

Williamson Central School



Code of Conduct UPK-12 2024-2025



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Deep Roots, Core Values, Bright Futures.

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Why Do We Have a Code of Conduct?

The Williamson Central School District's Board of Education is committed to providing a safe, healthy, orderly and civil school environment where students may receive quality educational services and district personnel may deliver these services without disruption or interference. Responsible behavior by students, district personnel, parents/guardians, and other visitors is essential to achieving this goal. The Williamson Central School District Code of Conduct serves as a general guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture.

The Code of Conduct applies to all students (UPK-12), district personnel, parents/guardians, and other visitors when on school property, school bus or attending a school event or activity, including sporting events.

Specific Goals of the Code Of Conduct

- Reduce overuse and disproportionate use of in-school and out-of-school suspensions and school discipline referrals.
- Establish school wide expectations that all adults are committed to support.
- Establish school wide rules that all adults are committed to support and enforce.
- Ensure that classrooms and public spaces are safe, civil, and orderly.
- Maximize every school's capacity to promote positive behaviors; prevent inappropriate, unacceptable, and unskillful behaviors; and support improved behavior for students with the highest number of incidents of unacceptable behavior.
- Develop interventions and consequences that enable students to increase their capacity to self-regulate and interact positively and responsibly with others, and in a manner that is developmentally appropriate.
- Increase capacity and accountability of administrators and student support specialists to intervene early and effectively with all students, particularly those with the highest needs.
- Increase capacity and accountability of teachers to respond to and correct unacceptable behaviors in an effective and respectful manner.
- Increase capacity and accountability of district and school administrators to lead effective discipline and student support policies and practices.
- Increase capacity and accountability of district and school administrators to lead, support, and supervise highly functioning student support and school intervention teams.



Why Do We Have a Code of Conduct?

1. The following beliefs about children, learning, and discipline inform all Code policies and practices. All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent and nondiscriminatory manner. All children and young people are capable of achieving their personal best, and when necessary improving their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
2. Students need different kinds and amounts of time, attention, tasks, and supports to behave responsibly, succeed academically, and achieve at high levels.
3. Consistent expectations and follow through on these expectations allow for students to anticipate and become familiar with routines and natural consequences for their actions.
4. The use of out-of-school suspension as a response to challenging behavior does not improve school climate or outcomes for students. Students are more likely to do the right thing when:
 - The student understands the positive behaviors that are expected of them;
 - The student feels that staff members care about them and will help them learn and grow;
 - All school staff consistently use shared language and practices; and,
 - All staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work.
5. The root of the word discipline is “to teach.” Effective discipline helps students become more self-disciplined and teaches students to become more skillful.

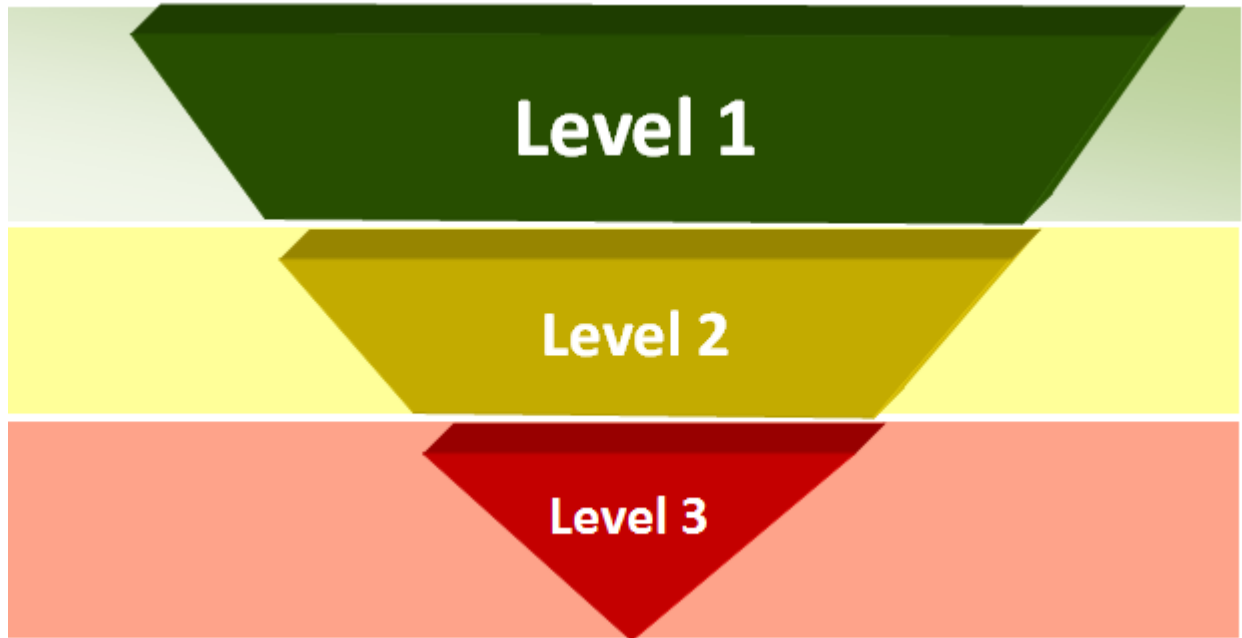
Guiding Principles of the Code of Conduct

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide school district staff, students and families, and community partners in the shared work of ensuring positive school environments and improved student outcomes.

The Code of Conduct is premised on these key principles:

1. Adults — teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - Enabling them to discern right from wrong.
 - Fostering in them the desire to do what is good.
 - Encouraging them to take responsibility for their words and actions.
 - Modeling the behaviors the adults want to cultivate in children and youth.
2. Student discipline, support policies, and practices must be implemented in ways that are perceived to be respectful. Interactions between and among district and school staff, students, and parents are expected to protect the dignity of each individual.
3. Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms, in small groups, and with individual students and families. A multi-tiered system of support is aimed at addressing students’ academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized academic instruction and support, student support services, and programs to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation, anger management, communication skill building; behavior replacement strategies; and other restorative interventions that may include discipline circles and family group conferencing.
4. Levels of Behavior Concerns, Violations, Interventions, and Consequences

Why Do We Have a Code of Conduct?



- **Level 1** — Classroom Responses: Schools foster the social and emotional well-being of all students through school wide efforts to teach, practice, recognize and assess positive behaviors and promote social and emotional learning. Prevention: Schools prepare all staff to prevent, minimize, and defuse most disciplinary problems and intervene early when students experience persistent behavioral challenges.
- **Level 2** — Intervention: Schools provide coordinated care and interventions that match students' social, emotional, and mental health needs.
- **Level 3** — Intervention: Comprehensive interventions need to be in place for students at highest risk.

5. Student discipline and support policies and practices must be implemented in ways that are accountable and restorative. Students and families need to know that the school will provide behavioral interventions inside and outside of the classroom. Students have the obligation to accept assigned consequences and fully participate in the interventions designed to address specific behaviors or incidents. School staff must be reassured that students will be held accountable for their words and actions. Interventions engage students in some action or learning process that will enable them to correct behaviors, repair relationships and the harm they have done to others, learn desired replacement behaviors, or restore their good standing.

6. Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Students need different amounts of time, attention, tasks, and supports to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward or prejudice against any one group of students according to ability, talent, age, gender, disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

Why Do We Have a Code of Conduct?

7. Student discipline and support policies and practices must be implemented in ways that are enforceable, viable, and effective. The district must ensure that all stated rules, policies, consequences, and interventions are actually enforceable, viable, and effective.

8. The Code of Conduct supports the use of a leveled system of interventions and consequences (**see pages 19-24**) addressing inappropriate, unacceptable, and unskillful behaviors with the ultimate goal of teaching positive behaviors and strengthening students' personal, social, and academic efficacy. A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- learn from their mistakes.
- understand why the behavior is unacceptable.
- acknowledge the harm that they have caused or the negative impact of their actions.
- understand what they could have done differently in the situation.
- take responsibility for their actions.
- be given the opportunity to learn prosocial strategies and skills to use in the future.
- understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.

9. Every reasonable effort should be made to correct student misbehavior through guidance interventions. Interventions are essential when inappropriate behavior or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, 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.

10. Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.

11. The district builds a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers and administrators are encouraged to set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms, etc.).



Essential Partners and Multi-Tiered Systems of Support (MTSS)

Promoting a Positive School Climate and Culture

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Each school is expected to develop, post, teach, and reinforce universal behavioral and learning expectations. Schools are expected to take a proactive role in nurturing students' prosocial behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: **recognizing one's emotions and values as well as one's strengths and limitations; managing emotions and behaviors to achieve one's goals; making ethical, constructive choices about personal and social behavior; responsible decision-making; showing understanding and empathy for others; and forming positive relationships, working in teams, and dealing effectively with conflict.** Such skills help prevent negative behaviors and avoid the disciplinary consequences that result when students do not reach behavioral standards.

In order to best educate Williamson Central School District students, it is essential to have a **partnership** with and full participation of students, parents/guardians/caregivers, teachers, support staff, administrators, the Superintendent, and the Board of Education. These partners are essential in providing a strong foundation for learning in school, supporting student success and providing positive learning environments where students can achieve academically. Student and family engagement are also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social-emotional growth. Schools actively engage in efforts to promote student and family engagement and ensure they are family-friendly. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults promotes positive behavior. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in school wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school wide positive behavior systems. Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills and coaching they need to thrive.

Students The Code of Conduct is your general guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the personal, social, and academic behaviors that are expected at school. When you follow the expectations and rules in the Code of Conduct, you will be demonstrating your good citizenship and character and helping to make your school a safe, respectful, and productive learning environment.

The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you when your conduct does not meet expected standards of behavior (see pages 21-27). This is your guide to understanding your rights and responsibilities (see pages 9-13).

Essential Partners and Multi-Tiered Systems of Support (MTSS)

Parents/Guardians/Caregivers The Code of Conduct is your general guide for understanding the personal, social, and academic behaviors that are expected of your child at school and how school principals, teachers and staff will work with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code of Conduct also provides you with information about your rights and responsibilities (see pages 9-13). It also lists the kinds of behaviors that are not acceptable (see pages 21-27).

School Staff (including Teachers, Mental Health Staff, and all Support Staff)

The Code of Conduct is your general guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators The Code of Conduct is your general guide for supporting a safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of school wide expectations, rules, policies, systems, and practices. It will help the school to address student behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.

Other District Staff and Support Services The Code of Conduct is your general guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior, and maximize students' personal and social efficacy. We have several student support practices in place such as Multi-Tiered Systems of Support (MTSS) as well as the Dignity for All Students Act (DASA) to help us best maximize pro-social, acceptable behaviors. The district regularly reviews student academic, discipline, and social/emotional data to help us focus on any areas in need of improvement.



Rights and Responsibilities of Stakeholders

Student Rights and Responsibilities

Age Appropriate Language for Students:

The Dignity for All Students Act makes sure students are learning how to get along, work together, and respect differences in schools that are safe and welcoming to all. Everybody in the school district has these rights and responsibilities. We all work together to ensure that we learn and behave appropriately in school. We use positive behavioral supports to make sure our school is a great place to be!

Students have rights in school. Students have the right to:

1. An equal chance to participate in school activities.
2. Tell their side of the story if someone thinks they broke a school rule.
3. Ask questions if they do not understand school rules.
4. Learn in a safe environment where no one is mean to other students or excludes other students based on the color of their skin, the size of their body, where the students may come from, what the students may believe in, if the student is a boy or a girl, how the students dress, or who the students may be attracted to.

Students also have responsibilities. Students are responsible for:

Perseverance:

Asking questions and asking for help in solving problems
Accepting directions, requests, feedback and support respectfully from adults.
Work to grow every day and stay focused on your goals.
Try to do what you can before seeking help.

