



POLICIES

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Book	District Policies
Section	5000 Non-Instructional/Business Operations
Title	Smoking, Tobacco, and Cannabis (Marijuana) Use
Code	5640
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5640 Smoking, Tobacco, and Cannabis (Marijuana) Use

The following actions are prohibited on school grounds and at school functions: smoking; vaping; using tobacco products; and/or using or ingesting any form of cannabis, within 100 feet of the entrances, exits, or outdoor areas of any of the District's schools. This prohibition does not apply to a residence, or within the real property boundary lines of residential real property.

For certified medical cannabis use, exceptions to the above may exist only to the extent such use is expressly authorized by, and in strict compliance with, Article 3 of the Cannabis Law.

Definitions

For purposes of this policy, the following definitions apply:

- a) "Electronic cigarette" (or "e-cigarette") includes an electronic device delivering vapor inhaled by an individual user, and includes any refill, cartridge, and any other component of such a device.
- b) "School function" includes a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.
- c) "School grounds" includes any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's preschool, nursery school, elementary, or secondary school's legally defined property boundaries as registered in the County Clerk's Office, as well as any vehicles used to transport children or school personnel.
- d) "Smoking" includes the burning of a lighted cigar, cigarette, pipe, or any other matter or substance containing tobacco, cannabis, or cannabinoid hemp.
- e) "Tobacco products" includes cigarettes or cigars, bidis, chewing tobacco, powdered tobacco, nicotine water, or any other tobacco products.
- f) "Vaping" includes the use of an electronic cigarette.

Notification

The District will prominently post signs prohibiting smoking and vaping on school grounds in accordance with applicable law. Appropriate District officials will inform individuals smoking or vaping in a non-smoking area that they are in violation of law and/or District policy.

The District will communicate this policy to staff, students, parents/guardians, volunteers, visitors, contractors, and outside groups through means such as the District's [Code of Conduct](#), student handbooks, newsletters, announcements, facilities use forms/agreements, and/or the prominent display of this policy in appropriate locations.

Prohibition of Tobacco and Cannabis Promotional Items/Advertising

Tobacco and Cannabis promotional items (e.g., brand names, logos, and other identifiers) are prohibited:

- a) On school grounds;
- b) In vehicles used to transport students or school personnel;
- c) At school functions;
- d) In school publications;
- e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District's [Code of Conduct](#) and applicable collective bargaining agreements.

This prohibition will be enforced in accordance with the District's [Code of Conduct](#) and applicable collective bargaining agreements.

The District will request, tobacco free editions of periodical publications for school libraries and classroom use.

Legal

20 USC §§ 6081-6084 and 7971-7974

41 USC § 8101 et seq.

Education Law §§ 409

Penal Law § 222.10

Public Health Law §§ 1399-n, 1399-o, 1399-p, and 1399-aa

8 NYCRR §§ 155.5 and 156.3

Cross References

[3280 - Use of School Facilities, Materials and Equipment](#)

[3410 - Code of Conduct on School Property](#)

[6150 - Alcohol, Tobacco, Drugs, and Other Substances \(Staff\)](#)

[7320 - Alcohol, Tobacco, Drugs and Other Substances](#)

[8240 - Instruction in Certain Subjects](#)

[District Code of Conduct](#)



Book	District Policies
Section	6000 Personnel
Title	Code of Ethics for Board Members and All District Personnel
Code	6110
Status	Active
Adopted	December 10, 2019
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Last Reviewed	June 23, 2023
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6110 Code of Ethics for Board Members and all District Personnel

General Provisions

Officers and employees of the District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct.

The provisions of this policy are intended to supplement Article 18 of the General Municipal Law and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members, and employees of the District.

Gifts

No person may directly or indirectly solicit, accept, or receive any gift having a value of *\$75 or more under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of their official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form.

Confidential Information

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

Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when the person, individually, or as a member of the Board, has the power or duty to: negotiate, prepare, authorize, or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer, or their deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or for investment of funds of the District.

No employee, officer or agent will participate in selecting, awarding, or administering a contract supported by a federal award if the employee has a real or apparent conflict of interest. These conflicts could arise when the employee, officer, or agent, any member of their immediate family, partner, or an organization that employs or is about to employ any of these

parties has a financial or other interest in or a tangible personal interest benefit from a firm considered for a contract. Employees, officers, and agents will not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The District may, however, set standards for situations where the financial interest is not substantial or the gift is an unsolicited item of nominal value.

"Interest," as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of: their spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which the person is a member or employee; a corporation of which the person is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by them.

The provisions of the preceding four paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District. Likewise, no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

Disclosure of Interest in Contracts and Resolutions

Any District officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest, and must be filed with the person's immediate supervisor and the Board. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

Investments in Conflict with Official Duties

No person may invest or hold any investment directly or indirectly in any financial business, commercial, or other private transaction, that creates a conflict with their official duties, or that would otherwise impair their independence of judgment in the exercise or performance of their official powers or duties.

Private employment

No person may engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of their official duties.

Future employment

No person may, after the termination of service or employment with the District, appear before any board or agency of the Williamsville Central School District in relation to any case, proceeding, or application in which they personally participated during the period of their service or employment with the District or which was under their active consideration while they were with the District.

Notice of Code of Ethics and General Municipal Law Sections 800-809

The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions, or the ability of the District or other relevant authorities to enforce them.

Penalties

Any person who knowingly or intentionally violates any of the provisions of this policy may be fined, suspended, removed from office or employment, or subject to additional or other penalties provided by law.

Legal

Education Law Section 410

General Municipal Law Article 18 and Sections 800-809

2 CFR Section 200.318(c)(1)



Book	District Policies
Section	6000 Personnel
Title	Equal Employment Opportunity
Code	6120
Status	Active
Adopted	March 10, 2015
Last Revised	March 10, 2015
Last Reviewed	June 23, 2023
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6120 Equal Employment Opportunity

The Williamsville Central School District is an equal opportunity employer and does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

Investigation of Complaints and Grievances

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination, and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; Policy #6121 -- Sexual Harassment of District Personnel; Policy #6122 -- Employee Grievances; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination have not suffered retaliation.

Legal	Age Discrimination in Employment Act, 29 USC Section 621 Americans With Disabilities Act, 42 USC Section 12101 et seq. Genetic Information Non-Discrimination Act of 2008 (GINA) Public Law 110-233 Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq. Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq. Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq. Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq. Civil Rights Law Section 40-c Civil Service Law Section 75-B Executive Law Section 290 et seq. Military Law Sections 242 and 243
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Cross References	3421 -- Title IX and Sex Discrimination 3420 -- Non-Discrimination and Anti-Harassment in the School District 6121 -- Sexual Harassment in the Workplace 6122 -- Employee Grievances
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Book	District Policies
Section	6000 Personnel
Title	Sexual Harassment in the Workplace
Code	6121
Status	Active
Adopted	November 14, 2023
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6121 Sexual Harassment in the Workplace

The District is committed to creating and maintaining an environment which is free from harassment and discrimination. This policy addresses sexual harassment and gender discrimination in the workplace. It is intended to inform covered individuals of: their right to work in an environment that is free from sexual harassment and discrimination; what sexual harassment and discrimination look like; how they can prevent and report sexual harassment and discrimination; how they are protected from retaliation after taking action; and the general process for investigating a claim of sexual harassment and discrimination that falls under this policy. This policy is just one component of the District's overall commitment to maintaining a harassment and discrimination-free educational and work environment.

Under New York State Human Rights Law (NYSHRL) it is illegal for an employer to discriminate based on age, race, creed, color, national origin, citizenship or immigration status, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, status as a victim of domestic violence, or criminal history. These different identities impact an individual's perception and understanding of the world. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace. While this policy is focused on sexual harassment and gender discrimination, the process for reporting and investigating discrimination based on other protected classes is generally the same. However, the exact process may vary depending on a number of factors including, but not limited to, who is involved. Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* detail the specific process for reporting and investigating discrimination based on other protected identities.

Sexual harassment is a form of workplace discrimination that subjects individuals to inferior condition of employment due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender-based discrimination, but the District recognizes that discrimination can be related to or affected by other identities beyond gender.

Discrimination of any kind, including sexual harassment, is unlawful, a violation of District policy, and may subject the District to liability for the harm experienced by targets of discrimination. All individuals are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace.

Harassers may also be individually subject to liability and supervisors who fail to report or act on harassment may be liable for aiding and abetting sexual harassment and discrimination. Employees at every level who engage in harassment or discrimination, including supervisory personnel who engage in harassment or discrimination or who allow such behavior to continue, will be subject to remedial and/or disciplinary action by the District.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sexual harassment in the workplace. The District will promptly respond to reports of sexual harassment in the workplace, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights compliance Officer(s) (CRCO(s)) and/or Title IX Coordinator(s).

Scope and Application

This policy applies to all instances of sexual harassment and gender discrimination perpetrated against a "covered individual" by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student. For purposes of this policy, a "covered individual" includes:

- a) Employees;
- b) Applicants for employment;
- c) Paid or unpaid interns; and
- d) Non-employees, which include anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace. These non-employees include persons commonly referred to as independent contractors, gig workers, and temporary workers. Also included are non-employees providing equipment repair, cleaning services, or any other service through a contract with the District.

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* may address misconduct related to sexual harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved and where the alleged sexual harassment occurred. These documents must be read in conjunction with this policy.

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

What Constitutes Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating individuals differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression, and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different than the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace.

Under New York State Human Rights Law, sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment need not be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, New York State Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which a covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of District policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts.

Sexual harassment includes unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature when:

- a) The purpose or effect of this behavior unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. The impacted individual does not need to be the intended target of the sexual harassment;
- b) Employment depends implicitly or explicitly on accepting such unwelcome behavior; or
- c) Decisions regarding an individual's employment are based on an individual's acceptance to rejection of the behavior. These decisions can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

- a) Hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee finds offensive or objectionable, causes an employee discomfort or humiliation, or made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interferes with the employee's job performance.
- b) Quid pro quo harassment which occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment.

Any covered individual who feels harassed should report the conduct so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describes some actions that may constitute unlawful sexual harassment and that are strictly prohibited. This list is just a sample of behaviors and should not be considered exhaustive. Any covered individual who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:

a) Physical acts of a sexual nature, such as:

1. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another person's body or poking another person's body; and
2. Rape, sexual battery, molestation or attempts to commit these assaults, which may be considered criminal conduct outside the scope of this policy.

b) Unwanted sexual advances or propositions, such as:

1. Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion, or other job benefits;
2. Subtle or obvious pressure for unwelcome sexual activities; or
3. Repeated requests for dates or romantic gestures, including gift-giving.

c) Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, or romantic history which create a hostile work environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment.

d) Sex stereotyping, which occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look:

1. Remarks regarding an employee's gender expression, such as wearing a garment typically associated with a different gender identity; or
2. Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, their job duties.

e) Sexual or discriminatory displays or publications anywhere in the workplace, such as:

1. Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.

f) Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, or gender expression, such as:

1. Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
2. Sabotaging an individual's work;
3. Bullying, yelling, or name-calling;
4. Intentional misuse of an individual's preferred pronouns; or
5. Creating different expectations for individuals based on their perceived identities:
 - (a) Dress codes that place more emphasis on women's attire;
 - (b) Leaving parents/caregivers out of meetings.

Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. This policy applies to all instances of sexual harassment perpetrated against a "covered individual" by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student.

Sexual harassment does not happen in a vacuum and discrimination experienced by an individual can be impacted by biases and identities beyond an individual's gender. For example:

- a) Placing different demands or expectations on black women employees than white women employees can be both racial and gender discrimination;

- b) An individual's immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- c) Past experiences as a survivor of domestic or sexual violence may lead an individual to feel re-traumatized by someone's behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions which, for purposes of this policy, means a school- sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can occur while covered individuals are traveling for District business or at District or industry-sponsored events or parties. Calls, texts, emails, and social media usage by covered individuals can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Sexual harassment can occur when covered individuals are working remotely. Any behaviors outlined above that leave a covered individual feeling uncomfortable, humiliated or unable to meet their job requirements constitute harassment even if the covered individual is working remotely when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

Retaliation is unlawful and is any action by an employer or supervisor that punished an individual upon learning of a harassment claim, that seeks to discourage a covered individual from making a formal complaint or supporting a sexual harassment or discrimination claim or that punishes those who have come forward. Adverse actions need not be job-related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Examples of retaliation may include, but are not limited to:

- a) Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- b) Publicly releasing personnel files;
- c) Refusing to provide a reference or providing an unwarranted negative reference;
- d) Labeling an employee as "difficult" and excluding them from projects to avoid "drama";
- e) Undermining an individual's immigration status; or
- f) Reducing work responsibilities, passing over for a promotion, or moving an individual's desk to a less desirable office location.

Retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- a) Made a complaint of sexual harassment, or discrimination, either internally or with any government agency;
- b) Testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- c) Opposed sexual harassment by making a verbal or informal complaint, or by simply informing a supervisor, building principal, other administrator, or the Civil Rights Compliance Officer (CRCO) of suspected harassment;
- d) Reported that another employee has been sexually harassed or discriminated against; or
- e) Encouraged a fellow employee to report harassment.

The District prohibits all retaliation. Any individual that reports and incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment or discrimination if they believe it has occurred. Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of sexual harassment or discrimination.

Any District employee who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All covered individuals who believe they have been subject to retaliation should inform a supervisor, building principal, other administrator, or the CRCO.

All employees and covered individuals who believe they have been a target of retaliation may also seek relief from government agencies, as explained in this policy.

Reporting Allegations of Sexual Harassment

Anyone who experiences, witnesses, or becomes aware of potential instances of sexual harassment is encouraged to report the behavior to a supervisor, building principal, other administrator, or the CRCO. Covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough or conversely because they do not want to see someone fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and could include education counseling, suspension, or termination.

Reports of sexual harassment may be made verbally or in writing. A [form](#) for submission of a written complaint is posted on the District website, and all covered persons are encouraged to use this complaint form, but the complaint form is not required. Individuals who are reporting sexual harassment on behalf of another individual may use the complaint form and note that it is being submitted on another individual's behalf. A verbal or otherwise written complaint (such as email) on behalf of oneself or another individual is also acceptable.

Reports may be made to a CRCO in person, by using the contact information for a CRCO, or by any other means that results in a CRCO receiving the person's verbal or written report. This report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for a CRCO.

Reports of sexual harassment may also be made to any other District employee including a supervisor or building principal. All reports of discrimination and/or harassment must be immediately forwarded to the CRCO. Reports may also be forwarded to other District employees depending on the allegations.

District employees must comply with reporting requirements in any other applicable District policy or document.

Covered individuals who believe they have been a target of sexual harassment may at any time seek assistance in additional available forums, as explained in this policy.

Supervisory Responsibilities

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors, building principals, and other administrators, and the CRCOs have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. All supervisors, building principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminating behavior, or for any reason suspect that sexual harassment is occurring, are required to report the suspected sexual harassment to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Supervisors, building principals, and other administrators should not be passive and wait for a covered individual to make a claim of harassment. If they observe such behavior, they must act.

Supervisors, building principals, and other administrators can be disciplined if they engage in sexually harassing or discriminatory behavior themselves. Supervisors, building principals, and other administrators, can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

While supervisors, building principals, and other administrators have a responsibility to report harassment and discrimination, they must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors, building principals, and other administrators must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Bystander Intervention

Any individual witnessing harassment as a bystander is encouraged to report it. A supervisor, building principal, or other administrator that is a bystander to harassment is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

- a) A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
- b) A bystander who feels unsafe interrupting on their own can ask a third -party to help intervene in the harassment;
- c) A bystander can record or take notes on the harassment incident to benefit a future investigation;
- d) A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
- e) If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace.

Grievance Process for Complaints of Sexual Harassment in the Workplace

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected sexual harassment will be prompt, thorough investigation of the charges and/or notify law enforcement officials. Disclosure may, however, be necessary to complete a harassment claim, witnesses, and alleged harassers deserve a fair and impartial investigation.

The CRCO will generally oversee the District's investigation of all complaints of discrimination and/or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

District employees may be required to cooperate as needed in an investigation of suspected sexual harassment. The District recognizes that participating in a harassment investigation can be uncomfortable and has potential to retraumatize a covered individual. Individuals receiving claims and leading investigations will handle complaints and questions with sensitivity towards participant.

While the process may vary from case to case, investigations should be done in accordance with the following steps:
Upon receipt of a complaint, the CRCO:

a) Will conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions for example instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate.

If the CRCO unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

b) Will investigate all complaints of sexual harassment regardless of how those complaints are reported and treat all complaints with equal priority. For verbal complaints, the individual will be encouraged to complete, in writing the complaint form, which is available on the District website. If the individual reporting prefers not to fill out the complaint form, a complaint form or equivalent documentation based on the verbal reporting will be prepared. The individual reporting the harassment will be provided a copy of the completed complaint form.

c) Will take steps to obtain, review, and preserve documents, emails, or phone records that may be relevant to the investigation. The CRCO will consider and implement appropriate document request, review, and preservation measures, including for electronic communications.

d) Will seek to interview all parties involved, any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students.

e) Will create written documentation of the investigation (such as a letter, memo or email), which contains the following:

1. A list of all documents reviewed, along with a detailed summary of relevant documents;
2. A list of names of those interviewed, along with a detailed summary of their statements;
3. A timeline of events;
4. A summary of prior relevant incidents disclosed in the investigation, reported or unreported; and
5. The basis for the decision and final resolution of the complaint, together with any corrective action(s).

f) Will keep the written documentation and associated documents in a secure and confidential location.

g) Will promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document. Any corrective action taken will be in accordance with applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

h) Will inform the individual(s) who reported of the harassment of the right to file a complaint or charge externally as outlined in this policy.

Other District policies and documents address sexual harassment. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

Annual Training

The District will provide a sexual harassment prevention training program to all employees on an annual basis. The training will be interactive and will include:

- a) An explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights;
- b) Examples of conduct that would constitute unlawful sexual harassment;
- c) Information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment;
- d) Information concerning employees' rights of redress and all available forums for adjudicating complaints; and
- e) Information addressing conduct by supervisors and any additional responsibilities for such supervisors.

Notification

The District will provide this policy to all employees in-person or digitally through email upon hiring and will be posted prominently in all work locations. In addition to sending the policy through email, this policy will also be available on the District's website.

At the time of hiring and at every annual sexual harassment prevention training program, the District will provide each employee a notice containing this policy and the information presented at the District's sexual harassment prevention training program.

This notice will be provided in English and in the language identified by the employee as their primary language, provided that the New York State Department of Labor Commissioner has published a template of the model materials in that language.

The notice will be delivered in writing, either in print or digitally. The notice will either link to or include, as an attachment or printed copy, the policy and training materials.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the District but is also prohibited by state, federal, and, where applicable, local law.

The District's internal process outlined in the policy above is one way for covered individuals to report sexual harassment. Covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, covered individuals may also seek the legal advice of an attorney.

In addition to those outlined below, individuals may have additional legal protections.

New York State Division of Human Rights (NYSDHR)

The New York State Human Rights Law (NYSHRL), N.Y. Executive Law, Art. 15, § 290 et seq., applies to all employers in New York State and protects covered individuals, regardless of immigration status. A complaint alleging violation of the NYSHRL may be filed either with the NYSDHR or in New York State Supreme Court.

Complaints of sexual harassment filed with NYSDHR may be submitted any time **within three years** of the harassment. If an individual does not file a complaint with NYSDHR, they can ~~see~~ bring a lawsuit directly in state court under the NYSHRL, **within three years** of the alleged sexual harassment. An individual may not file with NYSDHR if they have already filed a NYSHRL complaint in state court.

Complaining internally to the District does not extend your time to file with NYSDHR or in court. The three years is counted from the date of the most recent incident of harassment.

Individuals do not need an attorney to file a complaint with NYSDHR, and there is no cost to file with NYSDHR.

NYSDHR will investigate the complaint to determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases receive a public hearing before an administrative law judge. If sexual harassment is found at the hearing, NYSDHR has the power to award relief. Relief varies, but may include requiring the employer to take action to stop the harassment, or repair the damage caused by the harassment, including paying of monetary damages, attorney's fees and civil fines.

NYSDHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Individuals may call (718) 741-8400 or visit: www.dhr.ny.gov.

Go to dhr.ny.gov/complaint for more information about filing a complaint with NYSDHR. The website has a digital complaint process that can be completed on a computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to NYSDHR. The website also contains contact information for NYSDHR's regional offices across New York State.

Call the NYSDHR sexual harassment hotline at 1-800-HARASS-3 (1-800-427-2773) for more information about filing a sexual harassment complaint. This hotline can also provide a referral to a volunteer attorney experienced in sexual harassment matters who can provide limited free assistance and counsel over the phone.

The United States Equal Employment Opportunity Commission

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act, 42 USC § 2000e et seq. An individual can file a complaint with the EEOC anytime within 300 calendar days from the recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC will (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred but does not file a lawsuit.

Individuals may obtain relief in mediation, settlement, or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov. To file a complaint with the United States Equal Employment Opportunity Commission, please visit <https://www.eeoc.gov/filing-charge-discrimination>.

If an individual filed an administrative complaint with NYSDHR, then NYSDHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972.

For more information about how to file a complaint, contact OCR at 800-421-3481 (TDD 800-877-8339) or visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The website contains information about filing the complaint online, by mail, or by email.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists.

Local Police Department

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if a law exists.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

Legal

Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
29 CFR Section 1604.11(a)
34 CFR Subtitle B, Chapter I
Civil Service Law Section 75-B
New York State Human Rights Law, Executive Law Section 290 et seq.
Labor Law Section 201-g and 740

Cross References

[3420 -- Non-Discrimination and Anti-Harassment in the District](#)
[3421 -- Title IX and Sex Discrimination](#)
[6122 -- Complaints and Grievances by Employees](#)
[7551 -- Sexual Harassment of Students](#)



WCSD Sexual Harassment Complaint Form.pdf (170 KB)



Book	District Policies
Section	6000 Personnel
Title	Employee Grievances
Code	6122
Status	Active
Adopted	November 14, 2023
Last Revised	November 14, 2023
Prior Revised Dates	Original adoption: July 7, 2009 (committee reviewed 6/23/2023) Revised: 11/14/2023

6122 Employee Grievances

In accordance with Article 15-C of the General Municipal Law, all District employees will have the opportunity to present grievances free from interference, coercion, restraint, discrimination or reprisal. The District will provide at least two (2) procedural stages and an appellate stage for the settlement of any employee grievance.

Legal	General Municipal Law §§ 681-685
Cross References	3420 - Non-Discrimination and Anti-Harassment in the School



Book	District Policies
Section	6000 Personnel
Title	Alcohol, Tobacco, Drugs and Other Substances (Staff)
Code	6150
Status	Active
Adopted	October 12, 2021
Last Revised	October 12, 2021
Last Reviewed	June 23, 2023
Prior Revised Dates	Original Adoption: July 7, 2009

6150 Alcohol, Tobacco, Drugs and Other Substances (Staff)

The District, recognizing that students are often influenced by teachers and other members of a school's staff, impresses upon staff members the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, shall set a positive example for students.

Accordingly, when in the workplace or when the effects of these actions may impair job performance, staff are prohibited from consuming, sharing and/or selling, use and/or possessing:

- a) Illegal drugs;
- b) Cannabis (marijuana) or any other controlled substance in schedules I through V of the Controlled Substances Act;
- c) Counterfeit and designer drugs;
- d) Drug paraphernalia; or
- e) Alcohol.

For certified medical cannabis use, exceptions to the above may exist only to the extent such use is expressly authorized by and in strict compliance with, Article 3 of the Cannabis Law.

Additionally, the misuse and/or unprescribed use of prescription and over-the-counter drugs is prohibited in the workplace or when the effects of these actions may impair job performance.

Further, all staff are bound by the conduct prohibitions contained in District policy #5640 Smoking, Tobacco, and Cannabis (Marijuana) Use.

Disciplinary Measures

Staff will be informed of the range of penalties or consequences, up to and including termination of employment, that may be imposed for engaging in prohibited conduct. Penalties and consequences will be in accordance with any applicable law, District policy, collective bargaining agreement, and/or other similar document.

Information on Substance Use Related Services

The Superintendent has designated one or more individuals to provide information regarding where and how to find available substance use related services to students, parents, and staff.

