in school vehicles and at school functions:

#### General Guidelines:

A student's dress, grooming and appearance, make-up and accessories shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Regardless of gender, not be immodest or otherwise revealing (i.e. plunging necklines (front or back), bare midriffs), see-through or potentially expose private parts of the body, should fit and be fastened appropriately to cover areas traditionally covered by undergarments (no underwear as outerwear)
- Footwear shall be worn at all times. Flip Flops will not be allowed when students are actively engaged in physical activities (PE Class; on the playground; playing kickball, during Science Labs, Home & Careers, and Technology classes.) Cleated shoes will be allowed when exiting and returning to the locker room only.
- Dress Down Days/Special Events/Spirit Days: Scheduling and dress for these days will be under the direction and discretion of individual principals.

#### Prohibited Attire:

- Coats, Hats and/or Sunglasses may not be worn during the school day except for medical or religious purposes. Head coverings depicting or signifying gang affiliation, do-rags, masks, chains (other than cosmetic) are not to be worn.
- Clothing/accessories may not include language or images that are vulgar, obscene, or offensive to others on account of race, color, religion, creed, national origin, gender, gender identity, sexual orientation, innuendo, or disability. Likewise, clothing/accessories shall not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Examples of Prohibited Attire/Accessories include but are not limited to:

- Hoodies may not be worn with the hood pulled up.
- Chains (other than ornamental) hanging from the neck, belt, pocket or attached to a wallet
- Jewelry that contains any type of sharp objects
- Slippers (as regular everyday footwear)

**Please Note: Administration has the right to determine if attire or appearance is appropriate for school.**

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

### **Student Use Of Electronic Communication Devices and Computers**

Students are prohibited from using or having on or in an operational mode any mobile telephone, cellular telephone, smart wearables or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, or any other violation of Board Policy 7316 Computer Technology Disciplinary Code for Students in grades K-12, then he/she is subject to discipline under this provision policy 7316 and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept secured and in a concealed manner.

### **Language**

Students' language shall be considered appropriate if it is in compliance with all applicable provisions of this Code of Conduct. Students should, at all times, use language that is civil and respectful toward teachers, school administrators, other school personnel, fellow students and visitors on school property and school vehicles, and at school functions.

The following language shall be deemed inappropriate and unacceptable on school grounds, school vehicles and at school functions:

- Verbally abusive language;
- Profanity; cursing;
- Racial slurs and other discriminatory slurs or hate speech, i.e., speech which demeans or harasses another individual because of his/her race, sex, disability status, age, religion or other protected status;
- Loud, disruptive speech;
- Sexually suggestive or indecent or vulgar language;
- Threats of violence;
- Excessive arguing with a teacher or other supervisor.

### **Civil and Respectful Treatment of Teachers, Administrators, and Others**

Students shall treat teachers, school administrators, other school personnel, fellow students and visitors on school property and school vehicles, and at all school functions in a civil and respectful manner at all times.

**Due to Covid-19, General Brown will follow all NYSED, DOH, and Executive Orders in accordance with the publications.**

### **Determination of Violation**

#### **1. Case of Clear Danger to Persons or Property**

If a violation of the prohibitions of this policy and regulations constitutes a clear threat of injury to a person or probable harm to school property which might reasonably result in damage:

- A staff member shall order the offender to immediately stop the prohibited action and refer the offender to an administrator.
- If the offender does not stop immediately and continues the prohibited act, the person in charge shall take immediate steps to maintain order on the campus.
- If necessary, the person in charge (faculty member, staff, or any school official) shall request the assistance of police and civil authorities.
- Nothing contained above shall be construed as directing or authorizing the use of physical force by school employees against an offender unless there is no other way to protect from physical danger all persons lawfully on school property.
- The person ordering the ejection of any offender shall make an immediate report to the principal or his/her designee by the fastest available means.