Responsibility:

Keeping our school safe so everyone can learn.
Following school rules and meeting standards of behavior in the Code of Conduct.
Coming to school every day, on time, with materials.

Integrity:

Admitting when mistakes occur and being willing to repair harm when it has been done.
Demonstrating self-discipline by making responsible behavioral and academic choices.
Helping to make school a community free from violence, intimidation, bullying, harassment, and discrimination.
Take pride in your own achievement and effort.

Dignity:

Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
Treating others, their belongings, and our school as you would want in return.

Excellence:

Invest yourself in your learning.
Accept challenges in your learning in all classes.
Conducting themselves as representatives of the district when participating in or attending school-sponsored extracurricular events by holding themselves to the highest standards of conduct, demeanor, and sportsmanship.

Rights and Responsibilities of Stakeholders

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

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. To be afforded a sound, quality education from Kindergarten through grade 12 in a school environment that is safe, orderly and promotes learning.
3. To be respected as an individual and treated fairly and with dignity by other students and school staff.
4. To express one's opinions verbally or in writing or with assistance.
5. To dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment (see dress code policy).
6. To take part in all district activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.
7. To present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
8. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
9. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including, but not limited to, such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex (Education Law 12[1]).
10. To be afforded due process by:
 - being provided with the Code and rules and regulations of the school district; schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation;
 - being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
 - being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school;
 - being provided an opportunity to be heard in disciplinary actions for alleged violations of the Code for which they may be suspended or removed from class by their teachers;
 - being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
 - being accompanied by a parent and/or representative at conferences and hearings; being accompanied by a parent/ guardian in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has the right to have a parents/guardians present.
11. To engage in youth opportunities that enable students to:
 - be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views;
 - serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate;
 - participate in school forums in which students can voice their opinions about school decisions and policies;
 - participate in peer leadership initiatives and restorative practices; form groups that represent their needs and interests.

Rights and Responsibilities of Stakeholders

Parents/guardians Rights

1. Be actively involved in their child's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Williamson Board of Education and procedures that relate to their child's education.
4. Receive regular reports, written or oral, from school staff regarding their child's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff.
6. Receive information and prompt notification about incidents that may impact their child.
7. Receive information about due process procedures for disciplinary matters concerning their child, including information on conferences and appeals.
8. Receive information from school staff about ways to improve their children's academic or behavioral progress, including, but not limited to: counseling, tutoring, after-school programs, academic programs, and mental health services within Williamson Public Schools and the community.
9. Receive information about services for students with disabilities and English Language Learners.
10. Be contacted immediately and directly when their child is believed to have committed a crime and police are summoned.

Parents/guardians Responsibilities

1. Help their child understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
2. Know school rules and help their child understand them.
3. Give updated contact information to the Williamson Central Office and their child's individual school.
4. Recognize that the education of their child is a joint responsibility of the parents/guardians and the school community and work collaboratively with school staff to reinforce expectations and address any socio-emotional, academic, or behavioral problems their child may experience.
5. Send their child to school ready to participate and learn, and ensure they are dressed and groomed in a manner consistent with the student dress code (refer to Section 7, Student Dress Code).
6. Ensure their child attends school regularly and on time.
7. Ensure absences are excused by calling in their child's absences each day and sending in a written excuse the first day their child returns to school.
8. Support their child in acting in ways that maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex in accordance with Dignity for All Students Act.
9. Convey to their child a supportive attitude toward education and the district.
10. Inform school officials and/or staff of changes in the home situation that may affect student conduct or performance.
11. Tell school officials about any concerns or complaints in a respectful and timely manner.
12. Read and become familiar with the policies of the Board of Education, administrative regulations, and the Williamson Central School District Code of Conduct.
13. Encourage their children to complete their homework by asking about homework, checking homework and making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table).
14. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

Rights and Responsibilities of Stakeholders

School Staff Rights

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
3. Communicate concerns, suggestions and complaints to the Williamson Central School District Office.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.
6. Modify instruction consistent with the policies of the Williamson Board of Education and with state and federal regulations.

School Staff Responsibilities

1. Know school rules and help students understand them.
2. Recognize that the education of the student body is a joint responsibility of the parents/guardians and the school community and work collaboratively with families to reinforce expectations and address any socio-emotional, academic, or behavioral problems their child may experience.
3. Be respectful and courteous to students, parents and guardians, serving as role models for students.
4. Tell school officials about any concerns or complaints in a respectful and timely manner.
5. Read and become familiar with the policies of the Board of Education, administrative regulations, and the Williamson Central School District Code of Conduct, and enforce them in a fair, consistent, and respectful manner.
6. Be respectful and courteous to staff, other parents/guardians and students while on school premises.
7. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen student's self-concept and promote confidence to learn.
8. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Report and document as per policy and procedures.
9. Report and document violations of the Code of Conduct per policy and procedures.
10. All school employees who witness harassment, bullying and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, Superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, Superintendent, or their designee no later than two school days after making an oral report.
11. Demonstrate interest in teaching and concern for student achievement and well-being.
12. Participate in required professional development opportunities.
13. Communicate regularly with students, parents/guardians, and other school staff concerning growth, achievement, areas of concern and issues which need addressing-including course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for students, and classroom discipline plan.
14. Ensure compliance with FERPA (Family Educational Rights and Privacy Act).



Rights and Responsibilities of Stakeholders

School and District Administrators Responsibilities

1. Maintain safe and orderly schools by using prevention and intervention strategies and by following the Williamson Central School District Code of Conduct.
2. Be respectful and courteous to students, parents and guardians, serving as role models for students.
3. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
4. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
5. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner in understandable language.
6. Refer students to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
7. Inform parents and guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
8. Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.
9. Participate in required professional development opportunities.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the administrator who is the Dignity Act Coordinator (DAC). Address personal biases that may prevent equal treatment of all students in the school or classroom setting. The principal, Superintendent or the principal's or Superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the Superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, Superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct. The principal shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying and/or discrimination to the Superintendent.
12. Collect and report data on the implementation of the district Code of Conduct, including but not limited to, data on the use of in-school and out-of-school suspension by student demographic characteristics.
13. Ensure that students and staff have the opportunity to communicate regularly with the school administration and approach the administration for redress of grievances.
14. Evaluate all instructional programs on a regular basis.
15. Support the development of and student participation in appropriate extracurricular activities.
16. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly. Set the expectation for all students, staff, and visitors that inappropriate conduct will not be tolerated in school.
17. Report and document violations of the Code of Conduct as per policy and procedures.
18. Protect the legal rights of school staff, principals, students and parents or guardians.
19. Provide a broad-based and varied curriculum to meet individual school needs.
20. Ensure the protection of legal rights of students with disabilities.
21. Provide staff who are trained to meet the needs of students.



Rights and Responsibilities of Stakeholders

Superintendent Responsibilities

1. Support a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Report, respond, and document violations as per policy and procedures. The principal, Superintendent or the principal's or Superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying and/or discrimination, the Superintendent, principal or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent the recurrence of the behavior and to ensure the safety of the student or students against whom such behavior was directed. The principal, Superintendent, or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
4. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
5. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
6. Inform the Board about educational trends relating to student discipline, learning, and wellness.
7. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
8. Work with school and district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
9. Inform the community, students, parents or guardians, school staff, principals and School Board about policies of the Board of Education and educational trends, including student discipline.
10. Address all areas of school-related safety concerns.
11. Review data on the implementation of the Code of Conduct and make recommendations on improvement when needed to reduce the use of suspensions.
12. Take appropriate measures when violations of the Code of Conduct occur.

The Board of Education Responsibilities

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
4. Support a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
5. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Report and document violations as per policy and procedures.
6. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations and will be accessible to students and other staff members for consultation and advice related to the Dignity Act.
7. Review data and the recommendations of the Superintendent on the implementation of the Code of Conduct, including, but not limited to the use of in- and out-of-school suspensions with student demographics and implement reforms if needed.

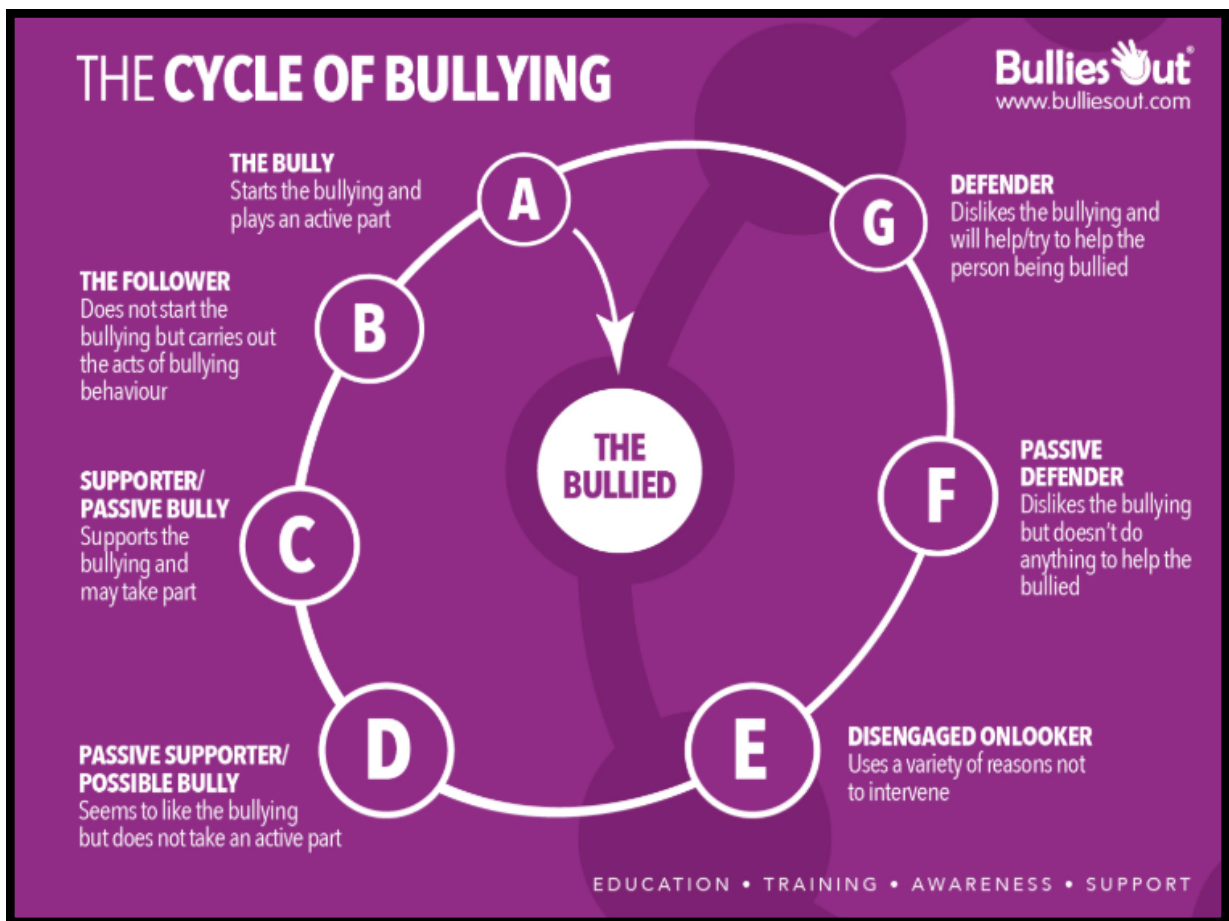
Dignity for All Students, Always

What is Bullying?

Any behavior that creates a hostile environment

AND

- Interferes with education or well-being
- Is based on actual or perceived protected categories
- Causes fear for personal safety
- Bullying is also defined as behavior that is **intentionally harmful or hurtful**.
- Bullying **has the potential** for repetition over time.
- Bullying **MUST** include an imbalance of power.