- f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.
- g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.
- h) Unwelcome and/or offensive public displays of sexual/physical affection.
- i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.
- j) Demanding sexual favors of a student, insinuating that refusal to acquiesce in such favors will adversely affect a student's grades, references, academic/scholastic placement, and/or participation in extracurricular activities.
- k) Engaging in sexual conduct with an individual who is unable to consent due to their age, use of drugs or alcohol, intellectual disability, or other disability.
- l) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Investigation of Complaints and Grievances

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes they have been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, should immediately report such alleged harassment. The District recognizes that sexual harassment is a sensitive issue and that students may choose to inform any trusted staff member of suspected discrimination or harassment. Staff members who receive such complaints will immediately inform one of the District Civil Rights Compliance Officers. Where appropriate, the Civil Rights Compliance Officer(s) may seek the assistance of the relevant Dignity Act Coordinator in investigating, responding to, and remedying student complaints of discrimination and/or harassment. In the event that one of the Civil Rights Compliance Officers is the alleged offender, the report will be directed to the other Civil Rights Compliance Officer, or to the Superintendent of Schools. Should the victim of the harassment wish to speak to a person of the same gender, the Superintendent shall designate a compliance officer accordingly.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment and will promptly take appropriate action to protect individuals from further sexual harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officers, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to one of the District Civil Rights Compliance Officers. In the event one of the Civil Rights Compliance Officers is the alleged offender, the report will be directed to the other Civil Rights Compliance Officer, or to the Superintendent of Schools.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of sexual harassment have not suffered retaliation.

Legal

Civil Rights Act of 1991, 42 USC Section 1981(a)

Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.

CFR Section 100 et seq.

Education Law Section 2801(1)

OCR Dear Colleague Letter, April 4, 2011



Book	District Policies
Section	6000 Personnel
Title	Drug-Free Workplace
Code	6151
Status	Active
Adopted	July 7, 2009
Last Reviewed	June 23, 2023

6151 Drug-Free Workplace

It shall be the general policy of the Board of Education to affirm that all programs in the District that receive Federal funds shall guarantee that their workplaces are free of controlled substances. "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 USC 812) and as further defined in regulation at 21 Code of Federal Regulations (CFR) Sections 1308.11-1308.15. An acknowledgment form shall be signed by the Superintendent indicating that the District is in full compliance with the Drug-Free Workplace Act. This policy shall guarantee that not only Federally funded programs, but the entire District is free of controlled substances.

"Workplace" is defined as a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the District.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such actions and activities of the administration as shall be required to maintain a drug-free workplace.

Legal	Drug-Free Workplace Act, 20 United States Code (USC) Section 7101 et seq. 21 United States Code (USC) Section 812 21 Code of Federal Regulations (CFR) Sections 1308.11-1308.15 34 Code of Federal Regulations (CFR) Part 85
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Cross References	3410 - Code of Conduct on School Property 6150 - Alcohol, Drugs and Other Substances (School Personnel) 6530 - Employee Assistance Program (EAP) 7320 - Alcohol, Tobacco, Drugs and Other Substances
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Book	District Policies
Section	6000 Personnel
Title	Safety of Students (Fingerprinting Clearance of New Hires)
Code	6170
Status	Active
Adopted	March 15, 2016
Last Revised	March 15, 2016
Last Reviewed	June 23, 2023
Prior Revised Dates	Original Adoption: July 7, 2009

6170 Safety of Students (Fingerprinting Clearance of New Hires)

Unless otherwise authorized, the District will not employ or utilize a prospective school employee unless the prospective school employee has been granted "full" clearance for employment by the State Education Department (SED). The District will require a prospective school employee who is not in the SED criminal history file database to undergo a fingerprint supported criminal history record background check. "Criminal history record" means a record of all criminal convictions and any pending criminal charges maintained on an individual by the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). The District will obtain the applicant's consent to the criminal history records search.

The SED joined the Statewide Vendor Management System (SVMS) operated by MorphoTrust in conjunction with DCJS for the capture and transmission of the fingerprint application, fee, and digital fingerprint images. The District will use the SVMS as directed by SED. The District will still request clearance for employment, view information regarding an applicant's status, and enter hire/termination dates through SED's Web-based application known as TEACH.

Safety of Students

The District will develop internal building and/or program procedures to help ensure the safety of students who have contact with an employee holding conditional appointment or emergency conditional appointment. These procedures will address the safety of students in the classroom, students attending off-campus activities under the supervision of the District, and students participating in extracurricular and/or co-curricular activities (including sports and athletic activities).

Safety procedures to be addressed include, but are not limited to supervision of the employee holding conditional appointment/emergency conditional appointment as determined appropriate by the applicable building/program administrator and periodic visitations by the building/program administrator to the classroom, program, and/or activity assigned to the employee holding conditional appointment/emergency conditional appointment.

Legal	Correction Law Article 23-A
	Education Law 305(30), 305(33), 1604, 1709, 1804, 1950, 2503, 2554, 2590-h, 2854, 3004-b, 3004-c and 3035
	Executive Law 296(16)
	Social Services Law Article 5, Title 9-B
	8 New York Code of Rules and Regulations (NYCRR) 80-1.11 and Part 87



Book	District Policies
Section	6000 Personnel
Title	Staff-Student Relations (Fraternization)
Code	6180
Status	Active
Adopted	August 10, 2010
Last Revised	August 10, 2010
Last Reviewed	June 23, 2023
Prior Revised Dates	Original Adoption: July 7, 2009

6180 Staff-Student Relations (Fraternization)

The Board of Education requires that all School District employees maintain a professional, ethical relationship with District students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations. ("Frequent personal communication with a student unrelated to course work or official school matters" means any form in which that personal communication may occur including, but not limited to, voice or text-based communication via phone, e-mail, instant messaging, text messaging or through social networking Web sites.)

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of staff with students is against District policy and may be in violation of professional standards of conduct and New York State Law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions.

Any student who believes that they have been subjected to inappropriate staff behavior as enumerated in this policy, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's Principal or the District's designated Complaint Officer. In all events such reports shall be forwarded to the designated Complaint Officer for further investigation. Anonymous complaints of inappropriate fraternization of staff

members with students shall also be investigated by the District. Investigations of allegations of inappropriate staff-student relations shall follow the procedures utilized for complaints of harassment within the School District. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an educational setting) must also follow the District's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to their Building Principal or Supervisor.

The District shall promptly investigate all complaints of inappropriate staff-student relations, and take prompt corrective action to stop such conduct if it occurs.

Prohibition of Retaliation

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

District Responsibility/Training

The Principal of each school and/or program supervisor shall be responsible for informing students, staff and volunteers of the requirements of this policy, including the duty to report and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student relationships. Students shall be provided such training in an age appropriate manner.

The District's policy (or a summary thereof) shall be disseminated as appropriate to staff, students and parents. Further, this topic shall be addressed in the District [Code of Conduct](#).

Disciplinary Sanctions

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Legal	Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
	Education Law Article 23-B
	Social Services Law Sections 411-428
	8 New York Code of Rules and Regulations (NYCRR) Part 83



Book	District Policies
Section	6000 Personnel
Title	Staff Acceptable Use Policy
Code	6410
Status	Active
Adopted	December 12, 2023
Last Revised	December 12, 2023
Prior Revised Dates	Original Adoption: July 7, 2009 Reviewed: 6/23/23 Revised: 12/15/15, 12/12/23

6410 Staff Acceptable Use Policy

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks wireless networks/access, and electronic communication systems. This may include access to electronic mail, on-line services and the Internet. It may also include the opportunity for staff to have independent access to the DCS from their home or other remote locations, and/or to access the DCS from their personal devices. All use of the DCS, and the wireless network, including independent use off school premises and use on personal devices, will be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or their designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. These agreements will be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance will apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications will not to be utilized to share confidential information about students or other employees.

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile or personal devices to access the DCS and the information it may contain.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff will also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy protected by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Social Media Use by Employees

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites (SNS), have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of District approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of public social media networks or Social Networking Sites (SNS) are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, video sites, and any other social media generally available to the District community which do not fall within the District's electronic technology network (e.g., Facebook, X, LinkedIn, Flickr, Vine, Instagram, SnapChat, TikTok, blog sites, etc.). The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access.

It is important to state that there are many social media networks and not every network is considered as an acceptable use platform for educational purposes.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in the Administrative Regulation. The District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is allowed on a very limited basis. In addition, employees are encouraged to maintain the highest levels of professionalism when communicating, whether using District devices or their own personal devices, in their professional capacity as educators. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

Confidentiality, Private Information and Privacy Rights

Confidential or private data, including, but not limited to, protected student records, employee personal identifying information, and District assessment data, will only be loaded, stored, or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location. Similarly, staff are prohibited from using cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

In addition, staff will not leave any devices unattended with confidential information visible. All devices must be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Staff data files and electronic storage areas will remain District property, subject to District control and inspection. The Superintendent of Schools, Director of Technology, or their designees, may access all staff data files and communication without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should NOT expect that information stored on the DCS will be private.

Responsibility for Cybersecurity

Staff are responsible to adhere to District security measures including multi-factor authentication. All security measures related to the sign-on to the District's network or devices, should not be compromised. Violating these procedures may result in the removal of an employee's access rights and/or possible disciplinary action.

Cross References

[5672 - Information Security Breach and Notification](#)

[5674 - Data Networks and Security Access](#)

[5676 - Privacy and Security for Student Data and Teacher and Principal Data](#)

[6411 - Use of Email in the District](#)

[7315 - Students Use of Computerized Information Resources \(Acceptable Use Policy.\)](#)

[8271 - Children's Internet Protection Act: Internet Content Filtering/Safety Policy](#)



Book	District Policies
Section	6000 Personnel
Title	Employee Assistance Program (EAP)
Code	6530
Status	Active
Adopted	July 7, 2009
Last Reviewed	June 23, 2023

6530 Employee Assistance Program (EAP)

In collaboration with District collective bargaining units, the Board of Education will provide an Employee Assistance Program (EAP). The major purpose of the program is to assist employees in obtaining help to resolve personal problems in an effective and confidential manner. Staff members will be informed of such services and shall be encouraged to seek such help either voluntarily or in lieu of disciplinary action.

A joint committee made up of employee bargaining organizations' representatives and the Superintendent's designee shall oversee the operation of the program.

The Board of Education will support the organization and conduct of programs and activities aimed at maintaining and improving the general health and welfare of members of the staff.

Cross References	3410 - Code of Conduct on School Property 6150 - Alcohol, Tobacco, Drugs and Other Substances (Staff) 6151 - Drug-Free Workplace
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Book	District Policies
Section	6000 Personnel
Title	Family and Medical Leave Act
Code	6551
Status	Active
Adopted	July 7, 2009
Last Reviewed	June 23, 2023

6551 Family and Medical Leave Act

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (FMLA), gives "eligible" employees of the District the right to take unpaid leave for a period of up to twelve (12) workweeks in a twelve-month period as determined by the District. The District will compute the twelve-month period according to the following time frame: a "rolling" twelve-month period will be used that is measured backward from the date an employee uses any FMLA leave.

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250 hour test. The law covers both full-time and part-time employees.

Qualified employees may be granted leave for one (1) or more of the following reasons:

- a) The birth of a child and care for the infant;
- b) Adoption of a child and care for the infant;
- c) The placement with the employee of a child in foster care;
- d) To care for a spouse, child or parent who has a serious health condition as defined by the FMLA;
- e) A serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing their job;
- f) Because of "any qualifying exigency" (such term to be defined by regulations issued by the Secretary of Labor) arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. In the interim, the Department of Labor is encouraging employers to provide this type of leave to qualifying employees.

Service Member Family Leave

An eligible employee who is the spouse, child, parent, or next of kin (defined as the nearest blood relative of that individual) of a covered service member who is recovering from a serious illness or injury sustained in the line of duty while on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single 12-month period during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

The term "covered service member" means a member of the Armed Forces, including a member of the National Guard or Reserves.

Implementation/Benefits

At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay their share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

The Board of Education has a right to thirty (30) days advance notice from the employee where practicable. In addition, the Board may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in the denial of FMLA leave. The Board may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The Board of Education has the right to deny restoration to employment if the employee does not furnish the certificate of fitness.

Notice for Leave Due to Active Duty of Family Member

In any case in which the necessity for leave due to any qualifying exigency is foreseeable, whether because the spouse, or a son, daughter, or parent of the employee is on active duty, or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as is reasonable and practicable.

FMLA Notice

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building.

Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Legal	Family and Medical Leave Act of 1993, Public Law 103-3
	29 Code of Federal Regulations (CFR) Part 825



Book	District Policies
Section	7000 Students
Title	School Conduct and Discipline
Code	7310
Status	Active
Adopted	July 7, 2009

7310 - School Conduct and Discipline

The Board of Education acknowledges its responsibility to protect the educational climate of the District and to promote responsible student behavior. Accordingly, the Board delegates to the Superintendent the responsibility for assuring the implementation of a Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students as well as teachers, other school personnel, and visitors.

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

The Board shall further provide for the enforcement of such [Code of Conduct](#), which shall be developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other personnel and shall incorporate, at a minimum, those components addressed in law and enumerated in Policy [#3410 -- Code of Conduct on School Property](#). Specific components may vary as appropriate to student age, building levels, and educational needs.