#### **2. Other Cases**

If the offense is of such a nature as to not be within the definition of a clear danger as set forth above, but would otherwise disrupt, inconvenience or harass those taking part in authorized activities, the following authorized procedures shall apply:

- Anyone affected by such prohibited action may file a written complaint to the principal or his/her designee hereafter called "responsible official" (i.e. building administrator).
- Such responsible officials will conduct an investigation immediately and decide whether a violation has occurred and if the violation requires immediate action.
- If immediate action is required to preserve the normal functioning of the school, the responsible official will then order the prohibited activity to cease.
- If the prohibited activity stops, further action as set forth below will then be taken.
- If the activity does not stop upon the direction of the responsible official, then that official shall order the ejection of the offender.



Notwithstanding any action set forth above, it shall be the affirmative duty of any student or employee observing any prohibited act to promptly report such violation to the administrator in charge of the building. Upon receipt of such a report, the administrator in charge of the building shall promptly investigate and make a report to the superintendent and shall take appropriate disciplinary action if required.

**Dignity For All Students Act**

- The goal of the Dignity for All Students Act (DASA), Amended by the Crown Act is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against, intimidated, taunted, harassed, or bullied.
- DASA prohibits acts of harassment and bullying, including cyberbullying and/or discrimination, by employees or students on school property, a school function, and off premise misconduct based on a student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious orientation, gender (defined to include gender identity and expression), or sex.
  - The District will respond to cyberbullying that happens on school property or at a school function; or happens off school property but creates a substantial disruption to the learning environment or when the threats, intimidation, or abuse impact (or could impact) the school environment.
  - Any person who experiences, witnesses, or is told about bullying/discrimination can and are encouraged to make a report.
  - District employees are required to report any bullying/discrimination they witness or are told about.

**Reporting Discrimination, Harassment and Bullying**

The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying; and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report same to the Dignity Act Coordinator (“DAC”) (as defined below) or any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyber-bullying behavior) shall notify the DAC and investigate the complaint, document and take appropriate action to include, as necessary, referral to a supervisory authority and/or other official designated by the District to investigate allegations of harassment and bullying within a reasonable amount of time. Referrals may be made to ANY higher level of supervisory authority. All complaints of alleged harassing, bullying and/or retaliatory conduct will be promptly investigated in accordance with the terms of District policy and shall be treated as confidential and private to the extent possible within legal constraints.

The Board of Education shall designate and approve at least (1) staff member at every school building to be thoroughly trained to handle human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, gender expression and other characteristics protected by applicable federal, state and local laws (the **Dignity Act Coordinator(s)** or DAC). The name(s) and contact information for the Dignity Act Coordinator(s) shall be as follows:

NAME	SCHOOL	CONTACT INFORMATION
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David Ramie Jr./Sr. High School 315-779-2300, Opt1; dramie@gblions.org  
Melissa Nabinger BGP Elementary 315-779-2300, Opt2; mnabinger@gblions.org  
Janelle Dupee Dexter Elementary 315-779-2300, Opt3; jdupee@gblions.org

## Range of Disciplinary Measures

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial by the student. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. Teachers may use corrective instruction (re-teaching a behavior) or issue verbal warnings and impose brief time-out periods to students in the classroom.

When the teacher has made every effort to bring about positive behavioral change and has been unsuccessful, the teacher will bring the matter to the attention of the administration. Once done, the teacher and the administrator will develop a strategy for dealing with the problem.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior. All penalties imposed for violations of the student disciplinary code should be reasonable and appropriate. Penalties should be in proportion to the gravity of the offense and made relevant to the misconduct so as to deter future violations. When determining the appropriate action to be taken, the administrator shall consider the seriousness of the offense, the student's disciplinary record, the circumstances which led to the improper behavior, the age and maturity of the student, the probability of recurrence, and all alternatives.