Understanding the CROWN Act:

In 2019, the Dignity for All Students Act, or DASA, was amended by the CROWN Act to add the definition of race that includes traits such as hair texture and protective hairstyles such as locs, braids, and twists in order to protect students' access to their public education regardless of how they choose to wear/style their hair, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond the classroom.

Dignity for All Students, Always

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct. If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available on the school website or in the main office or the counseling office of your school. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

The Williamson Central School District follows the following Olweus rules:

- **We will not bully others.**
- **We will help other students who are bullied.**
- **We will include students who are left out.**
- **If we know that someone is being bullied, we will tell an adult at school and an adult at home.**

Dignity for All Students Act

The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike. Therefore, all members of the school community, including essential partners such as Superintendents, school board members, parents, students, teachers, guidance counselors, principals/administrators, support staff and other school personnel have particularly important roles to play in its implementation.

Dignity Act Coordinator

There is one identified staff member at every building that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Remedial responses are measured, balanced, progressive and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. These responses place the focus of discipline on discerning and correcting the reasons why discrimination, harassment and bullying occurred. They are designed to correct the problem behavior, prevent another occurrence and protect the target of the act.



Dignity for All Students, Always

Possible supports for those accused of bullying may include (but are not limited to):

- peer support groups;
- assignment of an adult mentor at school that the students checks in with at the beginning and end of each day or throughout the day;
- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience (sensitivity/awareness training);
- engagement of student in a reflective activity, such as an essay about the misbehavior and its impact on others;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are monitored;
- student counseling and parent conferences that focus on involving persons in the parental relations in discipline issues; and community service.
- School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources the student may not be aware of.
- The principal and assistant principal will also be able to discuss the problem with the student and attempt to work on a solution.



We want to emphasize that we will also provide supports for a student (or students) impacted by bullying behaviors Possible supports for those victimized by bullying may include (but are not limited to):

- peer support groups;
- assignment of an adult mentor at school that the students checks in with at the beginning and end of each day or throughout the day;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- student counseling

Dignity for All Students, Always

Training of All Staff

All staff will receive training that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's Dignity Act Coordinator. It will also address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting.

Confidentiality in Counseling

When a student indicates that they are thinking about hurting themselves or other students, school personnel are required to take action to ensure the safety of the student or other students. This action will include sharing of information with the school principal and parents, and may include other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings.



Dignity for All Students, Always

Problem Solving

School Problems

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

- Tell the nearest teacher or adult staff member. Tell them exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, academic security, and personal safety are considered very serious.
- Talk to the principal or assistant principal right away.
- Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand—perhaps a peer, teacher, school counselor, school psychologist, social worker, or a trusted adult.
- Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
- In addition to alerting school personnel, a student should tell their parents about the problem. They will want to know. It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Personal Problems

For help with personal problems which may affect a student's school life or activities:

- If possible, discuss the problem with parents/guardians.
- If a student and their parents/guardians cannot solve the problem, there are a number of people in school who may be able to offer additional help.
- School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources they may not be aware of.
- The principal and assistant principal will also be able to discuss the problem with the student and attempt to work on a solution.

Academic Problems

For help with academic problems, the student should:

- See the teacher who teaches the subject. Teachers routinely work with individual students who are having academic problems.
- If a teacher is unable to help the student resolve the problem, the student should go to an administrator.
- Further help can be obtained through the student's school counselor.
- Solving an academic problem requires the student's help, along with help from teachers and sometimes parents/guardians, school counselors and other school professionals.

Deep Roots, Core Values, Bright Futures.

Dignity for All Students, Always

Incident Reporting

DASA = Dignity for All Students Act - Incident Reporting

-ALL students are protected, regardless of: actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. As a matter of fact, if the bullying or harassment is aimed at a student BECAUSE of any of these factors, there are potentially additional legal ramifications.

-While we're sympathetic to any incidents you may experience as an adult, please remember that DASA applies **only to students**.

What is Bullying?

Any behavior that creates a hostile environment

AND

- Interferes with education or well-being
- Is based on actual or perceived protected categories
- Causes fear for personal safety
- Bullying is also defined as behavior that is **intentionally harmful or hurtful**.
- Bullying **has the potential** for repetition over time.
- Bullying **MUST** include an imbalance of power.

If you would like to report an incident, please print and complete the DASA Incident Form available on the district website or in every building main office.

Once completed, please submit to the building level DASA coordinator (listed below).
You can also contact the building level coordinator with any questions or if you need assistance with the form.

Williamson Central School District DASA Contacts:

Elementary School DASA Coordinator: **Ingrid Wander**
iwander@williamsoncentral.org

Middle School DASA Coordinator: **Amy Hanna**
ahanna@williamsoncentral.org

High School DASA Coordinator: **Mark Blair**
mblair@williamsoncentral.org

District DASA Coordinator: **Rachel Liberatore**
rliberatore@williamsoncentral.org

Need Help? Local Resources

Available Support Systems

American Foundation For Suicide Prevention (AFSP-WNY)

www.afsp.org

Understanding & preventing suicide through research, education & advocacy

A Caring Place

585-475-8800

Provides a safe place for children, teens & families to come for support & to learn effective ways of coping with feelings & experiences of loss.

Gilda's Club Rochester

www.gildasclubrochester.org

A special Place where the focus is on living with cancer. Men, women & children with any kind of cancer & their family members can plan & build life-changing emotional & social support here.

Kids Adjusting Through Support (KATS)

585-624-5555

www.campgooddays.org

A free support service helping children & parents cope with serious illness or death of a loved one.

The Center for Compassion & Healing at Lifetime Care

www.lifetimecare.org

A “whole person” philosophy to support individuals dealing with the loss of a loved one.

The Consortium for Trauma, Illness & Grief (TIG)

www.tigconsortium.org

A county-wide agency effort to prepare school districts to have appropriate mental health support in place during incidents of trauma, violence, illness or death.

The Mental Health Association

www.mharochester.org

Assists people to find the tools & resources that they need to achieve & maintain mental wellness.

Wayne County and Rochester Area Support Groups

www.wayneresourceguide.org/supportgroups.php

Behavior Concerns, Violations, Interventions and Consequences

Disciplinary Penalties, Procedures and Referrals

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations. District administrators will utilize restorative practices as appropriate, including but not limited to: restorative conferencing, peer conference/mediation, and conflict resolution training. Appendix C outlines the district's progressive levels of discipline in relation to offenses.

Specifically, responses to discrimination and harassment of students by students and/or employees on school property, including school functions, on the school bus, and the bus stop shall include intervention and education focusing discipline on discerning and correcting the reasons why discrimination and harassment has occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.

This may include but is not limited to:

- Corrective instruction, peer support groups, or other relevant learning or service experience.
- Behavioral assessment or evaluation with the creation of behavioral management plans and closely monitored benchmarks
- Student counseling and parent conference, required student and parent education programs.
- Progressive disciplinary actions including suspension from school and reassignments to an alternative education center.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. Students identified as having a disability shall not be disciplined for behavior related to their disability.

Levels of Interventions and Consequences - Determining Disciplinary Responses

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behaviors. School officials must consult this document when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate, unacceptable and unskillful behaviors it is necessary to consider the following prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and effectiveness of interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- information from parents, teachers and/or others, as appropriate the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- other extenuating circumstances

Behavior Concerns, Violations, Interventions and Consequences

Differentiated responses to disciplinary problems are embedded within three levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socioeconomic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

In practical terms, this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.
- Consequences and interventions at Level 2 and Level 3 must be consistently applied across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.



Prohibited Student Conduct

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. Any behavior which is prohibited under the Code of Conduct is also prohibited when performed using computers, the Internet, cell phones, telephones or other communications media when the communication originates or ends on district property or at any school function (for example, use of a cell phone to announce the time or location of a fight).

The Code of Conduct also applies when the act/behavior disrupts or interferes with the educational process or poses a threat to the safety of any person lawfully on District property or at a school function as determined by district personnel.

With regard to weapons, in particular, it is the intention of the Board through this Code of Conduct to emphasize to students that the mere possession of weapons is inherently dangerous to everyone in the school environment and therefore weapons must not be brought onto school property, or if discovered, they must be turned into the school office immediately.

The Code of Conduct is intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students should avoid engagement in an act that would disrupt the normal operation of the school community.

Refer to Discipline guidelines (appendix B) at the end of this Code of Conduct for prohibited conduct and possible responses.

Pre-K Through Grade 2:

Supporting Social Competencies and Addressing Behavior Concerns

Discipline is a necessary component of any classroom setting, whether in preschool or high school. However, young children need much more structure since developmentally they need help learning the rules and controlling their impulses. If we think of discipline as a way to educate children about appropriate behavior and social expectations, versus a way of punishment, many aspects of how to discipline children in early childhood educational settings can seem natural and logical. Social competence, like all other domains of development, grows and changes over time and is impacted by children's direct experiences through intentional instruction, guided conversation, and reinforcement of desired social skills. It is essential that social and emotional learning and behavior in our youngest learners is approached in the same manner as all other essential academic skills — through daily instruction, support, and assessment of students' individualized needs. Social and emotional learning skills are purposefully planned for and taught within the early childhood educational program. Key early childhood focus areas for social emotional learning include: friendship skills, empathy, managing emotions, and problem solving.

Behavior Concerns, Violations, Interventions and Consequences

The Home-School Partnership

Families play a critical role in the success of children's development of social competence. Schools will help families become familiar with clear, concise language and terms that will be used with children in the school setting (example: "in this classroom we use walking feet" or "at school we use our words to solve problems"). Parents also provide essential information about their children to school personnel. This shared knowledge is the basis for strong home-school partnerships that support consistent, developmentally appropriate, and individualized instruction for every child.

When Behavior Concerns Arise...

It is normal for young children to occasionally hit, kick, or push other children as they are learning how to socialize with others. When children engage in aggressive behaviors, teachers are expected to intervene by verbally asking aggressive students to move away from other students, contacting an administrator immediately, and ensuring that other students not involved are safe. Teachers are expected to help the child to understand what they did and learn to correct the behavior in the moment. If a behavior continues over time, interventions such as a Student Support Plan or Behavior Intervention Plan may be put into place to help support the child by formally learning the skills necessary to perform the desired social behaviors for success in the classroom and the school. The plan is developed with a specific goal (s), for a specific period of time and includes a designated date for review. This cycle of gathering and assessing data, making and implementing a plan, and monitoring the student's progress supports an individualized approach to social emotional learning.

When a Child Behaves Aggressively...

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care. Parents can expect that these actions will take place:

- A staff person will temporarily remove the child who has engaged in the violent act immediately from the environment to help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.

Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.

- Parents of either child involved in the incident may be included in a mediated conference with the other parent per the school's recommendation.

The New York State Education Department (NYSED) is committed to take steps to reduce and severely limit expulsion and suspension practices, with the ultimate goal of eliminating these practices in all early childhood settings. Consequently, any suspension of a pre-kindergarten student requires the permission and signature of the Superintendent.

Deep Roots, Core Values, Bright Futures.

Grade 3-12: Levels of Behavior Concerns, Violations, Interventions and Consequences

Level 1

Incorporates universal school wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning and healthy well-being. Through observations and immediate responses, teachers aim to prevent minor discipline problems from becoming major incidents.

Level 2

Involves targeted interventions and assigned consequences when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences may include an in-school suspension.

Level 3

Involves violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

Section 5

These behaviors could include threats or attempting violence upon any staff member or student while on school property. A threat exists when any reasonable person would interpret the statement as a serious expression of intent to harm. Specific examples include but are not limited to: hitting, kicking, punching, scratching, possessing a weapon or firearm as defined in this document, intentionally damaging personal property of any staff or student or school property. These categories also may include any conduct that endangers the safety, morals, health or welfare of others such as: Any violation of the N.Y.S. Penal Code including but not limited to theft, assault or harassment, gambling or drugs on school grounds, defamation, discrimination, intimidation, hazing, inappropriate use of information and communication technologies, selling, using, or possessing obscene material, using vulgar or abusive language, cursing or swearing, indecent exposure, initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher, etc.

