

Williamson Central School District



2026-27

Code of Conduct

Table of Contents

Section 1 ☐ Why Do We Have a Code of Conduct? ☐ Guiding Principles ☐ Specific Goals ☐ Essential Partners	5
Section 2: Rights and Responsibilities of Stakeholders	10
Section 3: Behavioral Expectations ☐ Public Conduct on School Property ☐ Acceptable Use Policy ☐ Appropriate Bus Behaviors ☐ Attendance ☐ Dignity for all Students (DASA) ☐ E-Bikes and Motorized Transportation Devices ☐ Off and Away All Day - Distraction Free Learning Environment ☐ Student Dress Code ☐ Student Driving Privileges	17
Section 4: Reporting Violations	25
Section 5: Levels of Behavior Intervention and Response	27
Section 6: Progressive Discipline and Level of Consequence ☐ Enforcement ☐ Disciplinary Penalties ☐ Minimum Period of Suspension ☐ Referrals ☐ Alternative Instruction	29
Section 7: Disciplinary Procedures ☐ Searches and Interrogations ☐ Due Process ☐ Corporal Punishment	34
Section 8: Discipline of Students with Disabilities	38
Section 9: Prohibited Conduct	42
Appendix A - Glossary of Terms & Progressive Discipline Terminology	56
Appendix B - Acceptable Use/Digital Citizenship Agreement	64
Appendix C - Levels of Intervention/Consequence Flow Chart	70

Williamson Central School District

Code of Conduct

Mission: Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

Vision: Active learning in a supportive and respectful environment.

Beliefs:

- ☐ All children can learn.
- ☐ All children will reach their highest potential.
- ☐ We must educate the whole child.
- ☐ Communication is the single most important skill.
- ☐ The education of a child requires the active involvement of the entire community.
- ☐ All members of our community serve as role models for our children.
- ☐ All community members have a voice in decision-making.
- ☐ Our buildings belong to the community and will serve as places for lifelong learning in supporting each other.
- ☐ That laughter and joy are a part of learning.

Board of Education

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Chelsea Northrop, HS Assistant Principal & Data Coordinator
Bryon Rockow, MS Assistant Principal & Athletic Director
Jessica Craft, ES Assistant Principal & Associate for Student & Family Services

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.

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.

Williamson Central School District does not discriminate on the basis of sex in its education program or activities, including employment, as is required by Title IX. Furthermore, Williamson Central School District does not discriminate on the basis of race, color, national origin, creed, religion, marital status, age, sexual orientation, or disability in admissions, participation or employment.

Inquiries regarding the application of Title IX may be directed to the Assistant Secretary of Civil Rights of the Department of Education or to the District's Title IX Coordinators:

Rob Snyder, rsnyder@williamsoncentral.org,
Kathryn Taylor, ktaylor@williamsoncentral.org, or
Bryon Rockow brockow@williamsoncentral.org.

Williamson Central School District, P.O. Box 900, Williamson, NY 14589
(315) 589-9661

Section 1

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, activity, or athletic event.

The following beliefs about children, learning, and discipline inform all Code of Conduct policies and practices:

1. 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.
2. All children and young people are capable of achieving their personal best. When necessary, they may improve their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum of supports that responds to children of all abilities and readiness 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. Students need different kinds and amounts of time, attention, tasks, and support to behave responsibly, succeed academically, and achieve at high levels.
5. Students are more likely to do the right thing when:
 - a. The student understands the positive behaviors that are expected of them;
 - b. The student feels that staff members care about them and will help them learn and grow;
 - c. All school staff consistently use shared language and practices; and,
 - d. All staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work.
6. The root of the word discipline is "to teach." Effective discipline helps students become more self-disciplined and teaches students to become more skillful.