Depending upon the nature of the violation, student discipline should be progressive. Thus, for example, a student's first violation should merit a lighter penalty than subsequent violations. However, for more serious misconduct a more severe penalty may be appropriate. The following range of penalties can be imposed individually or in combination for violations of the student disciplinary code:

- Verbal warning
- Written warning
- Written notification to parent(s)/guardian(s)
- Behavior modification through training/retraining
- Time out
- Probation
- Reprimand
- Revocation of automobile privileges
- Suspension from social or extracurricular activities
- Suspension of other privileges
- Exclusion from a particular class
- Alternative instruction
- Involuntary transfer
- Building principal conference
- Suspension
- Superintendent Hearing
- Permanent suspension
- Law enforcement referrals will be made when a possible violation of the law has occurred.

The incident referral form shall be used to document Code of Conduct violations. When appropriate, this form will be forwarded to an administrator. The student may voluntarily fill out the student summary of the incident form.

The General Brown School District will offer in-service training in discipline, behavior modification, and other related areas.

### **Provision for Removal of Students from the Classroom and from School Property**

A disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the class to learn. Before a teacher removes a "disruptive" student from the classroom, the teacher must first attempt to deal with student's misbehavior through less drastic means, such as warnings, parent(s)/guardian(s) conferences, time-outs, detentions, and other similar means. Teachers are encouraged to consider less drastic penalties other than removal in any case.

However, it may, on occasion, be necessary for the teacher to remove a "disruptive" student from the classroom. In no case may a teacher remove a student from his/her classroom for more than two days.

A teacher may not remove a disabled student from his/her class until he/she has verified with the administration or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under federal or state law or regulations. The procedure for removing a disruptive student from a classroom is set forth in the following section.

### **Procedures for Imposing Detention, Suspension and Removal from the Classroom**

#### **Removal of Disruptive Pupils**

Any teacher shall have the authority to remove a disruptive pupil, as defined herein and in Education Law §3214(2-a), from such teacher's classroom, consistent with discipline measures contained in this Code of Conduct. No pupil shall return to the said teacher's classroom until the Principal or program administrator makes a final determination of the case, or the period of removal expires, whichever happens first. At the teacher's discretion, he/she may rescind the removal prior to the expiration of the full period of removal.

Each teacher must keep a complete log for all cases of removal of students for his/her class. The Principal and program administrators must keep a log of all removals of students from class.

Nothing in this Code of Conduct abridges the customary right or responsibility of a Superintendent or the Administrator to suspend a student or assign detention. In addition, nothing in this code abridges the customary right or responsibility of a teacher to manage student behavior in the classroom with short-term management techniques, including the assignment of detention. The removal process should not be a substitute for good classroom management.

#### **Fair Notice of Reasons for Removal; Opportunity to be Heard**

If the teacher finds that the disruptive pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the pupil to informally present the pupil's version of relevant events.

If the teacher finds that the disruptive pupil's continued presence in the classroom does pose a continuing danger to persons or property or does present an ongoing threat of disruption to the academic process, the teacher may direct the pupil's immediate removal, but must provide the pupil with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four hours after the pupil's removal.

### **Immediate Notice to Principal**

In any case where a disruptive pupil is removed from a teacher's classroom, the teacher shall, as soon as possible, but no later than the end of the day, provide the Principal or program administrator or his/her designee with a full written explanation of the basis for the removal (on the incident referral form), giving the date, time, place, and details of all disruptive incidents, as well as the pupil's version of the relevant events, if any. If the Principal or program administrator is not available by the end of the same school day, the teacher must leave the form with his/her secretary and meet with him/her prior to the beginning of classes on the next school day.

### **Notice to Parent(s)/Guardian(s); Opportunity to be Heard**

The Principal or program administrator shall inform the parent(s)/guardian(s) to such pupil of the removal and the reasons for the removal within twenty-four hours of the pupil's removal. Where possible, notice should be provided by telephone if the school has been provided with a telephone number for the purpose of contacting the parent(s)/guardian(s). Notice must be provided to the parent(s)/guardian(s) for any removal, regardless of whether the Principal or program administrator decides to set aside the teacher's decision to remove the pupil from the classroom.