These policies apply to all students, grades 3-12, including all students with IEPs and 504 plans. Multiple incidents or chronic violators of the same behavior will warrant more intensive interventions and more serious consequences. **Please see Glossary for more detailed behavior descriptions.**

The interventions and consequences that are aligned with each level represent a menu of responses. Teachers and administrators can select one or more responses in each level. Administrators, teachers, and student support teams are not expected to select and use all interventions in each level. Administrators, teachers, and student support teams may also use a lower-level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be progress-monitored and adjusted based on student response.

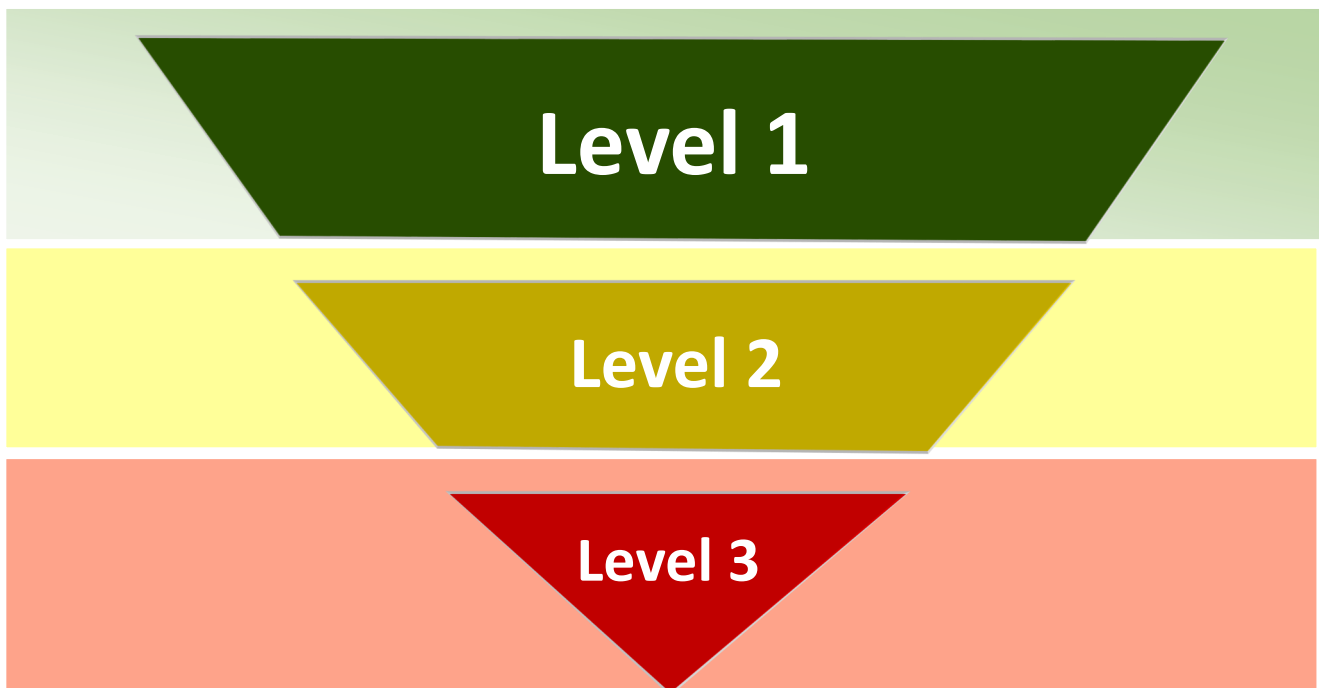
Levels of Interventions and Responses

The building principal or designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in their judgment, substantially impact the security of a school, its students and/or its staff.

Assigned consequences include out-of-school suspension for grades 6-12 only, except when a student in grades 3 to 5 engages in pervasive or egregious aggressive acts that threaten anyone's safety on school premises. In this situation, the school principal can request a district consultation within 24 hours to determine the most appropriate interventions up to and including out-of-school suspension. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

Trauma informed practices will be utilized to support the physical, emotional, and mental health of students. Staff receive training on how to utilize trauma informed practices through interventions and behavior responses.

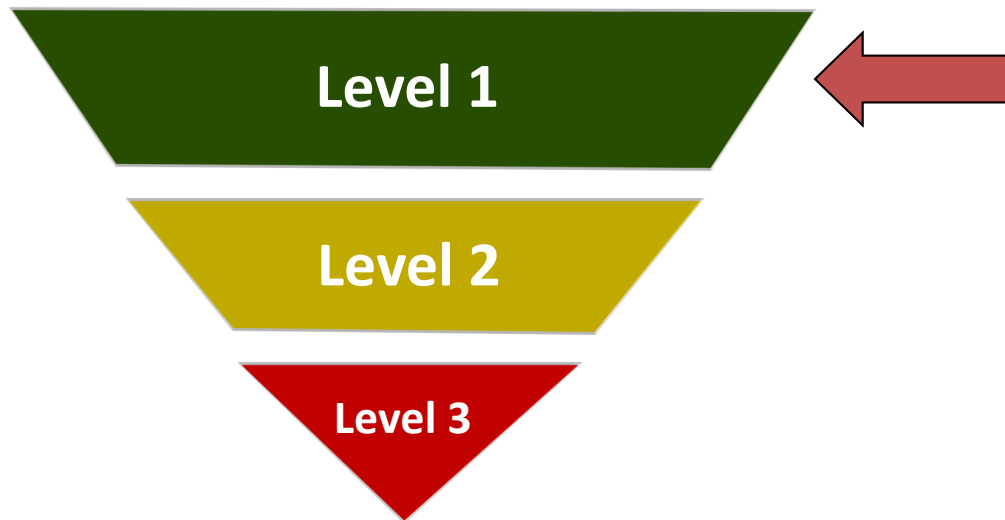
Each building has a multidisciplinary behavior assessment team (PAWS Team). This team meets regularly to review behavioral data, support teams with preventative strategies, and respond to incidents requiring additional support. Team members are trained in Therapeutic Crisis Intervention for Schools (TCIS).



**“The only discipline that lasts
is self-discipline.”**

Bum Philips

Levels of Interventions and Responses - Level 1

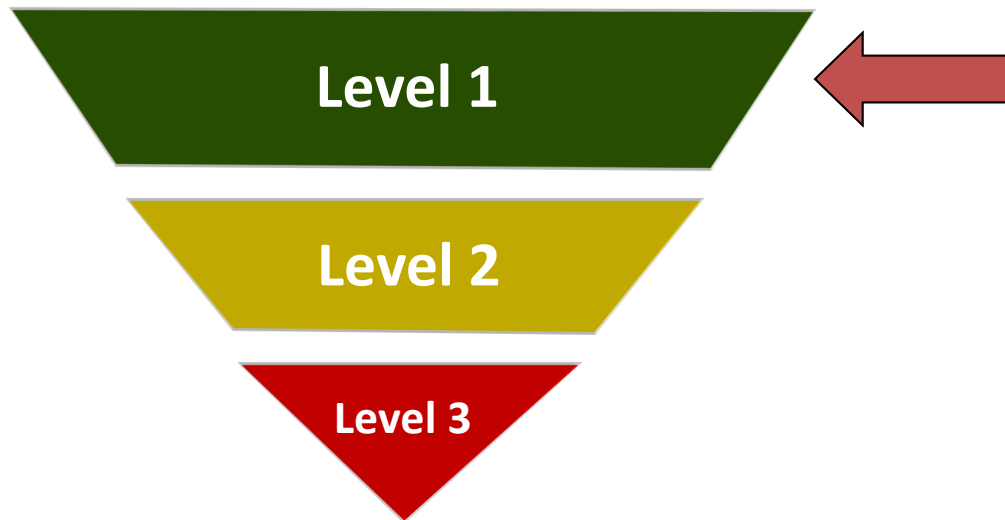


Level 1

Level 1 Minor Behavioral Concerns may include:

- Defiance/Insubordination/Non-Compliance - Minor
Student engages in brief or low intensity failure to follow directions or talks back, does not attempt to complete a task or follow directions, does not comply with classroom rules.
- Dishonesty - Minor
Student misrepresents facts or lies, or omits the truth.
- Disrespect - Minor
Student gives low-intensity, socially unacceptable or rude/dismissive messages to adults or other students, shows difficulty with getting along with others, does not attend to adult direction, interrupts, blurts out, talks out of turn.
- Disruption - Minor
Student engages in low-intensity but inappropriate disruption, bothers or distracts others while working, or by making distracting or disruptive noises or actions.
- Dress Code Violation - Minor
- Inappropriate Language/Gestures
Student engages in low-intensity instance of inappropriate language including profanity, gestures, or expressed needs or emotions inappropriately.
- Missed or skipped detention or 10th period
- Property Misuse - Minor
Student engages in low-intensity misuse of school property.
- Tardy - Minor
- Technology Violation - Minor
Student engages in non-serious but inappropriate use of electronic devices i.e. using devices when directed not to, use of device leads to off-task behavior.
- Unsafe Behavior - Minor
Student engages in non-serious but inappropriate or unsafe physical contact i.e. horseplay, difficulties with self-regulation.

Levels of Interventions and Responses - Level 1



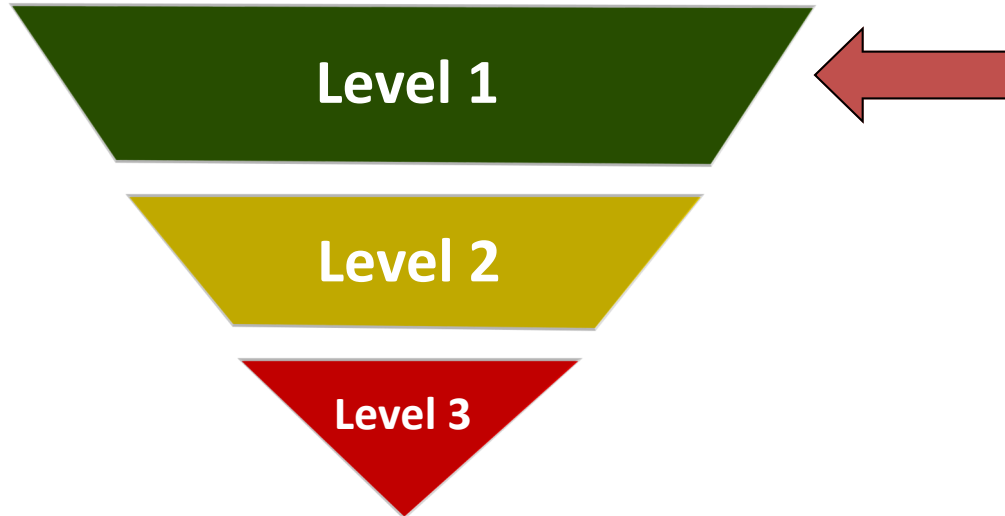
EXAMPLES OF CLASSROOM PREVENTION, INTERVENTIONS, AND RESPONSES:

Level one incorporates universal school wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, and healthy well-being. Through observation and immediate response, staff aim to prevent minor discipline problems from becoming major disciplinary incidents. These interventions aim to correct behaviors and teach alternate behaviors so students can learn safely and respectfully. Teachers and school staff are encouraged to try a variety of management strategies. Responses should be progressive in nature.