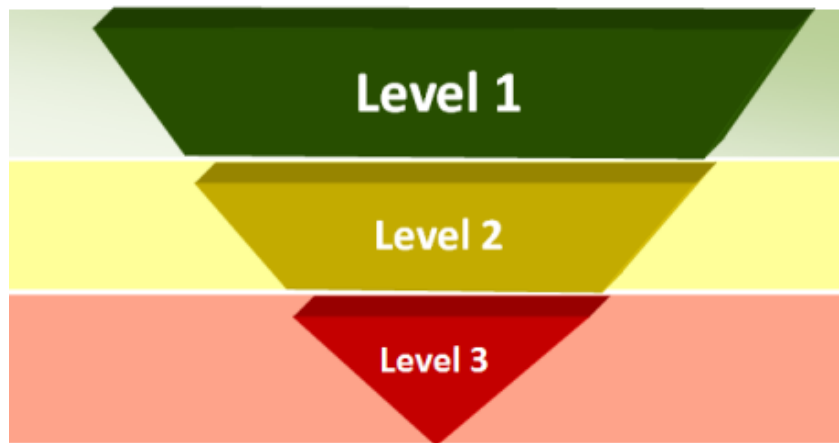
Guiding Principles of the Code of Conduct

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:
 - a. Enabling them to discern right from wrong.
 - b. Fostering in them the desire to do what is good.
 - c. Encouraging them to take responsibility for their words and actions.
 - d. 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.
4. 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.
5. The Code of Conduct supports the use of a leveled system of interventions and consequences (**see pages 18+**) 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:
 - a. Learn from their mistakes,
 - b. Understand why the behavior is unacceptable,
 - c. Acknowledge the harm that they have caused or the negative impact of their actions,
 - d. Understand what they could have done differently in the situation,
 - e. Take responsibility for their actions,
 - f. Be given the opportunity to learn prosocial strategies and skills to use in the future, and
 - g. Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist.
6. Levels of Behavior Concerns, Violations, Interventions, and Consequences:



- a. **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.
 - b. **Level 2** – Intervention: Schools provide coordinated care and interventions that match students' social, emotional, and mental health needs.
 - c. **Level 3** – Intervention: Comprehensive interventions need to be in place for students at highest risk.
7. 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 as signed 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.
8. 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 support 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.
9. 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.
10. Every reasonable effort should be made to correct student misbehavior through guided 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.

11. Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.
12. 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.).

Specific Goals of the Code Of Conduct

1. Ensure that classrooms and public spaces are safe, civil, and orderly.
2. Establish school wide expectations that all adults and students are adhered to, committed to support and enforce.
3. 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.
4. 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.
5. Increase capacity and accountability of administrators and student support specialists to intervene early and effectively with all students, particularly those with the highest needs.
6. Increase capacity and accountability of teachers to respond to and correct unacceptable behaviors in an effective and respectful manner.
7. Increase capacity and accountability of district and school administrators to lead effective discipline and student support policies and practices.
8. Increase capacity and accountability of district and school administrators to lead, support, and supervise highly functioning student support and school intervention teams.
9. Reduce overuse and disproportionate use of in-school and out-of-school suspensions and school discipline referrals.

Essential Partners: Promoting a Positive School Climate and Culture

Each school is responsible for fostering a positive climate and culture that support students' academic and social growth. Schools must clearly define, teach, and reinforce universal behavioral and learning expectations, while proactively nurturing prosocial behavior through positive supports and meaningful social-emotional learning opportunities.

Effective social-emotional learning helps students build essential life skills: understanding and managing emotions; recognizing strengths and limitations; making ethical, responsible decisions; showing empathy; forming healthy relationships; working collaboratively; and resolving conflict. These skills reduce negative behaviors and the disciplinary issues that follow.

Educating WCS students requires a strong partnership among students, families, teachers, support staff, administrators, the Superintendent, and the Board of Education. This

collaboration lays the foundation for positive learning environments and student success. Family engagement is central to sustaining a climate and culture that promote academic achievement and social-emotional growth.

Schools actively encourage student and family involvement through welcoming, family-friendly practices and by offering students diverse opportunities to engage with peers and caring adults. Examples include: student input on school initiatives, leadership development, regular recognition of academic and co-curricular achievements, constructive feedback, and school-wide positive behavior systems.

Together with prevention and intervention, these efforts equip students with the skills, strategies, and experiences 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. This is your guide to understanding your rights and responsibilities.

☐ **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. It also lists the kinds of behaviors that are not acceptable.