The pupil and the parent(s)/guardian(s) shall, upon request, be given an opportunity for an informal conference with the Principal or program administrator to discuss the reasons for the removal. The informal conference must be held within two school days of the student's removal. The timing of the informal conference may be extended by mutual agreement of the parent(s)/guardian(s), teacher, and principal or program administrator.

If the pupil denies the charges during the informal conference, the principal or program administrator shall provide an explanation of the basis for the removal and allow the pupil and/or parent(s)/guardian(s) an opportunity to present the pupil's version of relevant events. This conference shall be held within forty-eight hours of the pupil's removal. The Principal may direct the teacher to attend any such conference.

### **Review of the Removal Decision**

The Principal or program administrator shall review the teacher's decision to remove the pupil. They may not set aside the teacher's decision unless they find that the charges against the pupil are not supported by "substantial evidence" or that the pupil's removal is otherwise in violation of law or that the conduct warrants suspension from school pursuant to this section, and a suspension will be imposed.

The phrase "substantial evidence" shall mean a rational basis in the documents presented and other statements made to the Principal or program administrator such that a reasonable mind would accept as adequate proof that the pupil was, in fact, "disruptive," as defined above. The final determination must be made by the close of business on the day succeeding the forty-eight hour period for an informal hearing.

### **Alternative Instruction**

A teacher who directs the removal of a student from his/her classroom shall provide assignments. Administrators shall make other provisions for the continued educational programming and activities for such student.

### **Consistency with Other Laws**

Nothing contained in this Code of Conduct shall authorize the removal of a pupil in violation of any state or federal law or regulation.

### **Procedures for Suspension of Students**

#### **Short-term Suspensions**

When suspension of the student from attendance for a period of five days or less pursuant to Section 3214 (3) of the Education Law is proposed, the Superintendent or Principal shall immediately notify the student orally and the parent(s)/guardian(s), in writing, that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension, at the last known address or addresses of the parent(s)/guardian(s). Where possible, notification shall also be provided by telephone, if the school has been provided with a telephone number for the purpose of contacting the parent(s)/ guardian(s). The written notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parent(s)/guardian(s) of their right to request an immediate informal conference with the superintendent or principal and the right to question complaining witnesses in accordance with the provisions of Education Law §3214(3)(b).

The notice and opportunity for an informal conference shall be given prior to the suspension of the student, unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

#### **Suspension from Transportation**

If a student does not conduct himself/herself properly on a bus or school vehicle, transportation personnel are expected to bring such misconduct to the attention of the Principal or the Principals' Designee. A student who becomes a serious disciplinary problem may have his/her riding privileges suspended by the Principal or the Superintendent. In such cases, the student's parent/guardian will become responsible for seeing that his/her child gets to and from school safely.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's Designee to discuss the conduct and the consequences involved.

### **Suspension from other privileges**

A student subjected to a suspension from participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal Designee official imposing the suspension to discuss the misconduct and the consequences involved.

### **Long-term Suspensions**

When suspension of the student from attendance for a period in excess of five days is proposed, school officials shall follow the formal hearing procedures set forth in Section 3214 of the Education Law. The District Superintendent or his/her designee shall immediately notify the parent(s)/guardian(s), in writing the student may be suspended from school and shall provide the reasons therefore, giving dates and other descriptive details for the incidents in question. The Superintendent shall either personally hear and determine the proceeding, or may, at his/her discretion, make a written designation of a hearing officer to do so. A record of the hearing shall be maintained by tape recording the proceedings. If a hearing officer is used he/she shall make written findings of fact and recommendations as to the appropriate measure of discipline, which shall be advisory.

After the hearing, the Superintendent or his/her designee shall make a final determination of the student's guilt or innocence of the charges, including findings of fact and imposition of an appropriate sanction. The District Superintendent or his/her designee shall promptly advise the parent(s)/guardian(s) in writing of his/her decision.