- Establish relationship with students
- Contact parents/guardians via telephone, email or text message per parent preference
- Verbal correction
- Reminders and redirection
- Written reflection or apology
- Seat change
- Conference with parents/guardians
- Request a meeting with MTSS team
- Daily progress sheet on behavior
- In-class time out
- Loss of classroom privileges
- Teacher-student conference
- Teacher assigned detention or consequence
- Offer choice
- Progress monitoring/staff observation

** Preventions and interventions serve as examples and may not be utilized in every building.*

Levels of Interventions and Responses - Level 1



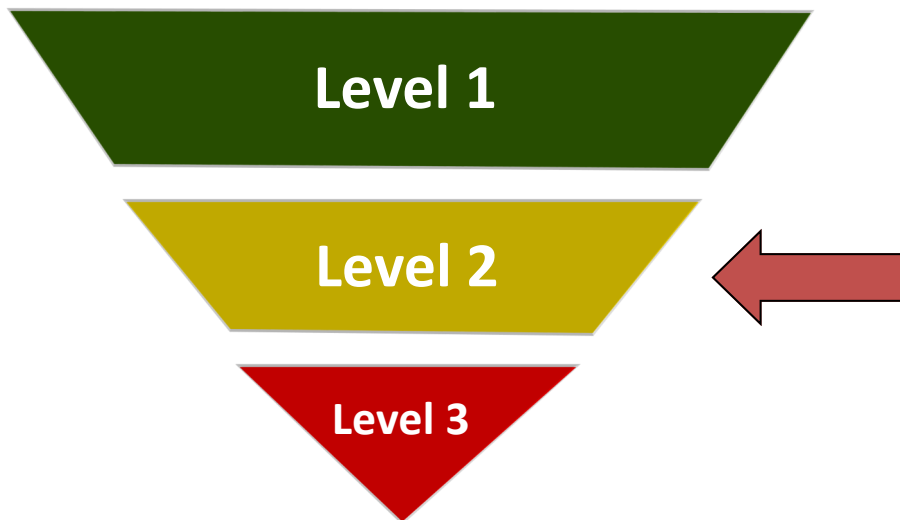
EXAMPLES OF MTSS INTERVENTIONS AND RESPONSES:

These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions. This also is intended to impact the conditions that contribute to a student's inappropriate or disruptive behavior. Staff should use these responses in a progressive manner as part of the MTSS process.

- Parents/guardians notification
- Mentoring program
- Peer mentoring
- Daily progress sheet on behavior
- In-class time out/PAWS Room
- Loss of classroom privileges
- Staff/student conference
- Staff-assigned detention or other consequence
- Offer choice
- Progress Monitoring
- Referral to Check in/Check out
- Referral to MTSS, Youth Advocacy, school-based health professional, or outside support.
- Conflict resolution/mediation
- Restorative Justice

** Preventions and interventions serve as examples and may not be utilized in every building.*

Levels of Interventions and Responses - Level 2



Level 2

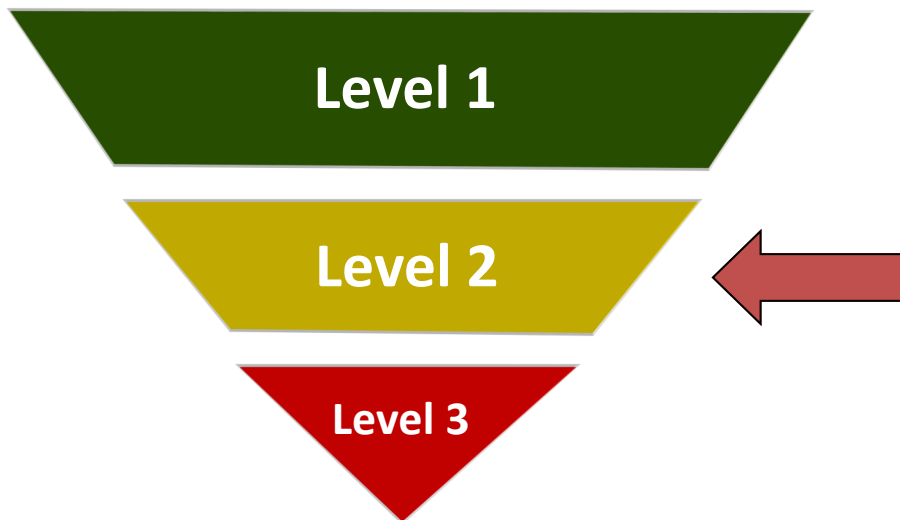
Level 2 Minor Behavioral Concerns may include:

- **Any Level 1 Behavior that is persistent, excessive, or egregious: beyond ‘minor’ (see page 28)**
- Academic Dishonesty
Student submits work that does not reflect original ideas or wording, or allows others to use their work. This includes submitting work as their own when generated through Artificial Intelligence technology.
- Damage or destruction to property
- Excessive displays of affection
- Excessive school truancies
Student has unexcused absences that are repetitive or do not improve over time
- Excessive tardy
- Forgery/Dishonesty
- Inappropriate physical contact/minor altercation
- Missed or skipped class
- School Truancy
- Sexually inappropriate touching, comments or behavior
- Threats and intimidation or bullying (non-DASA)
- Unsafe behavior
- Use/Possession of tobacco, E-cigarettes, vaping mechanisms and/or other related paraphernalia

EXAMPLES OF TIER 2 ADMINISTRATIVE INTERVENTIONS AND MTSS RESPONSES

These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a progressive as part of MTSS process.

Levels of Interventions and Responses - Level 2



LEVEL 2 INTERVENTIONS

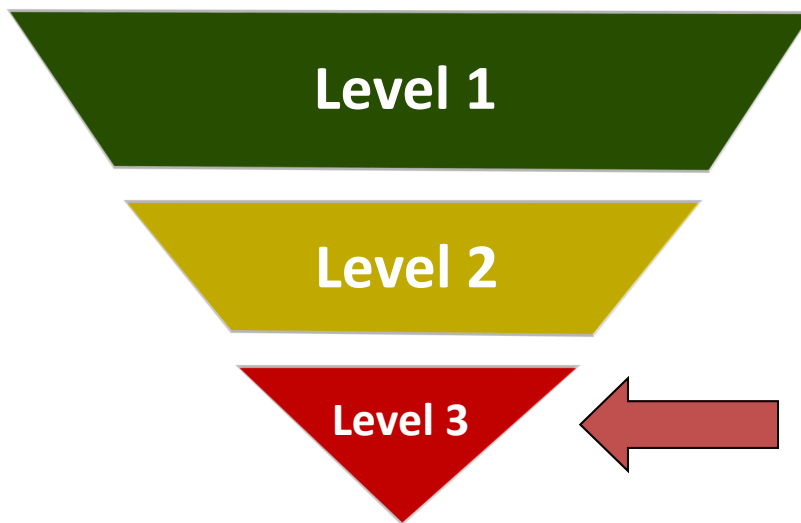
- Staff-facilitated interventions (see Level 1)
- Referral to MTSS team for consideration of necessary intervention
- Student-staff conference and plan
- Informal consult with school staff
- Mediation/conflict resolution
- Restorative discipline conference
- Individualized case management for students with IEPs and 504s
- Mentoring
- Behavior Improvement Plan
- Check In/Check Out
- Small group counseling

LEVEL 2 ASSIGNED CONSEQUENCES

- Submission of behavioral referral/other staff intervention
- Parent or guardian notification
- Restorative action
- Loss of privileges
- Administrative detention or consequence
- Conference with appropriate administrator
- In School Suspension
- Out of School Suspension as appropriate

** Preventions and interventions serve as examples and may not be utilized in every building.*

Levels of Interventions and Responses - Level 3

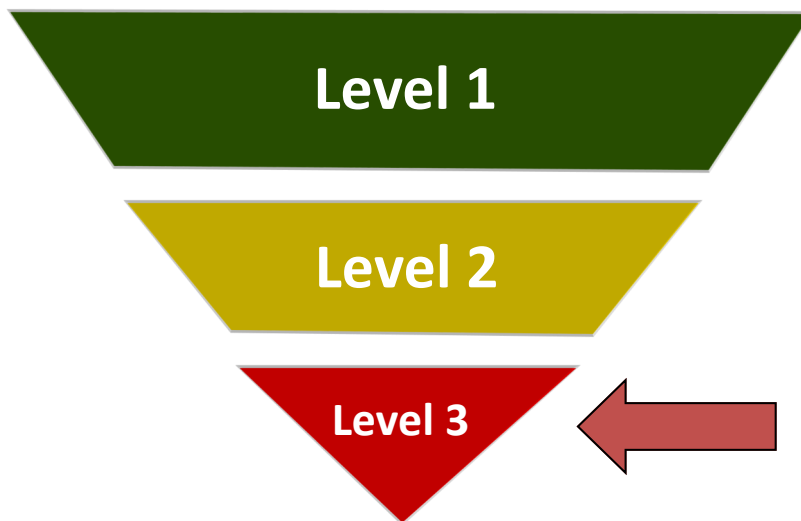


Level 3

Level 3 Behavior Violations

- **Any Level 2 Behavior that is persistent, excessive, or egregious: beyond 'minor' (see page 31)**
- Aggression or violence against a staff member
- Altercation- Minor Injury
- Arson
- Assault – minor injury
- Assault with serious bodily injury
- Bomb Threat
- Burglary
- False Alarm
- Forcible sex offenses
- Inappropriate contact of a sexual nature
- Kidnapping
- Reckless endangerment
- Riot
- Robbery
- Theft
- Threat of violence with the use of a weapon
- Threats/Intimidation/Harassment/Bullying
- Use/possession/sale of alcohol
- Use/possession of weapon, firearms, explosives
- Use/possession/sale (or believed to be) of drugs or related paraphernalia

Levels of Interventions and Responses - Level 3

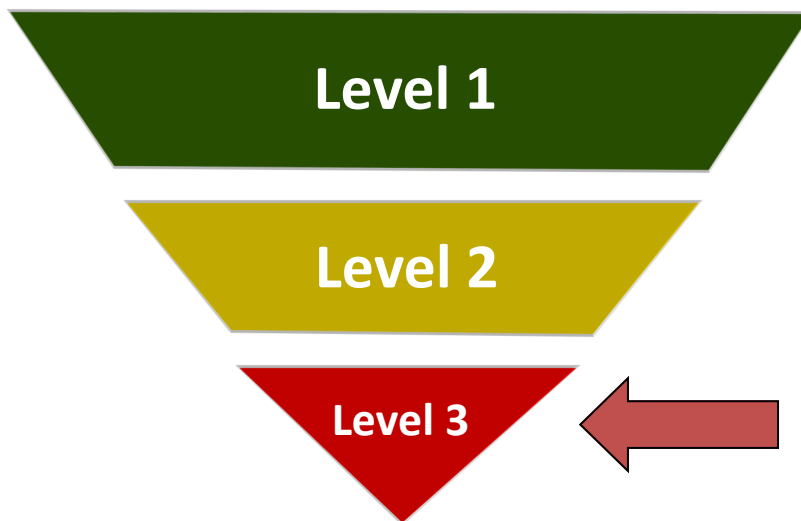


LEVEL 3 ASSIGNED CONSEQUENCES

- Immediate removal from classroom/location
- Incident investigation
- Parent or guardian notification
- Appropriate Tier 2 consequences
- For grades 6-12 ,up to 5 days of ISS or up to 5 days of OSS, progressively.
- For grades 3-5, if a student engages in pervasive or aggressive acts that threaten safety on school property, the school principal can request a District consultation within 24 hours to determine the most appropriate response up to and including out of school suspension.
- If a student in grades K-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 up to and including out-of-school suspension. The principal must immediately provide written notification to the Superintendent's designee upon suspension. A suspension of more than two days requires a district consultation. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child.

** Preventions and interventions serve as examples and may not be utilized in every building.*

Levels of Interventions and Responses - Level 3



EXAMPLES OF SUSPENSION AND REFERRAL RESPONSES

These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.

LEVEL 3 INTERVENTIONS*

- Referral to MTSS Tier 3 Team
- Small group counseling
- Referral to substance abuse counseling
- Referral to the Credit Recovery Program
- Referral to CSE
- Revision to IEP/504 Plan
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- WRAP or RENEW Program
- Referral to outside community organizations
- Alternative placement intervention and plan

** Preventions and interventions serve as examples and may not be utilized in every building.*

Behavioral Expectations, Violations and Consequences

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to district staff. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee, the Superintendent, district and/or school security staff member, and/or School Resource Officer.