☐ **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.

Section 2

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 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 parent/ guardian 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.

Student Responsibilities

- 1. Perseverance:** Asking questions and asking for help in solving problems. Accepting directions, requests, feedback and support respectfully from adults. Work to grow everyday and stay focused on your goals. Try to do what you can before seeking help.
- 2. 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.

3. **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.
4. **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.
5. **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.

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 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.

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)

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 class room 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.

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 promptly notify 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.

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.

Section 3

Behavioral Expectations

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 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 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.

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.

Acceptable Use Policy

The Acceptable Use Policy (AUP) for technology is a set of guidelines that outlines the responsible, ethical, and legal use of an organization's technology resources. Electronic devices include, but are not limited to, cell phones, computers, tablets, smart watches, Chromebooks, cameras, laser pointers, and music/media players. It defines what users are permitted and prohibited from doing, helps protect the security and integrity of systems, and promotes safe, respectful use. The goal is to ensure technology supports learning, productivity, and organizational goals while minimizing risks and misuse. See Appendix B for the Williamson Central School District Acceptable Use Policy.

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.

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.

Dignity for All Students, Always

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. DASA applies only to students.

What is DASA?

- ☐ 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.

What is Bullying?

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. Bullying may include any behavior that interferes with a child's education and/or wellbeing AND:

- ☐ Is based on actual or perceived protected class under DASA Regulation,
- ☐ Is intentionally harmful or hurtful, and
- ☐ Includes an imbalance of power.
- ☐ Note: Bullying has the potential for repetition over time.

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 in Practice at WCS

- ☐ 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.

Reporting

- ☐ 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.

Dignity Act Coordinator

- ☐ There is one identified staff member at every building that is thoroughly trained to handle DASA concerns/complaints in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).
- ☐ Elementary School DASA Coordinator: Scott Drechsler, sdrechsler@williamsoncentral.org
- ☐ Middle School DASA Coordinator: Kathryn Taylor, ktaylor@williamsoncentral.org
- ☐ High School DASA Coordinator: Robert Snyder, rsnyder@williamsoncentral.org

District Response to DASA Complaints

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.

Possible supports for offenders 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.
- ☐ 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

Staff Training

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.

E-Bikes and Motorized Transportation Devices

Students who ride e-bikes, electric scooters, or other motorized transportation devices to and from school are expected to operate them safely and in accordance with all applicable laws, regulations, school rules, and administrative procedures.

Students must exercise particular caution in areas where pedestrians and vehicles are present, including school parking lots, bus loops, student drop-off/pick-up areas, crosswalks, sidewalks, and areas surrounding school buses. Unsafe operation, including excessive speed, reckless riding, failure to yield, or any behavior that creates a safety risk to the rider or others, is prohibited and may result in disciplinary action and/or loss of privileges related to bringing such devices onto school property.

The Superintendent or designee may establish additional procedures and expectations regarding the use, parking, and storage of e-bikes and other motorized transportation devices on school grounds.

The District provides designated storage areas, where available, as a convenience to students; however, students bring and store e-bikes and other motorized transportation devices on school property at their own risk. The District assumes no responsibility or liability for loss, theft, damage, or vandalism of such devices. Charging of e-bikes, batteries, or other motorized

transportation devices is not permitted on school property unless specifically authorized by the District.

Off and Away All Day, “Bell to Bell” Distraction Free Learning Environment

Starting Fall 2025, all NY schools – including WCS – must follow a state-mandated ban on student use of internet-enabled personal devices (smartphones, tablets, smartwatches, etc.) from the first bell to the last bell, across all school grounds. This law (Education Law Section 2803) does not allow opt-outs and applies statewide

What Exactly is the "Bell to Bell" Ban?

The core of this new state law requires every school district, charter school, and BOCES to adopt a written policy prohibiting students from using internet-enabled devices on school grounds during the entire school day. To help clarify, here are the official definitions from the state law:

- "Internet-enabled devices" include personal smartphones, tablets, smartwatches, or any other device that can connect to the internet and access content, including social media applications. It's important to note that this ban does NOT include basic cell phones that don't connect to the internet, nor does it apply to school-supplied internet-enabled devices that are used for educational purposes.
- "School Day" means the entirety of the instructional day, including not just class time, but also homeroom, lunch, recess, study halls, and all passing time between classes – essentially, from the first bell to the final bell.
- "School Grounds" refers to any building, athletic field, playground, or land within the school facility's property lines.