### **Appeal to the Board of Education**

The parent(s)/guardian(s) may appeal the decision of the Superintendent to the Board of Education. Any appeal to the Board must be in writing and must be submitted to the District Clerk within ten (10) business days after the date of the Superintendent's decision, unless the parent(s)/guardian(s) can show extraordinary circumstances that preclude them from doing so. The Board's decision on the appeal shall be based solely upon the record of the hearing. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

### **Alternative Instruction**

When a pupil has been suspended from school pursuant to this Code of Conduct, and said pupil is of compulsory attendance age, immediate steps shall be taken for his or her attendance upon instruction elsewhere, and/or for supervision or detention of said pupil pursuant to the PINS provisions of Article 7 of the Family Court Act.

### **Permanent Suspensions**

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

### **Compliance with Laws for the Disabled**

The General Brown Central School District recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The District also recognizes that students with disabilities have certain procedural protections whenever school authorities intend to impose discipline upon them. The Board of Education is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations, including, but not limited to, NYS Education Law §3214 (3) g, Part 200 Regulations of the Commissioner of Education and the Individuals with Disabilities Education Act (IDEA).

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

Administrators shall refer a student whose behavior is repeatedly substantially disruptive of the educational process or “substantially interferes with the teacher’s authority over the classroom” to the Committee of Special Education for functional behavioral assessment and the development of a behavioral intervention plan or, if such plan already exists, for review of the same.

### **Remedial Responses to Violations of the Code of Conduct**

Students, employees and visitors who violate this Code may also be subject to remedial action as the facts may warrant, including but not limited to any of the measures listed below:

- 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; and/or
- student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation may also be utilized. These strategies may include:

- school and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- adoption of research-based prevention programs;
- modification of schedules;
- adjustment in hallway traffic and other student routes of travel;
- targeted use of monitors;
- staff professional development;
- parent conferences;
- involvement of parent-teacher organizations; and/or
- peer support groups.

The Board will provide in-service education programs for all District staff members to ensure the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, discrimination and harassment against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The following are suggested programs that may be utilized for in-service education for all staff members to ensure effective implementation of this Code: (1) School-oriented

programs developed at the district and building level; (2) Superintendent's workshop days; and (3) faculty meetings.

## SEARCHES AND INTERROGATIONS OF STUDENTS

### SEARCHES GENERALLY

- A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law and/or the Code. The reasonableness of any search involves a twofold inquiry:
  - a. School officials must first determine whether the action was justified at its inception;and
  - b. Determine whether the search, as actually conducted, was reasonably related in scope to the circumstances which justified the interference in the first place.
- Factors to be considered in determining whether reasonable suspicion exists to search a student include:
  - a. The age of the student;
  - b. The student's school record and past history;
  - c. The predominance and seriousness of the problem in the school where the search is directed;
  - d. The probative value and reliability of the information used as a justification for the search;
  - e. The school official's prior knowledge of and experience with the student; and
  - f. The urgency to conduct the search without delay.
- If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.
- A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer garment such as a coat or jacket. Strip searches are intrusive in nature and are never justified in a school setting. If school officials have highly credible evidence that a student poses an imminent danger, or if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.
- School officials are authorized to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will produce evidence that the student has violated or is violating the law and/or the Code.
- 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.
- Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time without prior notice and without their consent.
- The purpose of these searches, when they occur, is to ensure the safety of students, faculty, and staff, enhance school security and prevent disruptions of



the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. However, a student's personal belongings contained within a locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

- 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 conducted in accordance with this procedure.
- The designated school official conducting the search will be responsible for the custody, control and disposition of any illegal, prohibited or dangerous items taken from the student. The school official or his or her designee must clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the parents, police or secured by alternate means. This school official will also be responsible for promptly documenting information about the search including, but not limited to, the reasons for the search, the purpose of the search, the type and scope of the search, and the results of the search.

#### **QUESTIONING OF STUDENTS BY SCHOOL OFFICIALS**

- School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.
- Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private outside the presence of other students, by the appropriate school administrator(s). The student's parent or guardian may be contacted; the degree, if any, of parental or guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.
- The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right or responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to statements given by students to school officials.
- By law, school officials acting without the involvement of or on behalf of law enforcement officials are not required to give the so-called "Miranda warnings" (e.g., advising a person of their right to remain silent, that any statement made by the individual may be used as evidence against him or her, etc.) prior to the questioning of students.