All authorized district staff have the authority to investigate any alleged violation of above stated incidents including searches and interrogation (see Article XIII). Such searches may include the use of hand held breath test devices. All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report and document violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. All staff members must report to the school principal any incident which might constitute a crime or violation of the law.

Any weapon, alcoholic or illegal substance found shall be confiscated immediately, if possible. The parent of the student involved should then be notified and appropriate disciplinary action taken, if warranted, which may include permanent suspension and referral to the police.

The building principals or their designees may notify the appropriate local law enforcement agency and the office of the Superintendent of those Code of Conduct violations that constitute a violation of the N.Y.S. Penal Code and substantially affect the order or security of a school as soon as practical. All violations of the Code of Conduct that constitute a felony must be reported to law enforcement.

Reporting Discrimination, Harassment and Bullying Pursuant to Education Law Section 13

Retaliation by a school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

Appropriate Bus Behaviors

It is crucial for students to behave appropriately while waiting at bus stops as well as when riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, and use of inappropriate language will not be tolerated. Only students with valid bus passes issued by the district Transportation Department have the privilege of riding on school buses. Parents may not board district school buses without permission.



Behavioral Expectations, Violations and Consequences

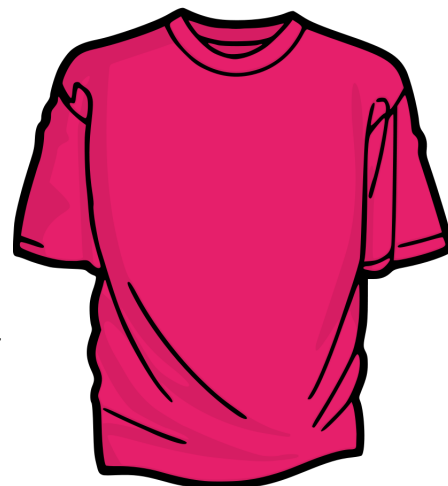
Student Dress Code

All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.

All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.

Students should not face unnecessary barriers to school attendance.

Reasons for conflict and inconsistent discipline should be minimized whenever possible.



GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).

Allow students to wear clothing of their choice that is comfortable.

Allow students to wear clothing that expresses their self-identified gender.

Allow students to wear religious attire without fear of discipline or discrimination.

Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.

Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.

Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Basic Principle: Certain body parts must be covered for all students

Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Students Must Wear:

- A Shirt.
- A Bottom: pants/sweatpants/shorts/skirt/dress/leggings/etc. that do not expose underwear.
- Shoes; activity-specific shoe requirements are permitted (for example for sports)
- Courses that include attire as part of the curriculum (for example, internships and work-based learning, public-speaking, leadership experiences) may include assignment-specific dress.

Deep Roots, Core Values, Bright Futures.

Behavioral Expectations, Violations and Consequences

Students May Wear:

- Fitted pants, including leggings, yoga pants and “skinny jeans”
- Tank tops, including spaghetti straps, halter tops, and “tube” (strapless) tops
- Athletic attire
- Hats at the High School in all common areas except the auditorium and in classrooms at the discretion of individual teachers.

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, or pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are **not** a violation.
- Shirts that expose the full stomach, back, or sides.
- Bathing suits or cropped tops that mimic bathing suit tops.
- Headgear that obscures the face (except as a religious observance).

Dress Code Enforcement

Enforcement should be consistent with the district’s overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations. Enforcement for students in grades K-5 should be limited to safety and non-violence/non-discrimination and should not include messages predicated on body maturity or “professionalism.” Violations should be treated as minor on the continuum of school rule violations. No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity. Enforcement of the dress code should be done in a way that protects a child’s dignity and respects their privacy, without shaming them by forcing school-mandated articles of clothing or unnecessarily restricts their access to an education.

Electronic Devices

Electronic devices include, but are not limited to, cell phones, computers, tablets, smart watches, Chromebooks, cameras, laser pointers, and music/media players.

Acceptable Use of Technology and Privacy - Digital Citizenship

Overview

With advanced technology comes an electronic network which provides vast, diverse, and unique resources. Our goal is to provide teachers, staff, and students with up-to-date technology, including a range of electronic devices and access to the Internet, to promote educational excellence in our schools by facilitating resource sharing, innovation and communication. We believe, however, that the use of this technology within the Williamson Central School District is a privilege, not a right, and that certain guidelines must be adhered to. **This extends to staff who have independent access to the district technology systems from their home or other remote location.**

Note: The procedures are universal in scope for both student and district employee. The word “user” will be employed to refer to anyone that has access to district technology or utilizes district Internet access (wired or wireless) on a district or personal electronic device (cell phone, iPad, computer, tablet, etc.).

Williamson Central School District expects all members of its community to use electronic communications in a responsible manner. The Williamson Central School District may restrict the use of its computers and network systems for electronic communications, in response to complaints presenting evidence of violations of other Williamson Central School District policies, or state or federal laws. Specifically, Williamson Central School District reserves the right to limit access to its networks, and to remove or limit access to materials posted on computers that can be accessed through LAKENet. It further reserves the right to provide or restrict access based on security, instructional impact, cost effectiveness, system performance and the needs of consortia members.

Behavioral Expectations, Violations and Consequences

Williamson Central School District seeks to enforce its policies regarding harassment, safety and rights of individuals; to protect the district and its components against seriously damaging or legal consequences; to prevent the posting of proprietary software or the posting of electronic copies of literary works in disregard of copyright restrictions or contractual obligations; to safeguard the integrity of computers, networks, and data either at the district or within the wide area network; and to ensure that use of electronic communication complies with the provision of these policies and those of district for maintaining the educational environment.

Educational Purpose

Computer Technology in the Williamson Central School District and Internet access have been established for educational purposes, which includes classroom activities, career development, and educational research projects consistent with Williamson Central School District policy.

Users are expected to follow the rules set forth in the Williamson Central School District Student Handbook (and any other document or policy regarding student behavior) that may apply to the use of computer technology. Minimal personal use is acceptable when used appropriately.

Users may not use the Internet for political lobbying, but you may use the system to communicate with elected representatives and to express your opinion on political issues. When using the Internet for this purpose, users may not claim to represent the official position of the Williamson Central School District without authority to do so.

Student Access:

All students and staff will have access to the Internet World Wide Web information resources wherever available.

Students in grades UPK-12 using the Internet will be subject to adult supervision.

All students & staff will have access to computer technology.

Access to the Internet and to district computer technology is not a right but a privilege and unacceptable usage will result in disciplinary review which may also include revocation of this privilege.

Students in grades UPK-12 will re-sign an agreement at the beginning of each year.

This agreement must be reviewed on an annual basis. A student's parents may withdraw their approval at any time.

Unacceptable Uses:

1. Email and the Internet

- a. Users are advised against **posting** contact information about themselves or other people. Personal contact information includes information regarding home addresses, telephone numbers, school addresses, work addresses, etc. If you are requesting materials for a school-related activity, your school address may be used.
- b. Users will immediately notify the Coordinator of Network and Technology Services, teacher, or administrator of any message they receive that is inappropriate or that makes them feel uncomfortable.
- c. Users are expected to refrain from engaging in social networking or communications except when communication is in furtherance of a proper school or educational purpose.

Mass email to an entire building that is not specific to school business should be approved by the building principal. If the mass email is to be sent to the entire district, it needs to be approved by the Coordinator of Network and Technology Services, Superintendent or Assistant Superintendent.

Behavioral Expectations, Violations and Consequences

2. Software

- a. Users will not download software from the Internet without knowledge and consent of the Director of Technology.
- b. Users will not make illegal copies of district owned software. When software is purchased it is licensed for the software license is an infringement of copyright laws.

3. Illegal Activities

- a. Users will not attempt to gain access to any other computer system through the Internet access, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing".
- b. Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. Users will not use the Internet to engage in any other illegal act, such as arranging for the sale or purchase of illegal drugs which includes alcohol and cigarettes, engaging in criminal gang activity, or threatening the safety of a person.
- d. **Users will not willfully, maliciously or unlawfully damage or destroy property of the district, including 1:1 electronic devices provided by the district. Users will be responsible for the replacement cost of any device determined to be damaged under the aforementioned circumstances.**

4. Inappropriate Language and Uses

- a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- b. Users will not post information that could cause damage or a danger of disruption to the computer network.
- c. Users will not engage in personal attacks, including those that are prejudicial or discriminatory.
- d. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, then the user must do so.
- e. Users will not knowingly or recklessly post false or defamatory information about a person or an organization.

5. Request for Privacy

- a. Users will not share a message that was sent privately without permission of the person who sent the message.
- b. Users will not post private information, including photos, of or about another person.



Behavioral Expectations, Violations and Consequences

6. Respecting Resource Limits

- a. Users will use the system only for appropriate activities, defined as those not restricted by this agreement.
- b. Users will not download files to a computer unless approved by a supervising adult.

7. Plagiarism and Copyright Infringement

- a. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas of writings of others and presenting them as if they were yours. Users should not participate in any activity that promotes academic dishonesty, such as sharing your work with others to pass off as their own. This includes submitting work as your own when generated through Artificial Intelligence technology.
- b. Users will respect the rights of copyright owners. Copyright infringement occurs when someone inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, users should follow the expressed requirements. If users are unsure whether or not a work can be used, permission should be requested from the copyright owner. If in doubt about copyright status, consult with a teacher or Library Media Specialist.

8. Inappropriate Access to Material

- a. Users will not use the Internet or any other computer technology to access material that is obscene (pornographic). Users will not access material that advocates illegal acts, or violence or discrimination towards other people (hate literature).
- b. If a user mistakenly, without intent, accesses inappropriate information, that user should immediately tell a teacher, administrator, or Coordinator of Network and Technology Services. This will be documented and will protect the user against a claim that the user has intentionally violated this policy. However, if a user repeatedly accesses the inappropriate information, a review will be done to determine if the access was truly accidental. If it is determined that access was accidental, no further action need be taken. If it is determined that this is NOT accidental, disciplinary action will be taken in accordance with existing procedures.
- c. If there is material that a parent feels is inappropriate for their child to use, the Williamson Central School District fully expects that the student will follow their parent's instruction in this matter.

9. System Security

- a. Users are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use their account.
- b. Users will immediately notify Coordinator of Network and Technology Services, teacher, or administrator if they have identified a possible security problem. Users will not identify this problem to anyone other than those persons specified.
- c. Users will avoid the inadvertent spread of computer viruses by taking all reasonable precautions to ensure that their data storage media is virus free.
- d. Any user identified as a security risk will be denied access to computer technology.
- e. **The Coordinator of Network and Technology Services will notify affected individuals, when there has been or is reasonably believed to have been a compromise of an individual's personal information, in compliance with the Information Security Breach Notification Act.**



Behavioral Expectations, Violations and Consequences

Your Rights

1. Free Speech

Technology communication is considered a limited forum, similar to the school newspaper, and the Williamson Central School District may restrict your speech for valid education reasons.

2. Search and Seizures

- a. Users should expect no privacy in the contents of their personal files on the Williamson Central School district system. Teachers, administrators, and the Coordinator of Network and Technology Services will have access to student files on the Williamson Central School District's computer networks, subject to the restrictions of the Family Educational Rights and Privacy Act.
- b. Routine maintenance and monitoring of the Williamson Central School district's computer networks may lead to the discovery that a user has violated this policy, (or any other district policy) or the law.
- c. An individual search may be conducted at any time to determine if a user has violated the Acceptable Use Policy for Computer Technology, Student Handbook Policy.
Parents have the right at any time to request to see the contents of their child's account.
- d. Network storage areas may be treated like school lockers. Coordinator of Network and Technology Services may review files and communication to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district computers **or** internet usage of district on district computers will be private.