In accordance with the Code of Conduct on School Property, areas addressing student conduct and behavior will further utilize the following strategies in promoting acceptable student behavior:

- a) A bill of rights and responsibilities of students that focuses upon positive student behavior, and is publicized and explained to all students on an annual basis;
- b) A [Code of Conduct](#) for student behavior setting forth prohibited student conduct and the range of penalties that may be imposed for violation of such Code, that is publicized and disseminated to all students and parents/guardians on an annual basis pursuant to law;
- c) Strategies and procedures for the maintenance and enforcement of public order on school property that shall govern the conduct of all persons on school premises, in accordance with Education Law Section 2801 and accepted principles of due process of law;
- d) Procedures within each building to involve student service personnel, administrators, teachers, parents/guardians and students in the early identification and resolution of discipline problems. For students identified as having disabilities, procedures are included for determining when a student's conduct shall constitute a reason for referral to the Committee on Special Education for review and modification, if appropriate, of the student's individualized education program;
- e) Alternative educational programs appropriate to individual student needs;
- f) Disciplinary measures for violation of the school policies developed in accordance with subparagraphs b) and c) of this paragraph. Such measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Education Law Section 3214; and
- g) Guidelines and programs for in-service education for all District staff to ensure effective implementation of school policy on school conduct and discipline.

Legal	Education Law Sections 2801 and 3214 8 New York Code of Rules and Regulations (NYCRR) Section 100.2(I)(2)
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Cross References	3410 - Code of Conduct on School Property
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Book	District Policies
Section	7000 Students
Title	Sexual Harassment of Students
Code	7551
Status	Active
Adopted	September 8, 2015
Last Revised	September 8, 2015
Prior Revised Dates	Original Adoption: July 7, 2009

7551 - Sexual Harassment of Students

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against students by other students, employees, school volunteers, and non-employees such as contractors and vendors, which occur on school grounds or at school-sponsored events, programs, or activities, including those that take place on a school bus, school-sponsored transportation or District vehicle, at locations off school premises, or those that take place in another state.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. For the purposes of this policy, sexual harassment also includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes, but is not limited to: rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, District employees, or third parties such as visitors or school volunteers.

Prohibited Conduct

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

- a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.
- b) Direct or indirect threats or bribes for unwanted sexual activity.
- c) Asking or commenting about a person's sexual activities.
- d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.
- e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.

The designated individual for the District is the Assistant Superintendent for Exceptional Education and Student Services.

Any information provided by a student, parent, or staff member to the designated individual for the purposes of receiving information regarding where and how to find available substance use related services will not be used in any school disciplinary proceeding and will, in addition to any other applicable privilege, be considered confidential in accordance with law.

Legal	20 United States Code (USC) §§ 6083(a), 7118, and 7973(a)
	41 United States Code (USC) § 8101 et seq.
	Cannabis Law § 127
	Civil Service Law § 75
	Education Law §§ 409, 2801, 3020-a, and 3038
	Labor Law § 201-d
	Penal Law § 222.10
	Public Health Law §§ 1399-n and 1399-o

Cross References	3410 - Code of Conduct on School Property
	5640 - Smoking, Tobacco, and Cannabis (Marijuana) Use
	7320 - Alcohol, Tobacco, Drugs and Other Substances (Students)
	District Code of Conduct

Code of Conduct

2024-2025



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WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

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I. Introduction

This Code of Conduct was developed at the direction of the Williamsville Board of Education by the Youth Wellness Council comprised of parents, teachers, students, school counselors, community members, and administrators. It establishes a set of statements to serve as the Williamsville Central School District (WCSD) procedure on school conduct and discipline.

The Williamsville Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive, and District personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents, and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions, on and/or off site. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. It is essential that a safe learning environment is afforded to all students, one that is free from discrimination and harassment on the basis of but not limited to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender identity, gender nonconformity and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equitable access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. In addition to the expectations articulated in this code, the District recognizes that there are other adopted Board of Education policies that govern behavior and decorum. Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

In accordance with the Board of Education, Restorative Practices were initiated in the District during the 2022-2023 school year. We recognized the importance of these practices and continue to devote time and training to support their effective actualization in our daily interactions.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior.

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student's achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.



Membership of Youth Wellness Council

Administration

Mr. Anthony Scanzuso, Assistant Superintendent for Exceptional Education and Student Services
Dr. Denise Stappenbeck, Director of Student Services
Mr. Keith Boardman, Principal, Williamsville South High School
Dr. Salvatore Curella, Principal, Casey Middle School
Mr. Jason Smith, Maple West Elementary School
Mr. Christopher Mucica, Director of Physical Education, Health, and Athletics

Wellness Facilitators

Mr. Timothy Pincoski, School Counselor, Casey Middle School
Mr. Phillip Miller, School Counselor, AIM
Ms. Nicole McAuliffe, School Social Worker, Williamsville South High School
Ms. Karrie Dominique, School Social Worker, Maple East Elementary School

Parent Representatives

Ms. Diane Colgan, Parent Representative
Ms. Sarah Smith-Ronan, Parent Representative

Board of Education Representative

Christina Bleckinger, Board of Education Representative
Maureen Poulin, Board of Education Representative

Student Representatives

Leah Blank, Student Representative, Williamsville East High School
Julianna Calhoun, Student Representative, Williamsville East High School
Elizabeth Camann, Student Representative, Williamsville East High School
Sidney Jurek, Student Representative, Williamsville East High School
Sienna Zgoda, Student Representative, Williamsville East High School
Ava Black, Student Representative, Williamsville North High School
Carter Miller, Student Representative, Williamsville North High School
Kayleigh Nachreiner, Student Representative, Williamsville South High School
Ava Galante, Student Representative, Williamsville South High School
Natalie Stephens, Student Representative, Williamsville South High School

Community Representatives

Vanita Jamison, Community Representative
Kathy Mobarak-Miller, Community Representative
Thomas Lucia, Community Representative



DASA Coordinators

Country Parkway Elementary School	Andrew Bowen & Rebekah Skinner
Dodge Elementary School	Charles Smilnich & Nicole Mayers
Forest Elementary School	Claire Licata-Michael & Doreen Zak
Heim Elementary School	Bonnie Stafford & Nancy Fultz
Maple East Elementary School	Karrie Dominique & Kristy Giardina
Maple West Elementary School	Lindsey Kubera & Jason Smith
Casey Middle School	Clare Battle & Carole Ann Collard
Heim Middle School	Lauren Miranto & Jeffrey Jachlewski
Mill Middle School	Lori Dabney & Karen Stelley
Transit Middle School	Patrick Quast & Whitney Abbott
Williamsville East High School	Nicholas Suchyna & Courtney Charleson-Smith
Williamsville North High School	Katherine Wendling & Kristen Rizzo
Williamsville South High School	Salvatore Curella & Andrea Rozansky

II. Student Rights and Responsibilities

The role of any school is to foster growth in social, academic, and personal responsibilities for all of its students. To accomplish these goals, all members of the school community must assume courteous, respectful, and responsible behavior.

The Board recognizes that students learn best when:

- adults in their environment are positive role models.
- differences are unconditionally accepted and celebrated.
- expectations for excellence are clearly defined and consistently enforced.

All students are encouraged to share their individual and collective voices in expression of opinions, in support of causes, and to discuss issues responsibly, respectfully, and peacefully, in support of and in accordance with the policies established by the Board of Education.

The Williamsville Central School District reflects the prioritization of an optimal learning environment by providing consistent expectations for student behavior. In addition, all federal, state and local laws in connection with the rights afforded by the federal and state constitutions, statutes and regulations are recognized, with the reminder that certain responsibilities accompany these rights.



Students' Rights	Require→	Students' Responsibilities
1. To a free public education in the least restrictive environment.		1. To attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
2. To a classroom atmosphere that is orderly and conducive to learning.		2. To conduct themselves in a manner that contributes to the ability of the class to learn. Respecting themselves and others in class, on school grounds, and on busses and any school related activity.
3. To be respected as an individual, treated fairly, and with dignity by all members of the school community.		3. To treat themselves, others, property with respect and dress appropriately for school and school functions.
4. To competent instruction that deals with the individual needs of the learner.		4. To meet the goals and objectives of the curriculum and ask questions when they do not understand.
5. To feel secure in their personal safety and integrity.		5. To respect the rules, regulations and procedures of the District, and to seek help in solving problems that might lead to disciplinary action. To report observations of possible code violations; to respect others' personal space.
6. To experience professional and ethical relationships with all staff.		6. To conduct themselves in an appropriate manner toward staff and contribute to a respectful school environment; to seek help and assistance when needed.
7. To express themselves in a socially acceptable manner.		7. To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner, and work to develop mechanisms to control their anger.
8. To a program that will improve their physical well-being in the least restrictive environment.		8. To attend classes (everyday, unless legally excused) and participate in the programs to the fullest level of their ability.
9. To organize, promote, and participate in student activities and clubs as part of the formal education process or as authorized by the school principal.		9. To be involved to the fullest level of their interest and ability, to seek help in solving problems that might lead to disciplinary action, conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
10. To know the school rules and their consequences.		10. To familiarize themselves and abide by school rules, regulations, and procedures, and all District policies, rules and regulations dealing with student conduct. To be truthful about and accountable for words and actions.
11. To a clean, well-maintained educational facility.		11. To contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect toward other persons and property.
12. To experience the democratic process.		12. To abide by the decisions made in the democratic process. To express thoughts and opinions in ways that are polite, respectful, and courteous.
13. To be able to report violations to the Code without fear of retaliation.		13. To respect the rights of others and act in an honest and civil manner.
14. To be in an environment free of intimidation, harassment, or discrimination.		14. To demonstrate conduct that fosters civility, kindness, and acceptance and is void of harassment and/or discrimination.
15. To exercise freedom of inquiry and expression, within appropriate limits of the law and provided that the rights of others are not diminished.		15. To respect the rights and feelings of fellow students, parents, school staff, visitors, and guests. To try to correct and improve behavior through restorative interventions.

III. Essential Partners

(*See Appendix A Restorative Practices Flow Chart Definitions of Tiers)

A. **Parents/Guardians, and Care Givers are expected to:**

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Notify the school when and why their children are absent.
5. Provide updated contact information to the Williamsville Central School District Office of Student Services and their child's school.
6. Insist their children be dressed and groomed in a manner consistent with the student dress code.
7. Instruct their children as to appropriate bus conduct with an understanding that the behavioral expectations that apply in the classroom apply to the school bus.
8. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly, and harassment free environment.
9. Know school rules and help their children understand them.
10. Convey to their children a supportive attitude toward education and the District.
11. Share with school officials about any concerns or complaints.
12. Build good relationships with teachers, other parents, and their children's friends. Be respectful and courteous to staff, other parents, guardians, care givers, and students while on school premises.
13. Help their children deal effectively with peer pressure and support their child in working with school personnel to resolve issues with peers.
14. Inform school officials of changes in home situation that may affect student conduct or performance.
15. Provide a place for study and ensure homework assignments are completed.
16. Promote participation in Tier 2* restorative practices to resolve incidents and conflict, and to support their child in receiving the maximum benefit from a tiered restorative justice approach.
17. Teach children that everyone has the right to attend school and be treated with respect and dignity regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex.

Parents, guardians, and caregivers have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about policies and procedures that relate to their children.
- Receive regular reports from school staff regarding academic progress and behavior.
- Receive notification and information of inappropriate or disruptive behaviors by their children and of any disciplinary actions.
- Receive information about ways to improve their child's progress including counseling, tutoring, after-school programs, academic programs and mental health services.
- Receive information about services for students with disabilities and English language learners (ELL).
- Be contacted when their child is believed to have committed a crime or when police are called.
- Receive communication through provided translations, if requested.
- Opportunities to make recommendations to school about effective methods of participation.
- Opportunities to provide input, receive information, and help guide decision-making.

Schools will ensure that parents, guardians, and caregivers have the right to participate in decisions that affect their child's education including:

- The identification of academic or behavioral challenges as soon as possible and working with parents, guardians, and caregivers to identify solutions.
- Participation in restorative solutions.
- Protection of due process rights as related to school discipline.

B. Educators are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Strive to meet all students where they are and provide equitable support based on their needs.
3. Demonstrate an understanding of the curriculum being taught and provide a program that fosters student achievement.
4. Know school policies and rules, and enforcing them in a fair, consistent, and equitable manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement. Be respectful and courteous to students, parents, guardians and care givers.
7. Build good relationships with their students and parents.
8. Make every effort to accommodate families whose work schedules, access to transportation, or distance from school limits their ability to participate.
9. Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with student is against District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.
10. Promote participation in Tier 1* community circles and Tier 2* restorative practices to resolve minor incidents and conflict and to support their students in receiving the maximum benefit from a Tier 3* restorative justice approach.
11. Confront issues of discrimination and harassment in any situation that threatens the emotional, physical health or safety of any persons on school property or at a school function.