#### **LAW ENFORCEMENT OFFICIALS**

- A cooperative effort will be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of officers is necessary to prevent injury to persons or property.
- Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

### **NON-DISTRICT EMPLOYEE ACCESS TO STUDENTS**

- When a non-district employee wishes to interview a student on school premises, administration will immediately attempt to notify the student's parent or guardian. Such notification will be delayed only upon written notification from the non-district employee that said interview is highly sensitive, that notifying the parent or guardian would interfere with an open investigation, or that the interview and investigation must remain confidential.
- Any requests to interview or gain access to students by non-district employees must immediately be reported to the Superintendent.
- These requirements may be waived where an agreement is made, in writing, between the parent or guardian and the District Superintendent, for a student to meet with a specified non-district employee for a specified purpose (i.e. counselor, case worker, etc.).

### **QUESTION OF STUDENTS BY LAW ENFORCEMENT OFFICIALS**

- Generally, police authorities may only interview students on school premises without the permission of the parent or guardian in situations where a warrant has been issued for the student's arrest (or removal).
- Police authorities may also question students for general investigations or general questions regarding suspected crimes committed on school property where notification will be made to the parent or guardian regarding the student's interaction with police authorities.
- In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant, they should contact the student's parent or guardian directly.
- Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent or guardian.
- District staff will not participate or observe the interview process. Any requests by the law enforcement representative for a District representative presence in an interview shall be referred to the Principal and the Principal will immediately notify the Superintendent.

### **CHILD PROTECTIVE SERVICES' INVESTIGATIONS**

- Occasionally, Child Protective Services (CPS) may desire to conduct interviews of students on school property. These interviews generally pertain to allegations of suspected child abuse or neglect. The Board encourages cooperation with CPS with respect to access to records and access to any child named as a victim, any of the victim's siblings, or any other child residing in the same home as the named victim, in accordance with applicable law and consistent with the provisions of Board Policy.
- The provisions pertaining to non-district employees apply equally to investigations and interviews conducted by employees of Child Protection Services.

### **SURVEILLANCE NOTIFICATION**

The District employs the use of surveillance cameras in its buildings, facilities, and on its grounds in accordance with Board policy. All recordings are the sole property of the District. All persons on General Brown property are on notice that such recordings occur and are retained by the General Brown School District as permitted by law.

## Disciplinary Code

The following page identifies unacceptable student behaviors at Dexter Elementary School and Brownville-Glen Park Elementary School and possible consequences for the action. This code guides our actions when dealing with inappropriate student behavior that has been referred to the office with a discipline referral.

Administration will determine the consequence for each action. **The decision is at the discretion of the administration dependent upon individual events and circumstances.**

RANGE OF CONSEQUENCES FOR VIOLATIONS		
<b>Level 1 – Options</b> <ul style="list-style-type: none"> <li>● Warning/verbal reprimand</li> <li>● Reminders/Redirection</li> <li>● Teaching of Expectations and Skills</li> <li>● Time-out</li> <li>● Loss of privilege</li> <li>● Restorative action</li> <li>● Conference with student</li> <li>● Communication with Parent</li> <li>● Detention</li> <li>● Counseling</li> <li>● Restitution *</li> </ul>	<b>Level 2 – Options</b> <ul style="list-style-type: none"> <li>● Removal from class *</li> <li>● Short-term suspension * In-school/Out of school From Activities</li> <li>● Police notification</li> <li>● Probation/Social Services</li> <li>● Removal from school property *</li> </ul>	<b>Level 3 – Options</b> <ul style="list-style-type: none"> <li>● Alternative Placement *</li> <li>● Long-term Suspension **</li> <li>● Superintendent's Hearing **</li> <li>● Permanent Suspension **</li> </ul>
* Administrator action only ** Superintendent action only		