3. Due Process

- a. The Williamson Central School District will cooperate in full with local, state or federal officials in any investigation related to any illegal activities conducted through the Internet or Williamson Central School District networks.
- b. In the event there is a claim that a user has violated this Policy in the use of computer technology, the user will be provided with a written notice of the suspected violation and an opportunity to be heard through normal disciplinary procedures.
- c. Williamson Central School District administrators will make the final determination as to what constitutes unacceptable use for student use.
- d. **The standards of acceptable use as well as prohibited conduct by staff as outlined in District policy and regulation are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action, including loss of access to the District Computer System as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement.**

4. Limitation of Liability

The Williamson Central School District makes no guarantees that the functions or the services provided through the Williamson Central School District system will be error-free or without defect. The Williamson Central School District will not be responsible for any damage incurred, including but not limited to, loss of data or interruptions of service. The Williamson Central School District is not responsible for the accuracy or quality of information obtained through or stored on the system. The Williamson Central School District will not be responsible for any financial obligations arising through the unauthorized use of the system.

5. Personal Responsibility

It is the user's responsibility to use technology, both inside and outside of school, in a proper, lawful fashion.

Staff and students should not expect that information stored on the district computer system will be private.

Behavioral Expectations, Violations and Consequences

Student Attendance

The Board of Education, in compliance with State Education Law, requires that students regularly attend school on a full-time basis from the first day of session of the school year in which they become six years of age. Also in accordance with the State Education Law, the Williamson Central School District encourages the enrollment of children who have turned five on or before December 1st. Students must be enrolled through the last day of the school year in which they become sixteen years of age, unless they have completed a four-year high school course of study. Students may attend a school other than a public school or receive home instruction, provided the instruction is equivalent to that given in the public schools.

The Board of Education believes that regular attendance is a critical factor in student academic success. It is the District's responsibility to work collaboratively with families to assist with identifying and removing barriers to regular attendance and to communicate to families the importance of regular attendance.

The excused and unexcused absence list can be found in Board policy or student handbook.

Student Driving Privileges

Students who have a valid need to drive to school on either a regular or short-term basis must submit a completed application signed by a parent or guardian, and obtain a parking permit from the main office. Driving to and parking on campus is a privilege. In order for a student to maintain these privileges, the student must:

- Possess a valid New York State driver's license.
- Be properly insured in accordance with New York State requirements.
- Display the student parking tag as required.
- Park only in their designated student parking space, on school property.
- Observe all rules and regulations for the safe operation of a motor vehicle including all posted speed limits.
- Parking space is limited. Failure to park in approved student parking areas may result in the towing of the student's vehicle from school premises at the owner's expense.
- Ensure driving is in a safe manner at all times or disciplinary action can be taken per discipline guidelines.
- No student at any time may obstruct vehicular or pedestrian traffic on school/district property.

Substance Violations

It is prohibited to be smoking or possessing a cigarette, electronic cigarette, cigar, pipe, drug paraphernalia or using or possessing chewing or smokeless tobacco or nicotine, possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to: inhalants, marijuana, synthetic cannabinoids (synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs." Inappropriately using, selling, sharing or giving prescription and over the counter drugs is also prohibited.

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Disciplinary Procedures and Penalties

A. Public Conduct on School Property

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

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

1. Prohibited Conduct

No person, either alone or with others, shall: a. Intentionally injure any person or threaten to do so. b. Intentionally damage or destroy district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property. c. Disrupt the orderly conduct of classes, school programs, or other school activities. d. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program. e. Use language that is inappropriate for a school community. f. Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or age. g. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed. h. Obstruct the free movement of any person in any place to which this Code of Conduct applies. i. Violate the traffic laws and parking regulations. j. Possess, consume, sell, distribute, or exchange alcoholic products or beverages, controlled substances, or be under the influence of either on school property or at a school function. k. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers. l. Loiter on or about school property. m. Gamble on school property or at school functions. n. Refuse to comply with any reasonable order of identifiable school district officials performing their duties. o. Willfully incite others to commit any of the acts prohibited by this Code of Conduct. p. Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

2. Penalties

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

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

B. Enforcement

The building principal/designee has the overall responsibility to ensure the Code of Conduct is enforced within their building. When the Code of Conduct is being violated, the prohibited conduct should be addressed and corrected. If the person refuses to correct the prohibited conduct, the person should be warned of the consequences. If the person’s conduct poses an immediate threat, the person should be removed from school property or the school function. If necessary, local law enforcement will be contacted to assist in removing the person.

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

Disciplinary Procedures and Penalties

C. Disciplinary Penalties

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

1. Oral warning – any member of the District staff
2. Written warning – any member of the District staff
3. Written notification to parent – any member of the District staff
4. Tier 1 & 2 Consequences – any member of the District staff
5. Suspension from transportation – Director of Transportation, Assistant Principals, Principal, Superintendent
6. Suspension from athletic participation – coaches, Athletic Director, Assistant Principal, Principal, Superintendent
7. Suspension from social or extracurricular activities – Activity Director, Assistant Principal, Principal, Superintendent
8. Suspension of other privileges – Assistant Principals, Principal, Superintendent
9. Suspension or revocation of student's access to district computers and Internet connections – Principal, Assistant Principal, or Superintendent
10. In-school suspension – Principal, Assistant Principal or Superintendent
11. Removal from classroom by teacher – teachers, Assistant Principal, Principal, or Superintendent.
12. Short-term (five days or less) suspension from school – Principal, Superintendent
13. Long-term (more than five days) suspension from school – Superintendent
14. Permanent suspension from school – Superintendent, Board of Education.

D. Disciplinary Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Tier 1 and Tier 2 Consequences

These consequences will be imposed as a penalty only after the student's parents/guardians has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following the assigned consequences.

2. Suspension from transportation

If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention by documenting the incident on a referral. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the Superintendent or their designees. In such cases, the student's parents/guardians will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents/guardians will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

Disciplinary Procedures and Penalties

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents/guardians will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved. Refer to Athletic Code of Conduct.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for a classroom environment that is conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." This "in-school suspension" program may entail an academic as well as a counseling component. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents/guardians will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students/SAVE Legislation

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a school counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code of Conduct. On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. Per SAVE legislation, a classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. (Refer to glossary) If a disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why the student is being removed and an opportunity to explain the student's version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why the student was removed from the classroom and give the student an opportunity to present the student's version of the relevant events within 24-hours. The teacher must complete a district-established disciplinary removal form and meet with the principal or the principal's designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. Within 24-hours after the student's removal, the principal or the principal's designee must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parents that they have the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. Written notice must be provided to the parents/guardians by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purpose of contacting parents. The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents/guardians a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parents/guardians and principal. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- a. The charges against the student are not supported by substantial evidence
- b. The student's removal is otherwise in violation of law, including the district's Code of Conduct
- c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed . Principals or their designees may overturn a removal at any point between receiving the referral form issued by the

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teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until the student is permitted to return to the classroom. Teachers must keep a complete log (on a district provided form) for all cases of removal of students from their classes. The principal must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from the student's class until the teacher has verified with the principal or the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only on a student who is egregious in their conduct, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The District retains its authority to suspend a student, but places primary responsibility for the suspension of a student with the Superintendent and the building principals. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member reporting the incident. Upon receiving a referral for discipline, or when processing a case for suspension, the principal or Superintendent shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

7. Provisions for Removal and Suspension

a. Short-term (5 days or less) suspension from school

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/guardians of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents/guardians. **At the conference, the parents/guardians shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.**

After the conference, the principal shall promptly advise the parents/guardians in writing of the principal's decision. The principal shall advise the parents/guardians that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/guardians are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, the Superintendent or building principal shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses testifying against the student and the right to present witnesses and other evidence on behalf of the student.

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The Superintendent shall personally hear and determine the proceeding or may, in the Superintendent's discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

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

c. Permanent suspension

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

E . Minimum Periods of Suspension

For the safety of students and school staff, some behaviors call for a minimum period of suspension. The student and parent/ guardian will be notified of the disciplinary action and given an opportunity for an informal conference for short-term suspensions or a hearing for long-term suspensions.

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

1. Students who bring a weapon to school (Firearm): Any student found guilty of possession of a weapon (firearm) on school property, as defined by the federal Gun Free Schools Act of 1994 (20 USC §8921) or by Education Law §3214, will be subject to suspension from school for at least one calendar year and referred to law enforcement. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following: a. The student's age b. The student's grade in school c. The student's prior disciplinary record d. The Superintendent's belief that other forms of discipline may be more effective. E. Input from parents/guardians, teachers, and/or others f. Other extenuating circumstances

2. Students who commit violent acts other than bringing a weapon to school: Any student who is found to have committed a violent act, other than bringing a weapon onto school property, **shall be subject to suspension from school for at least five days**. The student and the student's parents/guardians will be given the same notice and opportunity for an informal conference given to all students subject to a suspension. If the proposed penalty exceeds five days, the student and the student's parents/guardians will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The suspending authority has the authority to modify the length of the suspension on a case-by-case basis. In deciding whether to modify the penalty, the suspending authority or the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher (s) pursuant to Education Law §3214(3-a) and this Code of Conduct on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents/guardians will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents/guardians will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The suspending authority or the Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the suspending authority or the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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F . Referrals

1. Counseling: The Counseling Office shall handle all referrals of students to counseling and will work with site staff to refer families for support from social/human services, and outside agencies when necessary. 2. Person In Need of Supervision (PINS) Petitions. The district may file a PINS petition in Family Court on 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 §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition. 3. Juvenile Delinquency and Juvenile Offenders: a. The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court: b. Any student under the age of 16 who is found to have brought a weapon to school, or c. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42). d. The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

G . Alternative Instruction

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

H . Discipline of Students with Disabilities

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

1. Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply:

- a. A suspension means a suspension pursuant to Education Law §3214.
- b. A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an Interim Alternative Educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to themselves or others.
- c. An IAES (Interim Alternative Educational Setting) means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal from current educational placement as follows:

- a. The Board, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting, or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior. b. The Superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior. c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

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

I. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either: a. For more than 10 consecutive school days; or b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another 2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

J. Special Rules Regarding the Suspension or Removal of Students with Disabilities

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

Conduct a functional behavioral assessment to determine why a student engages in a particular behavior, and develop or review a Behavioral Intervention Plan whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a Behavioral Intervention Plan and who has been suspended or removed from their current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the Behavioral Intervention Plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary. b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents/guardians of a student who is facing disciplinary action, but who has not been determined to be eligible for services under the individuals with Disabilities Education Act (IDEA) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes. a. The Superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability. b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either: 1) Conducted an individual evaluation and determined that the student is not a student with a disability, or 2) Determined that an evaluation was not necessary and provided notice to the parents/guardians of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

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3. The district shall provide parents/guardians with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal. 4. The parents/guardians of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents/guardians of non-disabled students under the Education Law. 5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code of Conduct. 6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability. 7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code of Conduct.

K . Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code of Conduct, if: a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings. b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

2. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents/guardians and the district agree otherwise.

3. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

4. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, they must mail a written decision to the district and the parents/guardians within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

L . Referral to Law Enforcement and Judicial Authorities In accordance with the provisions of IDEA and its implementing regulations:

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

M . Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to: 1. Protect oneself, another student, teacher, or any person from physical injury 2. Protect the property of the school or others 3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers, and duties, if that student has refused to refrain from further disruptive acts. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

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N . Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parents/guardians before questioning the student. However, school officials will tell all students why they are being questioned. In addition, the Board authorizes the Superintendent, building principals, assistant principals, the school nurse, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct. A student who leaves the building may be searched upon return. Students who refuse to be searched are considered insubordinate and subject to penalty. An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that the student possesses physical evidence that the student violated the law or the district Code of Conduct, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Students that refuse to be searched are considered insubordinate and will be subject to penalty. Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.