When Devices CAN Be Used

While the ban is comprehensive, the policy does allow for important exceptions to ensure student well-being and educational needs are met:

- Educational Purposes: If a teacher, principal, or the school district authorizes it for a specific learning activity.
- Healthcare Needs: When a device is necessary for managing a student's health care.
- Emergencies: In the event of an emergency.
- Translation Services: For students who need translation assistance.
- Student Caregivers: On a case-by-case basis, for students who are caregivers responsible for a family member's well-being. This will be determined after a review by a school social worker, school counselor, or school psychologist.
- Legal Requirements: When use is required by law.
- IEP/504 Plans: Crucially, the policy cannot interfere with a student's Individualized Education Program (IEP) or Section 504 plan.

Staying Connected: How Parents Can Reach Their Children

We know that one of the biggest concerns for parents is being able to contact your children during the school day, especially in emergencies or for important updates. We want to assure you that several communication options will be available:

- Main Office Phones: You can always call the main office at your child's school. Our school staff can relay messages or call your child to the office to speak with you.
- Classroom Phones: In emergency situations, direct contact through classroom phones may also be utilized.

- Written Notes: You can drop off written notes at the Main Office, and our staff will deliver them to your child.
- ParentSquare & Website: We are actively exploring expanded functionality within ParentSquare and an online request mechanism via our website to make communication even easier and more efficient.
- Students will continue to have access to their devices while on the bus during transportation times.
- Building level administration will provide you with written notice on how to contact your children at the beginning of each school year and upon enrollment.

Device Storage at School

The state policy requires us to provide one or more methods for students to store their internet-enabled devices on school grounds during the school day. Our proposed on-site storage options include the following:

- At Home: Students and families may opt to keep all personal electronic devices at home!
- Lockers: Available for students in grades 3 through 12, excluding grade 5. Many of you suggested this as a practical and secure solution.
- Classroom Storage Containers: Designated for our younger students in PreK through grade 2, and for grade 5 students.
- Main Office Repository: A secured central storage location, such as a vault, will also be available.

We want to be transparent: the school is not responsible if a cell phone is lost, stolen, or damaged while stored on school premises due to this new law.

Implementation and Expectations (Progressive Discipline)

To ensure consistent application across all school buildings and grade levels, our Code of Conduct will include the following progressive disciplinary actions for policy violations:

- 1st Offense: A warning, the phone will be moved to a designated storage location, and a phone call will be made home.
- 2nd Offense: A phone call home, the phone will be moved to the Main Office for student pickup at the end of the day, and the student will receive a Lunch/ Afterschool/ Recess Detention.
- 3rd Offense: A phone call home, the phone will be moved to the Main Office for parent/ guardian pickup at the end of the day, and the student will receive two+ Lunch/ Afterschool/ Recess Detentions.
- 4th Offense: A parent/ guardian conference will be held, a Student Management Plan will be developed, and the student will receive additional Lunch/ Afterschool/ Recess Detentions. Student Management Plans may include provisions for indefinite "loss of privilege" around using lockers for device storage.

Building-level administration will work closely with students, faculty, and staff to ensure consistent enforcement. We also recognize the importance of adults modeling appropriate behavior, and the district will provide expectations for teachers and staff regarding their use of cell phones and internet-enabled devices.

Student Dress Code

The purpose of the student dress code is to foster an environment that is safe and conducive

to teaching and student learning and reinforce the District's mission of providing a learning community that inspires character, service, knowledge, and wisdom.