Each of the levels indicated below corresponds to a set of possible interventions and disciplinary responses as indicated above:

Misconduct	Definition	Disposition		
		Level 1	Level 2	Level 3
<b>Disorderly</b>				
Disruptive Behavior/ Disruption of Education	Engaging in behavior causing an interruption in a class or activity	✓	✓	
Inappropriate Behavior	Engaging in conduct that is inappropriate, unwarranted and is reasonably interpreted to be concerning, demeaning or offensive	✓	✓	
Inappropriate Displays of Affection	Engaging in consensual, yet inappropriate, physical gestures/contact of an intimate nature	✓	✓	
Inappropriate Language or Gestures	Engaging in instance of inappropriate language and/or gestures	✓	✓	

Inappropriate Language or Gestures towards students	Engaging in instance of inappropriate language and/or gestures	✓	✓	
Inappropriate Language or Gestures towards staff	Engaging in instance of inappropriate language and/or gestures	✓	✓	
ECP Violation: Personal Electronic Devices: Cell Phones, Cameras, Personal Listening Devices, Recording Devices, etc.	<p>Engaging in non-serious, but inappropriate (as defined by school) use of cell phone, music/video players, cameras.</p> <ul style="list-style-type: none"> <li>• 1st Offense - Phone or electronic device confiscated. The device may be picked up at the Assistant Principal's office at the end of the day.</li> <li>• 2nd Offense- Phone or electronic device confiscated. The device must be picked up at the Assistant Principal's office by a parent/guardian during school office hours (8:30 - 4:00).</li> <li>• Subsequent Offenses- Phone or electronic device confiscated. After school, detention will be assigned. The device must be picked up at the Assistant Principal's office by a parent/guardian during school office hours (8:30 - 4:00).</li> </ul>			
<b>Insubordinate</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Insubordination	Refusing to follow directions of a faculty or staff member, or any action that willfully violates a written policy or procedure	✓	✓	
Left class without permission	Leaving room without permission	✓	✓	
Left school without permission	Leaving school property without permission		✓	
Skipped or missed detention	Failing to attend detention as assigned		✓	
Dress Code	Refusing to adhere to dress code as outlined in the General Brown CSD Code of Conduct	✓		
Tardy to class	Arriving late to class	✓	✓	
Tardy to school	Arriving late to the start of the school day without a legal written excuse	✓	✓	
Missed or skipped class	Missing class without permission	✓	✓	

Pass abuse	Deliberately misusing the planner passes or pass privileges	✓	✓	
Truancy	Being absent from all or part of the school day without permission	✓	✓	
Falsely Reporting an Incident, Distorting facts, deliberate deception, lying	Knowingly reporting or spreading falsehoods	✓	✓	
<b>Violent</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Verbal or Physical Confrontation	Verbally attacking, or physically striking, pushing, shoving or punching		✓	
Possession of weapon look-alike	Possessing a look-alike weapon/object that appears readily capable of causing bodily harm		✓	
Threats	Threatening by verbal or nonverbal communication, stance, and/or actions		✓	
Dangerous/ Reckless behavior/ Vandalism	Includes vandalism – which will require monetary reimbursement for determined damages	✓	✓	
<b>Tobacco or Drug and Alcohol</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Use or possession of tobacco, e-cigarette, or look-alike	Using, possessing, selling, or sharing any tobacco product, tobacco replacement product, or imitation		✓	
<b>Theft</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Theft or Possession of Stolen Property	Taking or possessing any and all items not belonging to oneself without permission or knowledge of the owner	✓	✓	
<b>School Bus</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Deliberately causing damage to a school vehicle, vandalism	Behavior that causes any intentional damage to a school vehicle.	✓	✓	
Deliberately obstructing a driver's vision	Behavior that causes the intentional obstruction of a driver's ability to operate the vehicle safely, while the bus is in motion.	✓	✓	
Deliberately tampering with emergency exits on a school vehicle	Unauthorized use/tampering of an emergent exit on a school vehicle.	✓	✓	