1. Student Lockers, Desks, and Other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that students’ lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. Students are responsible for the contents of their lockers.

2. Strip Searches

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

3. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search: a. Name, age, and grade of student searched b. Reasons for the search c. Name of any informant (s) d. Purpose of search (that is, what item (s) were being sought) e. Type and scope of search f. Persons conducting searches and their titles and positions g. Witnesses, if any, to the search h. Time and location of search i. Results of search (that is, what item (s) were found) j. Disposition of items found k. Time, manner, and results of parental notification The building principal or the principal’s designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or the principal’s designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or the principal’s designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

4. Interrogation of Students Suspected of Possession or Consumption of Alcohol/Illegal Substances

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

- Searching student lockers, desks, and other storage spaces
- Searching student clothing
- Questioning students

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- Conducting pre screening tests (e.g. examining coordination, mannerisms, speech)

5. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have: a. A search or an arrest warrant or other court order authorizing the student's removal; or b. Probable cause to believe a crime has been committed on school property or at a school function; or c. Been requested by school officials to investigate a reported or suspected crime. In the case of a police officer presenting a search or other warrant, the building principal or designee shall first attempt to inform the parents/guardians of the police demand to search if the parents/guardians cannot be contacted prior to a police search, the parents/guardians shall be informed of the search in writing by the building principal as soon thereafter as is practicable. The building principal or designee shall be present during any police search or questioning of a student. 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 parents/guardians. When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials should work cooperatively with police officials to ensure compliance with the law concerning their questioning of students or searching of any student's person or property. School officials are not authorized to give consent to police questioning of students under the age of 16 (Family Court Act § 305.2). Police questioning of students under 16 considered as suspects should not be done without notifying the parents/guardians and obtaining consent. The decision as to when and how to notify parent/ guardian should be made as a result of consultation between police and school officials.

6. Child Protective Services Investigations:

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All requests by Child Protective Services to interview a student on school property shall be made directly to building principals or their designees. The principals or their designees shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove clothing in front of a Child Protective Services worker or school district official of the opposite sex. A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if the student were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without parents/guardians consent.

7. Searches of Student Vehicles:

An authorized school official may search a student's unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this Code of Conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock the vehicle, the school official may either call the student's parents/guardians for permission to open the vehicle. If there is reasonable suspicion that the vehicle contains illegal contraband. Call the police if a student and/or a student's parents/guardians refuse to open a locked vehicle to allow a search by school officials. If they remove the vehicle from school grounds to avoid the search, the student's parking privileges may be suspended or revoked as a consequence.

8. District Computer Equipment/Websites/Email Used by Any Person:

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

Disciplinary Procedures and Penalties

O . Visitors to the Schools

The district encourages parents/guardians and other district residents to visit the district's schools and classrooms to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or the principal's designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal (or other designated area) upon arrival at the school and provide valid government identification such as but not limited to a current driver's license. They will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, after the end of the school day such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents/guardians or residents who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher (s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or the principal's designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

P . Dissemination and Review

1. Dissemination of Code of Conduct

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

- a. Providing copies of an abridged Code of Conduct to all students at the beginning of each school year.
- b. Making copies of the Code of Conduct available to all parents/guardians at the beginning of the school year.
- c. Mailing a summary of the Code of Conduct to all parents/guardians of district students before the beginning of the school year and making this summary available later upon request.
- d. Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption via an online link.
- e. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- f. Making copies of the Code of Conduct available for review by students, parents/guardians and other community members.

The Board of Education will review this Code of Conduct and update it as necessary. The Board may appoint an advisory committee to assist in reviewing the Code of Conduct and the district's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. Before adopting any revisions to the Code of Conduct, the Board will hold at least one public hearing at which school personnel, parents/guardians, students and any other interested party may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.



Appendix A

Glossary of Terms

For purposes of the Code of Conduct, the following definitions apply:

Controlled Substance - A drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

Defamation - which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.

Dignity Act Coordinator - an employee designated by the Board of Education who ensures full compliance with the Dignity for All Students Act .

Disability - 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 technique or a record of such impairment.

Discrimination - discrimination against any student by a student or students and/or employee or employees on school property or at a school function including but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Discipline - a system of rules of conduct, training, practice and instruction that supports and sustains positive behaviors and self-discipline.

Disruptive Student - a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

Employee - any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11[4] and 1125[3]).

Gambling - student engages in betting money or wagering items of value on the outcome of a game, contest or other event.

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

Harassment/Bullying - the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying (means harassment/bullying through any form of electronic communication), that

- Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates or would foreseeably create a risk of substantial disruption

Glossary of Terms

For purposes of the Code of Conduct, the following definitions apply:

within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Hazing - which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.

Illegal drugs - a controlled substance except for those legally possessed or used under any other authority under the Controlled Substances Act or any other federal law, used under the supervision of a licensed health-care professional or that is legally possessed.

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

Positive Behavioral Interventions and Supports (PBIS) - a schoolwide three-leveled framework of universal expectations, shared language, and common policies and practices that support a safe, civil, disciplined and orderly school climate and positive student behavior through the promotion of social and emotional competence and habits of self-discipline and prevention of inappropriate, unacceptable, and unskillful behaviors (Level 1); targeted interventions for students who meet specific criteria and conditions associated with specific interventions (Level 2); and more intensive and individualized interventions for students with high needs who are at greatest risk for healthy development and school success (Level 3). For more information about Positive Behavior Interventions and Supports, please contact your school.

SAVE Legislation - SAVE Legislation govern safety and orderliness in New York's public school. SAVE stands for Schools Against Violence in Education and is the legislation that mandates school safety plans.

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 or the transportation of pupils, children of pupils, teachers, and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

School function - any school-sponsored extracurricular event or activity.

School property - 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 Education Law §11[1] and Vehicle and Traffic Law §142 or other district-provided transportation. "School property" may also include all property owned or leased by the district, and all property used by the district to conduct its programs, activities, sporting events or school functions (including those held at non-district schools).

Sexual Orientation - actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

Glossary of Terms

For purposes of the Code of Conduct, the following definitions apply:

Violent student - a student under the age of 21 who:

- Commits or attempts to commit, while on school property or at a school function, an act of violence upon another student or school employee or any other person lawfully on school property or at the school function.
- Possesses a weapon while on school property or at a school function.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any student,

School employee or any person lawfully on school property or at a school function.

- Knowingly and intentionally damages or destroys school district property.

Weapon - a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.

Appendix B

Appendix B: Discipline Guide

<p><u>Level 1</u> Classroom, teacher, student and parent/guardian support is appropriate when a student has no prior (or minimal) incidents and interventions have not been put in place.</p>	<p><u>Level 2</u> Administration involvement is appropriate when supports have been put in place in the classroom to address the behavior but the behavior(s) has continued to negatively affect the learning of the student and others.</p>	<p><u>Level 3</u> Administration involvement is necessary when supports have been put in place in the classroom to address the behavior but the behavior(s) have continued to significantly affect the learning of the student and others.</p>
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Category	Schooltool Incident	Definition	Level 1	Level 2	Level 3
Attendance	Tardy to class	Student arrives at class after the bell without a pass from another staff member.	x	x	
	Missed or skipped class/detention/10th period	Student not attend class/detention/10th period without permission;	x	x	
	Left class without permission	Student leaves the assigned class without permission.		x	x
	Left school without permission	Student leaves the assigned building without permission.			x
Dishonesty	Dishonesty	Student misrepresents a fact, tell a lie or omit the truth.	x		
	Academic dishonesty	Student submits work that does not represent original thinking or wording; allows others to use their work.		x	
	Forgery	Student has signed another person's name without that person's permission.		x	
Disrespect	Disrespectful to a staff member or student	Student delivers low intensity, socially unacceptable or rude/dismissive messages to adults or other students. Difficulty in getting along with others. Does not attend to adult direction.	x	x	
	Inappropriate language or gestures	Inappropriate language and/or statements, profanity, gestures, expressing needs or emotions inappropriately. NON-TARGETED		x	
	Unacceptable language or gestures	Inappropriate language and/or statements, profanity, gestures, expressing needs or emotions inappropriately. (targeted)		x	x
	Damage to or misuse school property	Student participates in an activity that results in the misuse, destruction, disfigurement or defacement of property.	x	x	
	Vandalism	Action involving deliberate destruction of or damage to public or private property.			x
Insubordination	Disruption of education	Incidents involving disruption of the educational process that rise to the level of a consequence; behavior causing an interruption to class or activity (i.e. loud talk, yelling, horseplay, rough-housing, out of seat; repeated behavior).	x	x	
	Insubordination	Student fails to follow directions, talks back, does not complete a task, does not comply with class rules; student intentionally disrupts the classroom/setting.		x	x
	Dress code violation	Student wears clothes that do not fit within the dress code guidelines established by the school.	x	x	
	Excessive displays of affection	Student engages in inappropriate consensual (as defined by the district) verbal or physical displays of affection.	x	x	x

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Aggressive Behavior	Unsafe behavior	Incidents involving disruption of the educational process that rise to the level of a consequence; behavior causing an interruption to class or activity (i.e. horseplay, rough-housing, out of seat; repeated behavior. May result in unintended injury.		x	
	Altercation	Student participates in an incident of pushing, shoving, fighting; intentionally or recklessly causing injury. Physical injury means impairment of physical condition or pain.		x	x
	Inappropriate contact of a sexual nature	Student engages in inappropriate contact of a sexual nature (as defined by the district); verbal or physical displays of affection.			x
	Sexually inappropriate behavior	Student engages in inappropriate <u>non-consensual</u> (as defined by the district) verbal or physical displays of affection.			x
Possession	Use or possession of tobacco, e-cigarettes, vaping mechanisms, and/or other paraphernalia	Possession includes having it on a person, locker, vehicle, other personal space. Sale of tobacco, e-cigarettes, vaping mechanisms, and/or other paraphernalia results in automatic tier 3.		x	x
	Use, possession or sale of alcohol	Possession includes having it on a person, locker, vehicle, other personal space.			x
	Use, possession or sale of drugs, real or purported, and/ or related paraphernalia	Possession includes having it on a person, locker, vehicle, other personal space.			x
	Possession of weapon of any kind	Possession includes having it on a person, locker, vehicle, other personal space.			x
Technology	Use of cell phone	Student engages in non-serious but inappropriate use of cell phone (i.e using device when directed not to); use of device leads to off-task behavior.	x	x	
	Violation of acceptable use policy	Student engages in inappropriate use of electronic devices as defined by the WCSD Acceptable Use Policy.	x	x	x
Threats and Intimidation	Threatening harm to a student	Actions, inactions, or credible verbal threats, indicating that a student is at an unreasonable risk of harm or neglect.		x	x
	Threats, harassment, intimidation of another student/bullying *	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, disability or other protected class. Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause harm.			x
Other Incidents	Theft	Unlawfully taking away personal property from the rightful owner of the property.			x
	Burglary	Entering or remaining unlawfully on school grounds with permission with intent to commit a crime.			x
	Arson	The act of deliberately setting fire to something.			x
SSEC Incidents For Admin Use Only	1. Homicide				x
	2. Sex Offenses				x
	3. Assault				x
	4. Weapons				x
	5a. Discrimination, Harassment, Bullying				x

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	5b. Cyberbullying			x
	6. Bomb Threat			x
	7. False Alarm			x
	8. Threat (other than bomb)			x
	9. Use possession or sale of drugs			x
	10. Use, possession or sale of alcohol			x
	13. Vandalism: Theft, larceny			x
	20. Other Disruptive Incidents			x
	12. Criminal Mischief			x
	8. Reckless Endangerment			x
	9. Minor Altercation			x

Appendix C

Consequence Flow Chart:

This is NOT a step system, but consequences should scaffold depending on severity and repetition.

Expectations Clearly Communicated