C. School Counselors /Social Workers/School Psychologists are expected to:

1. Establish meaningful relationships that affirm and support students.
2. Assist students in coping with peer pressure and emerging personal, social and emotional challenges.
3. Initiate teacher/student/counselor conferences and parent/teacher/student counselor conferences, as necessary, as a way to resolve problems.
4. Review regularly with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.

7. Enforce the Code of Conduct. Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.
8. Promote participation in Tier 2* restorative practices to resolve incidents and conflict and to support students in receiving the maximum benefit from a restorative justice approach.
9. Confront issues of discrimination and harassment in any situation that threatens the emotional, physical health, or safety of any persons on school property or at a school function.

D. Principals/Building Administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of student complaints/grievances.
3. Closely and uniformly monitor the implementation of curriculum content and performance standards across all disciplines, while recognizing the academic freedom of the teacher to achieve program expectation.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Review and enforce the Code of Conduct and ensure that all cases are resolved promptly and fairly.
6. Act as role models for students, maintain appropriate personal boundaries with students and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against District policy. Employees are expected to maintain a professional, ethical relationship with students and other District stakeholder groups.
7. Maintain confidentiality and respect student and parents' rights to privacy.
8. Ensure equity and that all students are treated fairly.
9. Promote participation in Tier 1* community circles and restorative practices to resolve incidents and conflict and to support the student body in receiving the maximum benefit from a restorative justice approach.

(*See Appendix A Restorative Practices Flow Chart Definitions of Tiers)

E. Dignity for All Student Act (DASA) Coordinators are expected to:

1. Serve as the lead person responsible for facilitating implementation of DASA.
2. Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender.
3. Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Student Act.
4. Accept reports regarding violations and conduct investigations as appropriate.
5. Maintain a professional, ethical relationship with students and all other District stakeholder groups.
6. Promote participation in Tier 1* community circles and Tier 2* restorative practices to resolve minor incidents where appropriate and will utilize the Tier 3* restorative practices script when interviewing students regarding report incidents of bullying or harassment.

F. Superintendent of Schools is expected to:

1. Promote a safe, orderly and stimulating school environment, for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education concerning educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly, fairly, and equitably.
6. Provide the Board of Education, annually, with NYSED mandated reports summarizing student discipline. This is in addition to suspension data provided on school report cards.
7. Address issues of discrimination, harassment, or any situation that threatens the emotional or physical health or safety of any student, employee on school property or at a school function.
8. Act as a role model for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.

9. Promote participation in Tier 1* community circles and restorative practices to resolve incidents and conflict and to support the student body in receiving the maximum benefit from a restorative justice approach.

G. Board of Education Members are expected to:

1. Promote a safe, orderly and stimulating school environment, for all school community members, regardless of (actual or perceived) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
3. Maintain a professional, ethical relationship with students and all other District stakeholder groups.
4. Will promote participation in Tier 1* community circles and restorative practices to resolve incidents and conflict and to support the student body in receiving the maximum benefit from a restorative justice approach.
5. Work with the Superintendent to address issues of discrimination, harassment, or any situation that threatens the emotional or physical health or safety of any student, employee on school property or at a school function.
6. Ensure that policies promote and reflect equity.



(*See Appendix A Restorative Practices Flow Chart Definitions of Tiers)

IV. Student Dress Code

The responsibility for student dress and general appearance rests with individual students and parents. However, the Board of Education will regulate a student's dress to ensure that students attend school or school-sponsored events such as dances in appropriate attire that meets health and safety standards and does not interfere with the learning process.

For example:

1. Clothing and jewelry worn to make a political or religious statement will not be banned unless it is disruptive of the educational process, lewd or offensive.
2. Clothing, footwear and jewelry will be banned if they present a threat to the student's, or another student's health and safety.
3. Specific dress requirements may be required by the District for students participating in activities in which clothing and jewelry may be a safety or health concern, such as science laboratories, physical education, technology (Industrial Arts) classes, and interscholastic athletics.
4. Wearing clothing or materials on school grounds, at school functions, or school-sponsored events that are obscene; advocate illegal action; promote and/or endorse the use of alcohol, tobacco, tobacco products, smoking paraphernalia of any kind, or illegal drugs or encourage other illegal or violent activities; appear libelous, or denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation or disability; obstruct the rights of others, or are disruptive to the school program will not be allowed.

Each building principal shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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, replace 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.

The principal and other designated administrative personnel shall have the authority to require a student change their attire should it be deemed inappropriate according to the above guidelines. Administrators, teachers, and all other District personnel should exemplify and reinforce acceptable student dress.



V. Discipline Code for Student Behavior

Students are responsible for conducting themselves in an orderly manner in accordance with school District policy and within the legal limits of the law.

The following behaviors will **not** be tolerated on school property or at school-sponsored events:

- a. **Disorderly Conduct** - endangerment or harassment (i.e. bullying, intimidation) of others or the willful disruption of the orderly conduct of classes, school program and/or school activities. This would include bomb threats and or other threats against people or property, defaming, vandalizing, disrespecting and/or destroying school or contracted property, as well as property off-campus that is visited as a result of a field trip or school-sponsored event.
- b. **Insubordination** - failure or refusal to comply with the reasonable requests of an administrator, a teacher, or a staff member or any school policy including but not limited to the Code of Conduct.
- c. **Physical Aggression** - fighting and/or aggressive physical contact in school, on school property, or at school-related events.
- d. **Inappropriate Behavior/Expression** - swearing, racial or sexual behavior/expressions or innuendoes, abusive language and/or similar behavior (including but not limited to public displays of affection) at any time, on school property or at school-sponsored events.
- e. **Alcohol/Other Drugs** - consuming, sharing, transmitting, selling, buying (including "intent" to purchase), possession and/or being under the influence of alcohol, tobacco (to include e-cigarettes & e-juice), nicotine products (unless the latter are prescribed by a physician and as authorized for use in accordance with District policy and procedure as part of a documented smoking cessation treatment plan), CBD products (including oil, gummy worms, candies, bakery products, and edibles etc.), or any other drugs (including the misuse of prescription medication and other unauthorized substances to include vitamins, supplements, and herbs), at any time on school property or at school-sponsored events.
- f. **Unauthorized Substances** - possession of paraphernalia for consuming (use) of alcohol, tobacco, vitamins, supplements, herbs, cannabinoids, synthetic cathinones, and other substances (including vapor cigarettes, Juul and other similar devices, and associated liquid substances), as well as the consuming (use), sharing, transmitting, buying and/or selling of substances (including the misuse of prescription medication) on school property and/or at school-sponsored events.
- g. **Hazing** - any conduct including any method of initiation into any student organization or school team, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or another person.
- h. **Bullying** - including any conduct-encompassing an imbalance of power and a variety of negative acts such as, but not limited to: physical (hitting, kicking, spitting, taking personal belongings); verbal (taunting, malicious teasing, name calling); psychological (spreading rumors, manipulating social relationships, extortion, or intimidation) carried out repeatedly over time.
- i. **Harassment** - including any conduct that creates a hostile environment by conduct or 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.
- j. **Sexual Harassment** - inappropriate visual, verbal or physical conduct directed by an adult to an adult, an adult to a student, a student to an adult or a student to a student.
Elements of sexual harassment may include:
 - i. Sexual in nature or gender based
 - ii. Unwanted or unwelcome
 - iii. Severe, persistent or pervasive
 - iv. Interferes with ability to do work, learn or study
- k. **Disruptive Materials** - distribution of or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- l. **Discrimination** - including any conduct that intimidates, harasses, or discriminates against any person on the basis of the individual's perceived or actual race, color, weight, nationality, religion, religious practice, age, sex, sexual orientation or disability by school employees or students on school property or at school-sponsored events.
- m. **"Cyber" Violations** - inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as smartphones or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the Internet to engage in behaviors including, but not limited to bullying, intimidating, threatening, harassing, maligning and/or defaming others, accessing websites for non-academic purposes (e.g. social networking; media downloads, etc.), as well as use of unauthorized proxies or "tunneling". Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy. Such behavior may result in disciplinary action regardless of whether it occurs on school property and/or at school-sponsored events or off-campus when a nexus between the behavior and substantial disruption to the school environment or material interference with school activities exists or is foreseen to exist.
- n. **Weapons Violation** - The possession, purchase, sale or distribution, in any manner of a weapon (as defined in Section IX of this Code).
- o. **Gambling** - playing at any game of chance for money or other stakes.
- p. **Sexual Activity** - including inappropriate behavior of a sexual nature, such as indecent exposure, forcible or consensual sexual contact, sexual intercourse, oral sex, or possession of sexually explicit material of any kind on school property, on a school bus, or at a school function.

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

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

Further, understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the Board authorizes Restorative Practices to be employed where appropriate, restitution to those harmed, and group, classroom, community and re-entry circles to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

The main principles of Restorative Practices are valuing and restoring relationships, repairing the harm done to affected parties, respecting others' opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

As an administrative team, it is essential for the implementation of Restorative Practices to help students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

Other guiding principals:

- Equity
- Trauma sensitivity
- Pro-Social behavior
- Student engagement

While there may be more traditional consequences in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize Restorative Practices in cases where staff believe restorative practices would be an appropriate alternate or addition to addressing student disciplinary issues.

In the application of Restorative Practices, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.



Examples of Restorative Practices

Affective Statements refers to the tone in which we speak to students to help us build relationships and show that we care about the students. For example, "I like the way you worked the whole class period today," is more effective than, "good job."

Community Circles can build a sense of community in which every member feels that they are seen, heard, and respected. Circles can be used as a response to wrongdoing and as a vehicle for discussion when creating respect and classroom norms.

Restorative Conference is a formal response to wrongdoing where the facilitator helps both parties explore what happened and who was affected. This can be done with a facilitator, teacher, and a student after a disruption to the learning environment has occurred.

Restorative Reflections is an exercise in which students complete a writing assignment and go through the restorative questions and steps as they try to reflect on their actions and make a better plan.

Equity

Student discipline, policies and practices must be implemented in ways that are fair, equitable and differentiated. All students must be treated fairly without favor toward or prejudice against any one group of students according to ability, age, gender, disability, race, ethnic group, socioeconomic status, religious or spiritual orientation or indigenous heritage.

Trauma Sensitivity

Awareness and intervention are essential when behaviors may be symptomatic of more serious problems that students are experiencing. It is important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to learning and promote a positive school culture.

Pro-Social Behavior

Each WUSD school is expected to promote a positive school climate and culture that provides students with supports so that they can grow both academically and socially. Schools take proactive role in nurturing students' pro-social behavior by providing a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental life skills. Examples include implementing a social emotional curriculum, classroom guidance lessons, and a variety of social skills groups.

Student Engagement

Engagement is integral to creating a positive school climate and culture that effectively fosters academic achievement and social-emotional growth. Providing students with multiple opportunities to participate in pro-social activities and develop a bond with caring, supportive adults, positively influences behavior.

The Board also recognizes the need to make its expectations for student conduct while on school property, or engaged in a school function, specific and clear. The rules of conduct listed are intended to set standards and focus upon safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. In addition, the Board also recognizes the need for administration to impose discipline when behavior occurring off campus transfers to the school setting and negatively impacts the daily operations of the school and/or substantially or materially disrupts instruction.



VI. Minimum Suspension Periods

Any student, including a student with a disability having been afforded statutory protections under the Individual Disability Education Act (IDEA), who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, shall be subject to a minimum suspension period of five (5) school days. This minimum suspension period may be reduced on a case-by-case basis by the suspending authority consistent with any other state or federal law.

Any student, including a student with a disability having been afforded protections under the IDEA, who acts in a way that would qualify them as a violent pupil under New York State Education Law 3214 (2-a) shall be subject to a minimum suspension period of five (5) school days. This minimum suspension period may be reduced on a case-by-case by the suspending authority consistent with any other state or federal law.

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the District's dual goals of eliminating school disruptions and maximizing student instruction time.

REPORTING STUDENTS WHO BRING WEAPONS TO SCHOOL OR SUBSTANCE ABUSE VIOLATIONS

Any student or staff member observing a student possessing a weapon, alcohol or other illegal substance on school property or at a school function, shall report this information immediately to the building principal and/or designee. Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution. If a student or staff member fails to report this information such failure shall be considered insubordination and/or conduct that endangers the safety, morals, health or welfare of others, which may result in disciplinary action.