Failing to remain properly seated while the bus is in motion, putting arms or head out the window	Student refuses to remain seated or keep hands, arms, or head inside the bus.	✓		
Throwing objects within, outside of or at a school vehicle	Throwing objects in/at the bus.	✓		
Distracting behavior	Engaging in behavior that causes the bus driver to be distracted ie. shouting/disrupting the bus, wrestling, horseplay	✓	✓	
<b>Academic Misconduct</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Academic Dishonesty	Being academically dishonest, including cheating or plagiarism	✓	✓	
Forgery	Signing a person's name without that person's permission or knowledge	✓	✓	
<b>Discrimination &amp; Harassment</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Harassment/DASA/ Cyber-bullying	Delivering disrespectful messages* (verbal or gestural) to another student, faculty, or staff member which include threats and intimidation obscene gestures, pictures, or written notes <i>* Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or personal matters.</i>		✓	✓
<b>Misuse of School Devices</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Misuse of computer	Engaging in inappropriate use of computer	✓	✓	
<b>Miscellaneous</b>		<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Gambling	Using tokens, currency, or monetary exchange during gameplay		✓	

**School Safety & Educational Climate (SSEC) Violations (Required by NYS)**

Misconduct	Definition	Disposition		
Violent or Disruptive Incident		Level 1	Level 2	Level 3
1. Homicide	Any intentional violent conduct that results in the death of another person			✓
2. Sexual Offenses	Sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon including but not limited to penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia.			✓
3. Assaults	child who is incapable of consent by reason of disability or because he or she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or non-students 18 years of age or under, unless at least one the individuals participating in the conduct is at least four years older than the youngest individual participating in this conduct.			✓
	Impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion			✓
	Physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.			✓
4. Weapons Possession	Possession of one or more weapons (see list below) secured through routine security checks. <b>Weapons:</b> means one or more of the following dangerous instruments: <ul style="list-style-type: none"> <li>• i. firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paintball gun;</li> <li>• ii. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk,</li> </ul>			✓

	<p>razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;</p> <ul style="list-style-type: none"> <li>• iii. a billy club, blackjack, bludgeon, chukka stick, or metal knuckles;</li> <li>• iv. a sandbag or sandclub;</li> <li>• v. a slingshot or slingshot;</li> <li>• vi. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nunchuck, or shirken;</li> <li>• vii. an explosive, including but not limited to, a firecracker or other fireworks;</li> <li>• viii. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;</li> <li>• ix. an imitation gun that cannot be easily distinguished from a real gun;</li> <li>• x. loaded or blank cartridges or other ammunition; or</li> <li>• xi. any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.</li> </ul>			
	<p>Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in possession of a student or within a locker.</p>			✓
<p>5a. Material Incidents of Discrim/ Harass/ Bullying</p>	<p>A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner’s regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Commissioner’s regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of</p>			✓



	<p>harassment or bullying that occur on school property, at a school function, or off school property where such act 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. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.</p> <ul style="list-style-type: none"> <li>○ <b>Bullying</b> is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.</li> <li>● <i>Please note the following “elements of bullying” do not solely determine whether an incident is material.</i> <ul style="list-style-type: none"> <li>▪ <b>Imbalance of power:</b> An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.</li> <li>▪ <b>Repetition:</b> Bullying typically repeated, occurring more than once or having the potential to occur more than once.</li> <li>▪ <b>Intent to Harm:</b> The person bullying has the goal to cause harm. Bullying is not accidental.</li> </ul> </li> <li>○ <b>Discrimination</b> not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.</li> </ul>			
<p>5b. Cyberbullying</p>	<p>Harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.(See definition of harassment or bullying as defined in 5a. and Commissioner’s regulation 100.2(kk)(1)(viii))</p>			<p>✓</p>

6. Bomb Threat	A telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.			✓
7. False Alarm	Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.			✓
8. Threat	A verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.			✓
9. Use, Possession, or Sale of Drugs	Illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.			✓
10. Use, Possession, or Sale of Alcohol	Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.			✓