When a student violates the Code of Conduct and such misconduct is also a crime defined by the New York State Penal Law, District Officials/Building Principal shall notify the appropriate law enforcement agency. Additionally, if such misconduct is committed by a student with a disability, such action shall not constitute a change in the student's placement. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime.

Any student found guilty of bringing a weapon onto school property or at a school-related function may be subject to suspension for one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Educational Law 3214. (See definition of Weapon in Glossary of Terms)



VII. Students Who Commit Other Violent Acts

Any student who is found to have committed a violent act, may be subject to suspension from school for at least five (5) school days. If the proposed consequence is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all student subject to a long-term suspension.

THE SUPERINTENDENT HAS THE AUTHORITY TO MODIFY THE LENGTH OF SUSPENSION ON A CASE-BY-CASE BASIS

In deciding whether to modify the consequences, the superintendent may consider the following:

- Student's age
- Student's grade
- Student's prior disciplinary record
- Superintendent's belief that other forms of discipline may be more effective
- Input from parents, teachers, and/or others
- Other extenuating circumstances

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

VIII. Student Conduct on School Bus

The Board of Education believes it is crucial for students to behave appropriately while riding on District buses, to insure their safety, that of other passengers, and the fewest possible distractions for bus drivers.

Some students are eligible for District transportation. While the law requires the District to furnish transportation for such students, it does not relieve parent(s) or guardian(s) of responsibility for supervision until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day. Only after a child boards the bus do they become the responsibility of the District. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

Since the school bus may be regarded as an extension of the classroom, students are required to conduct themselves on the bus in a manner consistent with the expectations established under the Disciplinary Code for Student Behavior (Section VI). Excessive noise, pushing, shoving and fighting, harassment and discrimination will not be tolerated. It is important that those waiting for buses conduct themselves properly in respect to the rights and property of others.

If a student does not conduct themselves properly on a bus, such instances shall be brought to the attention of the building principal and/or designee, by the bus driver. Only the building principals, Transportation Supervisor, or the Superintendent have the authority to suspend the riding privileges of students who are disorderly

or insubordinate on the bus. In such cases, the parent(s) or guardian(s) of those students become responsible for seeing that their children get to and from school safely. Should the suspension from transportation amount to a suspension from attendance at school, the school District will make appropriate arrangements to provide for the student's education. Any such suspension shall be in accordance with the provisions of the Education Law.



IX. Disciplinary Actions

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

A. Conduct that is disorderly.

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

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, abusive or threatening.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community, regardless of where the act occurs.
6. Trespassing - Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Pulling a fire alarm, discharging a fire extinguisher, pulling an AED alarm, making a bomb threat and/or threat of violence and/or calling 911 without cause.
8. Defaming, vandalizing, disrespecting, and/or destroying school District owned or contracted property, as well as property off-campus that is visited as a result of a field trip or school-sponsored event.
9. Misusing computer electronic communication devices.

B. Conduct that is insubordinate.

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

1. Failing to comply with the lawful directions and/or responding to reasonable inquiries of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission. Note: External suspension from school will not be employed as a disciplinary measure in circumstances involving chronic truancy, as such penalty is inconsistent with the educational goal of encouraging students to regularly attend and participate fully in school.
3. Skipping detention.
4. Lying to school personnel.
5. Failing to abide by the Code of Conduct.

C. Conduct that is disruptive.

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

1. Failing to comply with the reasonable requests of teachers, school administrators or other school personnel in charge of students.
2. Being late for school or class.
3. Being unprepared for class.

D. Conduct that is violent or physically aggressive.

Examples of physical aggression include, but are not limited to:

1. Threatening and/or committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon a teacher, administrator, or other school employee.
2. Threatening and/or committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon another student or any other person lawfully on school property.
3. Possessing, selling, purchasing, or distributing in any manner (on your person, in personal belongings, or in/on school-owned property such as a school locker) a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. "Weapon" means (but is not limited to) a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, bullets, dagger, dirk, razor, stiletto, switchblade or Swiss Army knife, pocket knife, gravity knife, multi-tool, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, num chucks, electronic stun gun, pepper spray or other noxious spray, firecracker(s), explosive or incendiary device and/or bomb, or other dangerous instrument that can cause physical injury or death.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally defacing, vandalizing, damaging or destroying the personal property of a teacher, administrator, other District employee or any person lawfully on school property, or at a school District function, including graffiti or arson.
7. Intentionally defacing, vandalizing, damaging or destroying school District property.
8. Bullying, which encompasses an imbalance of power and a variety of negative acts such as: physical (hitting, kicking, spitting, taking personal belongings); verbal (taunting, malicious teasing, name calling); psychological (spreading rumors, manipulating social relationships, extortion, or intimidation) carried out repeatedly over time by a student or group of students towards a less powerful student(s).
9. Engaging in harassing 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.
10. Communicating, by any means including oral written or electronic (such as through the internet, including social media or email) on or off school property, where the content of such communication:
 - (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or
 - (b) results in material or substantial disruption to the educational environment.

E. Conduct that endangers the safety, morals, health or welfare of others.

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

1. Stealing, possessing or assisting in the theft of District property of other students, school personnel or any other person lawfully on school property or attending a school function.
2. Vandalism or destruction of school property or the property of others located on school District property or on a school bus.
3. Acts of sexual harassment as defined in the District's sexual harassment policy and/or engaging in sexual behaviors while on school property or attending school functions.
4. Buying, selling, using, possessing or distributing obscene/pornographic material.
5. Possessing, distributing or smoking a cigarette, including vapor cigarettes (and associated liquid substances, such as "e-juice"), cigar, pipe or using chewing or smokeless tobacco.
6. Possessing, consuming, buying (including "intent" to purchase), selling, distributing or exchanging alcoholic beverages, vitamins, supplements, herbs or illegal substances, or being under the influence of such substances. "Illegal substances" but not limited to include inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs (substances that resemble or are used to "represent" "illegal" substances, including those used to stimulate drug-use behaviors), natural/synthetic cannabinoids (e.g. man-made chemicals that are applied onto plant material and marketed as a "legal" high that mimic THC in marijuana), CBD products (oil, gummy worms, etc.), synthetic cathinone (e.g. man-made chemicals related to amphetamines, bath salts, etc.), and any substances commonly referred to as "designer drugs".
7. Inappropriately using, sharing or selling prescription and over-the-counter drugs.
8. Inappropriately misusing common household or other products in a manner inconsistent with the intended purpose to become intoxicated or to alter one's physical and/or mental state.
9. Possessing paraphernalia used in connection with cigarettes, including any type or brand of vapor cigarettes or vaping devices (and associated liquid substances, such as "e-juice"), lighters, alcoholic beverages, illegal substances, prescription drugs and over-the-counter medications.
10. Making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This includes, but is not limited to, posting or publishing video, audio recordings or pictures (hard copy, cell phones, internet, YouTube, or any social media of any kind etc.).
11. Behaving in a manner either on school property or at a school-sponsored function that discriminates against a student based upon that person's perceived or actual race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.

12. Engaging in cyber bullying, including the use of email, instant messaging, websites, chat rooms, and text messaging, when such use interferes with the operation of the school or infringes upon the general health, safety and welfare of students or employees.
13. Sending, and/or forwarding sexually explicit videos, pictures or auditory recordings and other communications of sexual nature.
14. "Cyber" violations-inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as smartphones or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the internet to engage in behaviors including, but not limited to, bullying, intimidating, threatening, harassing, maligning and/or defaming others, videotaping acts of physical aggression/fighting and posting or sharing such video with others (exclusive of reporting to the authorities), accessing websites for non-academic purposes (e.g., social networking; media downloads, etc.), as well as use of unauthorized proxies or "tunneling". Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy. Such behavior may result in disciplinary action regardless of whether it occurs on school property and/or at school-sponsored events or off-campus when a nexus between the behavior and substantial disruption to the school environment or material interference with school activities exists or is foreseen to exist.
15. Engaging in harassment and/or intimidation including communication (verbal, written, or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status or disability that has the purpose or effect of substantially or unreasonably interfering with an individual's work performance, academic performance, or participation in an educational or extracurricular activity; is used as a basis for employment decisions affecting such individual; and/or creates an intimidating, hostile or offensive work environment.
16. "Gambling"- accepting, recording or registering bets, and/or risking potential loss of something of value while engaging in a game of chance for money or other stakes.

F. Academic Misconduct

Examples include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Violations of the District Acceptable Use Policy for Technology, including the inappropriate use of electronic devices with photographic recording (audio and or/video) or text messaging capability.
6. Violation of the District field trip procedure and behavioral expectations.
7. Violation of copyright laws.
8. Violation of intellectual property rights.
9. Assisting another student in any of the above actions.



X. Disciplinary Expectations and Consequences

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. Practices that allow educators to address behavior concerns as opportunities for learning instead of punishment are far more successful in changing a student's behavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. It is the responsibility of school officials to evaluate all circumstances and options for disciplinary intervention.

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

1. The student's age (e.g., a child five (5) years of age may not receive the same consequences as a student 16 years of age due to differences in developmental stage, understanding of a causation, comprehension of consequences, etc.).
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Input from parents, teachers, mental health staff (e.g. school counselors, social workers and psychologists) and/or others, as appropriate.
6. Student's understanding of the impact of their behavior.
7. The impact of the overall school community.
8. Seriousness of the behavior and the degree of harm caused.
9. Other extenuating circumstances.
10. NOTE: Students found to have violated section VI.E. (Alcohol/Other Drugs) and/or VI.F. (Unauthorized Substances) at a school dance will be prohibited from attending any and all dances for the remainder of the school year if such violation occurs during the first semester, and the remainder of the school year as well as the first semester of the following school year if such violation occurs during the second semester of the school year.

The WCSO understands the importance of restorative practices when student behavior issues affect the safety of the classroom and school or interfere with the learning of all students.

Restorative practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff, and the school community. Restorative practice may be defined as a way of thinking and responding to conflict and problems and one which includes all participants.

When choosing interventions and consequences for student behavior, teachers, administrators, and all staff must balance the building's goals of ensuring equity, minimizing disruptions, and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.

As a general rule, discipline will be progressive. This means that both the number of violations and severity of the behavior will be considered when determining consequences. For example, a student's first violation will usually merit a lighter consequence than subsequent violations. In addition, discipline will include an educative component, providing students with an understanding of the effects of their behavior upon others and an opportunity, as determined by District administration and when appropriate, to repair the harm done as a component of the process.

Measured, balanced, progressive, and age-appropriate responses will be provided as a response to discrimination, harassment, and bullying of students and/or employees. Remedial responses place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses are designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Some appropriate responses may include corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience; engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed; supportive intervention and/or mediation where constructive conflict resolution is modeled; behavioral assessment or evaluation, behavioral management plans or behavioral contracts, with benchmarks that are closely monitored; and student counseling and parent conferences that focus on involving persons in parental relationships for discipline issues.



With progressive consequences, we aim to help students:

- Understand why the behavior is unacceptable.
- Understand the harm the behavior caused and the impact that it has.
- Take responsibility for their action.
- Be given the opportunity to repair the harm caused by their behavior.
- Be given the opportunity to learn pro-social strategies and skills to use in the future.

Every reasonable effort should be made to correct misbehavior through interventions and other school-based resources. Interventions are essential because inappropriate behavior or violations of the Code of Conduct may be symptomatic or more serious problems that students are experiencing such as homelessness, poverty, trauma, and loss. It is imperative that school personnel be sensitive to any issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. The Williamsville Central School District supports a trauma sensitive schools' model which provides staff with professional development in responsive and supportive intervention strategies.

When student conduct becomes a disruption to the educational process, school staff and principals respond logically, appropriately, and consistently.

Students who are found to have violated the District's Code of Conduct may be subject to the following consequences, either alone or in combination with one another. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

- Verbal warning - any member of the District staff
- Written notification to parent - teachers, building administrators, Superintendent
- Written warning - teachers, building administrators, Superintendent
- Detention - teachers, building administrators, Superintendent
- Temporary removal from classroom by teacher (in accordance with provisions of the SAVE legislation) - teachers
- Monetary restitution for costs or damages incurred by the District as a result of the misconduct - building administrators, Superintendent
- In-school suspension - building administrators, Superintendent
- Suspension from transportation - building administrators, Director of Transportation, Superintendent
- Suspension from athletic participation - building administrators, Superintendent
- Suspension from social or extracurricular activities (i.e.: to include, but not limited to, athletic contests or events, celebratory events, clubs, dances, graduation, moving up day, prom) - building administrators, Superintendent
- Suspension of other privileges (i.e.: leaderships positions, National Honor Society, student competitions, field trips) - building administrators, Superintendent
- Short-term (five days or less) suspension from school - building administrators, Superintendent, Board of Education
- Long-term (more than five days) suspension from school - Superintendent, Board of Education
- Permanent suspension from school - Superintendent, Board of Education



XI. Understanding Types of Consequences

The amount of due process a student is entitled to receive before a consequence is imposed depends on the infraction. In all cases, the school personnel who is authorized to impose the consequences, must inform the student of the alleged misconduct, and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequences in connection with the imposition of the infraction(s). Students who are to be given consequences other than a verbal warning or written notification to their parents are entitled to additional rights before the consequences are imposed.

DETENTION

Teacher, principals, other school administrators, and designees may use lunch, before-school, and after-school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention is imposed only after the student's parents have been notified and arrangements for appropriate post-detention transportation home have been made. In elementary or middle school, the teacher and/or administrator is responsible for notifying the parent of the detention and for ensuring that the parent plan for appropriate transportation home, following detention.

SUSPENSION FROM TRANSPORTATION

If a student does not conduct themselves appropriately on a school bus, the bus driver is expected to bring the misconduct to the school principal's attention.

Students who exhibit dangerous or chronically problematic behavior on the bus may have their riding privileges suspended by the school principal, or their designee. In such cases, the student's parents will become responsible for getting their child to and from school safely. Should the suspension from transportation lead to school absence, the District will make appropriate arrangements to provide for the student's education. The student suspended from transportation is not entitled to a full hearing pursuant of Education Law 3214. The student and parent, however, will be provided with a reasonable opportunity for an informal conference with the school principal or the principal's designee to discuss the conduct and the consequence.

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. The goal is to give the student an opportunity to regain their self-control and readiness to learn. If a student poses a danger to self and others, the teacher may order the student to be removed immediately. In the case of serious misconduct, the teacher may request that the principal exclude the student from class pursuant to subdivision 3 of Section 3214 of the Education Law-and not be re-admitted until after the principal, parents, and teacher have conferred jointly.

The teacher must report the incident in the school management system and meet with the school principal or designee as soon as possible-but no later than the end of the school day-to explain the circumstances of the removal. The school principal or designee may overturn the removal of the student from class if:

- The charges against the student are not supported with substantial evidence.
- The student's removal is otherwise a violation of law, including the Code of Conduct.

The principal or designee may overturn a removal at any point between receiving the referral by the teacher and the close of business on the day following the 48-hour period of removal ends, whichever comes first. Any student removed from the classroom by the teacher shall be offered educational programming and activities until he/she is permitted to return to the classroom.

The principal will keep a record of all student removals and ensure that root causes and interventions are addressed.





SHORT TERM (5 DAYS OR LESS) SUSPENSION FROM SCHOOL

- When the superintendent or principal proposes to suspend a student for misconduct, for five (5) days or less, pursuant to Education Law 3214 (3), the suspending authority must immediately notify the student verbally.
- If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. Whenever possible, the notice should also be provided by telephone if the school has been provided with the telephone number for the purpose of contacting the parent.
- The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal.
- Translation services will be offered at all stages of the process.
- The notice and opportunity for an informal conference shall take place before the student is suspended, unless the student's presence in school poses a continuing danger to person, property, or an on-going threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension is reasonably practical.
- After the conference, the principal shall promptly advise the parent in writing of the decision.
- The principal shall advise the parent that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five (5) business days, unless they can show extraordinary circumstances precluding them from doing so.
- The superintendent shall issue a written decision regarding the appeal within 30 business days of receiving the appeal.
- If the parent is not satisfied with the superintendent's decision, the parent must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the board may be appealed to the commissioner within 30 days of the decision. The District may, in its discretion, continue to impose the suspension during the pendency of any appeal.

IN-SCHOOL SUSPENSION

School principals and superintendents are authorized to place students, who would otherwise be suspended from school because of a Code of Conduct violation, in "in-school suspension." A student subjected to in-school suspension is not entitled to a full hearing, pursuant to Education Law 3214. The student and parent, however, will be provided with a reasonable opportunity for an informal conference with the principal imposing the in-school suspension to discuss the conduct and consequences involved. They will also be provided with academic work, from the classroom teachers, to complete.

OUT-OF-SCHOOL SUSPENSION

- Suspensions from school shall be imposed in accordance with the requirements of applicable law and this Code of Conduct.
- Suspension from school is a severe consequence which may be imposed only upon a student whose violent actions or whose conduct otherwise endangers the safety, moral character, physical or mental health or welfare of others. The Board of Education retains authority to suspend a student, but places primary responsibility for the suspension of students with the superintendent and school principals.
- All staff members must immediately report and refer violent incidents to the school principal or the superintendent as violations of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendations or referral warrant immediate action.
- The superintendent or principal, upon receiving a recommendation or referral for suspension, shall gather the facts relative to the matter and record them for subsequent presentation if necessary.

LONG-TERM (MORE THAN 5 DAYS) SUSPENSION FROM SCHOOL

- When the superintendent or principal determines that a suspension for more than five (5) days may be warranted, he or she may give reasonable notice to the student and the student's parent of the right to a fair hearing.
- At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to produce witnesses and other evidence on his/her behalf.
- The superintendent shall personally hear and determine the proceedings, or may, in their decision, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before them. A record of the hearing shall be maintained but no stenographic transcript will be required. Tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only and the superintendent may accept all or any part thereof.
- The superintendent shall render a written decision.
- Appeal of the decision of the superintendent may be made to the Board of Education. The Board will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the District Clerk within 30 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding them from doing so.
- The Board may adopt or reject, in whole or in part, the decision of the superintendent.
- Final decision of the Board may be appealed to the commissioner within 30 days of the decision. The District may, in its discretion, continue to impose the suspension during the pendency of any appeal.

NOTE: When a student of any age is removed from class by a teacher or when a student of compulsory education age is suspended from school pursuant to Education Law 3214, the district will take immediate steps to provide alternative means of instruction for the student.

RE-ENTRY PROCESS

A re-entry meeting should occur for any student suspended from school. This allows an opportunity to engage in a restorative conversation as well as to determine whether additional supports may be needed to support the student's success.



XII. Pre-Kindergarten Through Grade 2

Aggressive behavior in young children is often a result of a child's unskillful attempt to communicate what they want, need and/or don't like. When a child engages in a violent act that threatens or harms others or makes the learning environment feel unsafe, special procedures need to be in place to ensure that any children involved receive immediate attention.

If a student in grades pre-k through grade 2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and request an out of school suspension. Any suspension of a student in grades pre-k through grade 2 requires permission of the Assistant Superintendent of Exceptional Education and Student Services. The principal must immediately provide written notification to the Assistant Superintendent of Exceptional Education and Student Services upon suspension. In addition, an intervention plan should be developed, and parents invited to be directly involved in its development.



XIII. Students with Disabilities

A student with a disability or presumed to have a disability may be suspended for violating school rules only in accordance with the procedures and safeguards set forth in state and federal law. A short-term suspension of ten days or less may be imposed in the same manner as it may with non-disabled peers, as described in the previous sections of this policy.

If a school suspends a student with disabilities for more than 10 consecutive school days in a row or for 11 total days in the same school year for discipline related to similar behaviors, a manifestation determination review must occur with the Committee on Special Education (CSE) before the 10 day threshold. The purpose of the review is to determine whether the behavior that led to the suspension was caused by the student's disability. If the CSE finds that the behavior leading to the suspension is related to the student's disability, no further suspension may be imposed for that similar behavior and the student must return to the placement they were in prior to the suspension. The exception to this return is when the CSE recommends a new placement or the behavior involves drugs, weapons, or inflicted serious bodily injury. In this case, the student may be suspended for up to 45 school days even if the CSE finds in the manifestation determination that the behavior leading to the suspension was related to the student's disability.

If within the course of the manifestation determination the CSE finds that the behavior leading to the student's suspension is not a manifestation of the student's disability, the student may be suspended beyond the ten-day threshold to the same extent as non-disabled peers.

XIV. Corporal Punishment

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

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

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

The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes.

Whenever a school employee, officer or agent uses physical force against a student, that person shall, within the same school day, make a written report to the building principal and to the Superintendent of Schools or designee, describing in detail the circumstances and the nature of the action taken and notify the parents.

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

XV. Student Searches and Questioning

A. QUESTIONING

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

1. Police Involvement in Questioning of Students

It is the policy of the District that a cooperative effort shall 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 property, 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 such 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. The District's administrators shall, at all times, act in a manner which protects and guarantees the rights of students and parents.

If police are involved in the questioning of students on school property, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school property, without the permission of the parent/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 at the request of school administrators regarding situations and/or crimes committed on school property. If a student is to be questioned by police on school property, it is the responsibility of the school administration to see that the interrogation takes place privately, in the presence of an Administrator and in the presence of a parent/legal guardian, except when a parent/legal guardian gives verbal consent to the school administration for the interrogation to take place in the absence of the parent/legal guardian. 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 take the matter up directly with the student's parent/guardian.

2. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and obligation of school officials to report to child protective services when they reasonable cause to suspect that a student that has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse and/or neglect. Such interviews will be completed in accordance with District policy and procedure. In circumstances where criminal activity is suspected, Child Protection Service workers may be accompanied by police officers who are assisting in the investigation.

B. SEARCHES

In recognition of certain societal problems which may present themselves in our schools, the Board of Education authorizes the Superintendent of Schools, the Superintendent's designee, building principals and their designee to conduct searches of students and their possessions for an illegal matter or matter which otherwise constitutes a threat to the health, safety, welfare or morals of the students attending our schools.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions (e.g., pocket contents, book-bags, handbags, etc.) Such searches shall not be conducted unless founded upon reasonable individualized suspicion.

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

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

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

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

1. Student Lockers, Desks and other School Storage Places

Students shall be informed by the administration that school lockers are not their private property but the property of the District and that as such they may be opened and inspected from time to time by school officials. While recognizing the right to inspect student's school lockers without the necessity of obtaining students' consent is inherent in the authority granted school boards and administrators, school officials will exercise every safeguard to:

- a. Protect each student's Constitutional rights to privacy and protection from coercion.
- b. Emphasize that schools are educational rather than penal institutions, and resolve any doubts in the student's favor.

XVI. PINS Petitions

A person in need of supervision (PINS) petition may be filed for any student under the age of 18 who demonstrates that they require supervision and treatment by:

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



XVII. Visitors to School

The Board of Education encourages parents and community members to visit the District schools and classrooms to observe the work of students, teacher and other staff. The school principal or their designee is responsible for anyone in the school and on school grounds. Since schools are a place of work and learning the following rules must be followed:

- Anyone who is not a regular staff member or student of the school is considered a visitor. This includes contractors, guests, and volunteers.
- Each District building has one entrance designated as the "Visitor Main Entrance" where all visitors will enter where the Raptor Visitor Management System is located.
- Visitors will present a photo ID which will be recorded in the Raptor Visitor Management System. Currently, the WCSD utilizes the "Raptor" software, which clears visitors against local databases and the NYS Sex Offender Registry.
- All visitors to District buildings are required to show ID for Raptor clearance to gain access to buildings and school grounds. If a parent, guardian, or caregiver does not have an ID, the school principal will work with them to find a solution.
- Visitors will be issued a visitor's badge/sticker which must be worn at all times while in a district building or on school grounds.
- Visitors must return the visitor's badge and sign out at the "Main Entrance" before leaving the building they are visiting.
- Visitors attending school functions that are open to the public, such as parent-teacher meetings or public gatherings are not required to register.
- Teachers are not expected to take class time to discuss individual matters with visitors.
- All visitors are expected to abide by WCSD policies regarding visitors as well as all NYS and local laws while on school property.
- Anyone on school property or attending a school function is expected to conduct themselves in a respectful and orderly manner.
- Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- Mental health or other services cannot be arranged with public agencies during the school day except in case of imminent danger to the health and safety of students and staff.



XVIII. Public Conduct on School Property

The Board of Education recognizes that the primary purpose of the District is to provide a superior atmosphere for learning and education. Any action by an individual or group aimed at disrupting, interfering or delaying the education process or having such effect, is hereby declared to be in violation of Board policy. The Board shall approve rules and regulations to affect this policy.

The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

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



- A. **Prohibited Conduct** (including but not limited to the following):
1. Intentionally injuring any person or threatening to do so.
 2. Engaging in behaviors that are harassing or discriminatory in nature.
 3. Intentionally damaging or removing District property.
 4. Using language or gestures that are profane, lewd, vulgar or abusive.
 5. Disrupting the orderly conduct of the school, classes, school programs or other school activities.
 6. Entering any portion of the school premises without authorization or remaining in any building or facility after it is normally closed.
 7. Obstructing the free movement of any person in any place to which this code applies.
 8. Violating the traffic laws, parking regulations or other restrictions on vehicles.
 9. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal or controlled substances, or being under the influence of any substance on school property or at a school function.
 10. Possessing or using firearms or other weapons (including device, instrument, material or pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade, knife gravity knife, metal knuckle knife, box cutters, cane sword, electric dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb) in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
 11. Loitering on or about school property.
 12. Gambling on school property or at school functions.
 13. Stealing District property and/or the property of another individual.
 14. Refusing to comply with any lawful order of identifiable school District officials performing their duties.
 15. Willfully inciting others to commit any of the acts prohibited by this code.
 16. Violating any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
 17. Smoking or use of e-cigarettes and other tobacco products on school property.
 18. Violating the Acceptable Use of Technology procedures established by the school District.

B. Consequences

1. Visitors: shall be subject to immediate ejection and/or, as the facts may warrant, precluded from being allowed on the premises of all school buildings and grounds. The length of said suspension shall be determined by the severity of the violation and the violator will receive written notice of the determination.
2. Students: shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the "Consequences" section in accordance within the due process of law requirements.
3. Tenured faculty members: shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law, Section 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law Section 75: shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4: shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Superintendent shall be responsible for enforcing the conduct required by this code. The Superintendent may designate other District staff that are authorized to take action consistent with the code.

When the Superintendent or their designee sees an individual engaged in prohibited conduct which in their judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from school property or the school function. If necessary local law enforcement authorities will be contacted to assist in removing the person.

The District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Consequences" section. In addition, the District reserves its rights to pursue a civil or criminal legal action against any person violating the code.

XIX. Dissemination and Review

Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students at the beginning of the school year.
2. Posting the Code of Conduct on the District website www.williamsvillek12.org for access by parents and community members.
3. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
5. Making copies of the code available for review by students, parents and other community members.

On an annual basis, the Code of Conduct will be publicized and explained to all students and summary distributed, in writing (via the District calendar), to parents and guardians of students. A copy of the code will be filed in each school building, where it will be available for review by any individual.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent will solicit the recommendations of the District's staff, particularly teachers and administrators, regarding the service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the District's response to the Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before making any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

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

XX. Glossary of Terms

Abeyance: is when a student earns an early return to school while serving a long-term suspension. It comes with a set of abeyance conditions which are determined and often occurs when the student has engaged in their treatment plan, is regularly attending tutoring, and has proven they no longer pose a safety risk at school.

Academic Dishonesty: plagiarism, copying another's work, altering records and cheating by providing, receiving, or viewing answers to quiz or test items or independent assignments, using text, documents, notes or notebooks during tests without permission from a staff member.

Behavior Violations: student behaviors that are inappropriate in school, unacceptable or that warrant response, interventions, and consequences.

Bomb Threat: the making of threats or providing false information, in writing, in person, on the phone, including text message or other means, about the presence of explosive material or devices on school property without cause.

Bullying: repeated intentional acts done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying is characterized by an imbalance of power between two students.

Controlled Substance: a drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulation applicable to this policy.

Criminal Behavior: any behavior that is considered a violation against municipal, state, or federal laws.

Cyber Bullying: harassment/bullying, as defined above, through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, and gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Damage to Property: damage, destruction or defacement of property belonging to the school or others.

DASA Coordinator: an employee designated by the Board of Education who ensures full compliance with the Dignity for All Students Act (DASA) and is trained to address issues in areas protected by the law. DASA Coordinators manage documentation, processing, actions, and interventions enforcing DASA.

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

Discrimination: unjust or prejudicial treatment toward any student by a student(s) and/or employee(s) on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Disruptive Student: means a student under the age of 22 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Disruptive Student Behavior: means behavior from a student under the age of twenty-two (22) who is substantially disruptive to the educational process, impeding the delivery of a quality education or substantially interferes with the teacher's authority over the classroom. (NYS Education Law §3214(2-a) (b).

- Continuously interferes with the educational process
- Continuously interferes with the educator's authority over the school environment
- Demonstrates a persistent unwillingness to comply with reasonable instructions

Electronic Technology: devices and equipment such as cell phones, computers, tablets.

Emotional Harm: in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

Equitable: means fair and impartial.

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

Fair: doing what is reasonable and in the best interest of the individual and/or group.

Firearm: is defined in 18 USC 921 for the purposes of the Gun-Free Schools Act.

Gender: a person's actual or perceived sex and includes a person's gender identity or expression. (Education Law § 11(6))

Gender Expression: the way in which we express gender to others through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Harassment: the creation of a hostile environment by conduct or by threats, intimidation or abuse that has or would interfere with a student's educational performance, opportunities, or benefits or mental, emotional or physical well-being or threat, intimidation or abuse that cause or would be expected to cause a student to fear for their physical safety.

Glossary of Terms (cont'd.)

Hazing: a specific 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 the student's willingness to participate. Hazing includes, but is not limited to, any activity that intimidates or threatens a student with ostracism or adversely affects that health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

Illegal drug: a controlled substance (does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional).

Inciting or participating in an incident of group violence: causing or participating in a group or large disruption to the atmosphere of order and discipline in the school (such as a riot).

National Origin: a person's country of birth or ancestor's country of birth.

Off-Campus Conduct: conduct off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation and/or abuse might reach school property.

Parent: biological, adoptive, foster parent, guardian, or person of record in parental relation to a student.

Physical Aggression: behavior causing or threatening physical harm toward others including, but not limited to, hitting, kicking, biting, and shoving, physical aggression toward another that is not immediately provoked. Ex. A student or students set upon another student in a forceful, hostile, or aggressive manner. Provocation does not include an earlier conflict or verbal disagreement.

Plagiarism: the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.

Positive Relationships: are the way in which two or more people regard and behave toward each other that is predictable, safe, and connected.

Race: group of persons related by common descent or heredity.

Racial Harassment: a negative opinion or verbal expression toward an individual or group of persons who possess common physical characteristics (color of skin, eyes, hair and facial features genetically transmitted by descent and heredity) that distinguish them as a distinct division of humankind, based on these physical characteristics.

Religious Practice: attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression or refraining from certain activities.

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

Responsibility: is an obligation to behave in accordance with social norms and being held accountable for one's actions.

Restorative Practices: an approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right.

School Bus: 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 (NYS Education Law §11 (1) and Vehicle Traffic Law §142).

School Function: any school-sponsored extracurricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the district including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips and other district-sponsored trips.

School Property: outside grounds, all structures, and any space 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.

Serious Bodily Injury: bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Sexual Orientation: actual or perceived heterosexuality, homosexuality, bisexuality, or asexual (Education Law Section 11 (5)).

Tardiness: arriving late to school or class.

Theft: taking or attempting to take property of another person or institute without permission or knowledge of the owner, with the intent to deprive the owner of its use. This includes the act of possessing or transferring the property of another without the consent of the owner.

Trespassing: being on school property without permission, including while suspended.

Truancy: being absent from school or class without a legal excuse/reason.

Using or Possessing: consuming alcohol, drugs, or inhalants or in possession of these substances on school property or at school functions.

Glossary of Terms (cont'd.)

Violent Student: a student under the age of 22 who:

- i. Commits an act of violence upon a school employee.
- ii. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- iii. Possesses or facilitates transport, storage or usage of a weapon while on school property or at a school function.
- iv. Displays, while on school property or at a school function, what appears to be a weapon.
- v. Threatens, while on school property or at a school function, to use a weapon.
- vi. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- vii. Knowingly and intentionally damages or destroys school District property.

Weapon: a firearm as defined above. It also means any other weapon, device, instrument, material or substance that can cause serious physical injury or death including, but not limited to, a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, metal pipe, box cutter, cane sword, electronic dart gun, Kung Fu star, num chucks, electronic stun gun, pepper spray, other noxious spray, explosive or incendiary bomb.

*The DIGNITY FOR ALL STUDENTS ACT prohibits discrimination based on actual or perceived characteristics.

These protected classes are defined as:

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

Color: means the term referring to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

Weight: aside from the obvious meaning in the physical sciences, is used in reference to a person's "size".

National Origin: means a person's country of birth or ancestor's country of birth.

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

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

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

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

Gender: means the socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender"). Non-binary or gender queer is a spectrum of gender identities that are not exclusively masculine or feminine identities that are outside the gender binary. Non-binary identities can fall under the transgender umbrella, since many non-binary people identify with a gender that is different from their assigned sex.

Gender Expression: means the way an individual expresses their gender to the outside world through clothing, hairstyles, interests, mannerisms, and movement. It is typically labeled as masculine, feminine, or androgynous.

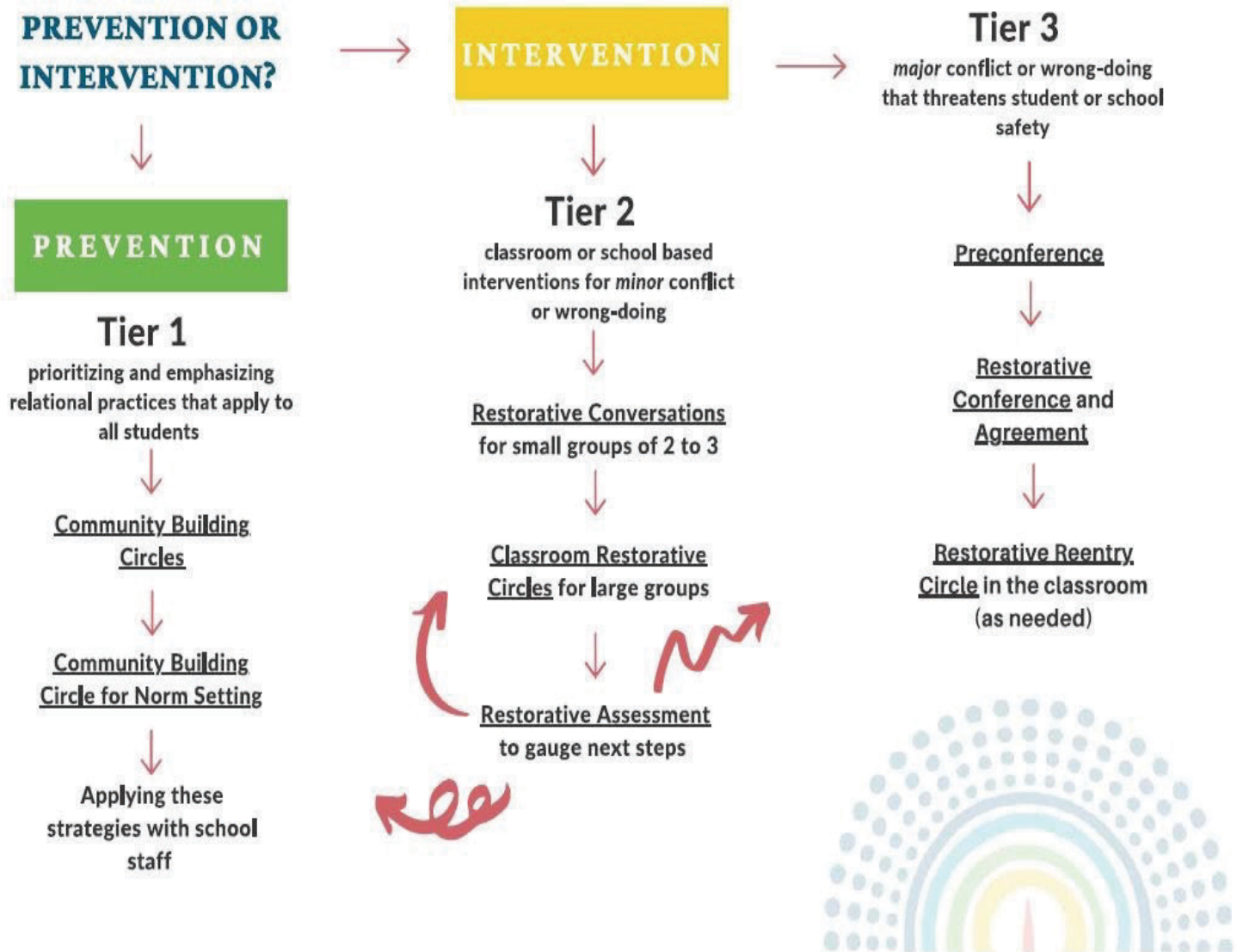
Sexual Orientation: means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person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

Disability: means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.



Restorative Practices Flow Chart

FLOW OF RESTORATIVE PREVENTION AND INTERVENTIONS PRACTICES





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