Student attire should be a reflection of an atmosphere of mutual respect supported by the District and should not be a distraction to the learning environment. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Acceptable Dress:

- ☐ A student's dress, grooming and appearance, including jewelry, make-up and nails, shall be safe, appropriate and not disrupt or interfere with the educational process.
- ☐ Students must wear clothing that fully covers their private areas (genitals, buttocks, and breasts) with opaque fabric. Opaque fabric is a fabric that is not able to be seen through.
- ☐ Undergarments should be covered.
- ☐ Students must wear shirts with fabric in the front, the back, on the sides (under the arms).
- ☐ Students must wear bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, dresses, etc.).
- ☐ Footwear is expected at all times.
- ☐ Certain classes and athletics require a particular type of footwear or dress attire. For example sneakers for PE, athletic attire for sports and concert attire for special events. etc.
- ☐ Students may wear religious attire without fear of discipline or discrimination.

Not Acceptable Dress:

- ☐ Prohibited: Clothing that promotes, displays, endorses, and/or encourages the use of alcohol, tobacco, drugs, and/or illegal, violent or sexual activities; including messages that are innuendos or have double meanings.
- ☐ Prohibited: Clothing that contains messages that are vulgar, obscene, libelous, sexually explicit, potentially disruptive, or that denigrate others because of race, religion, creed, national origin, gender, sexual orientation, disability.
- ☐ Prohibited: Sunglasses inside, unless needed for a medical reason, are not permissible.
- ☐ Prohibited: Bathing suits or cropped tops that mimic bathing suit tops.
- ☐ Prohibited: Items that could be considered weapons such as heavy chains or "studs".

Safety and Other Considerations:

- ☐ 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).
- ☐ The wearing of hats and head covering such as hoodies will be left up to the discretion of building administrators, except in the case of religious head coverings or medically necessary head coverings.

- ☐ All PE clothes must meet Dress Code requirements.
- ☐ Athletic Students who violate the Student Dress Code of their building shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day.
- ☐ Any student who repeatedly fails to comply with the dress code or violates the dress code by wearing the same inappropriate article of clothing shall be subject to further discipline, up to and including detention or in school suspension.

At the beginning of the school year, each building principal or his/her designee shall be responsible for informing all students and their parents of the Student Dress Code for their child's building. Parents and students will be updated as needed on any revisions to the dress code. Building Administrators have final discretion on all matters pertaining to Dress Code.

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.

Section 4

Reporting Violations

Violations of the Code of Conduct should be promptly reported to the building principal, the principal's designee, or another designated school official responsible for handling such matters. All school employees who witness or receive information about a possible violation are expected to report the incident as soon as possible. Reports may be made verbally or in writing; however, written reports are encouraged to ensure clarity and accuracy. When appropriate, parents or guardians will be notified, and the matter may be referred to law enforcement or other agencies in accordance with district policy, state regulations, and applicable laws. All complaints will be investigated promptly and handled in a manner that is consistent, fair, and respectful to all parties involved.

Any student, parent/guardian, school employee, or community member who witnesses or has information about an incident of harassment, bullying, and/or discrimination, as defined by the Dignity for All Students Act (DASA), should promptly report the matter to the building principal, Dignity Act Coordinator (DAC), or another designated school official. Reports may be made verbally or in writing, including through the district's DASA reporting form, which is available in the main office and on the district website. Anonymous reports will be accepted and investigated to the extent possible; however, no disciplinary action will be taken solely on the basis of an anonymous report. All school employees who witness such incidents or receive oral or written reports are required to promptly notify the principal or DAC and to follow up with a written account. The district will investigate all reports in a timely, thorough, and equitable manner, and will take appropriate corrective action to address and prevent recurrence of the behavior. Retaliation against any individual who, in good faith, reports or participates in the investigation of a DASA complaint is strictly prohibited.

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.

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.

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.

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.

Section 5

Levels of Behavior Intervention and Response

These policies apply to all students, including those with IEPs and Section 504 Plans. The interventions and consequences outlined at each level are a menu of possible responses; school staff may select one or more appropriate options, which will be progress-monitored and adjusted as needed.

Discipline will be fair, impartial, and, when possible, administered at the time and place of the incident. The focus is on helping students develop self-discipline, with progressive consequences for repeated violations. Restorative practices – such as restorative conferencing, peer mediation, and conflict resolution – will be used when appropriate.

Responses to behavioral infractions on school property, at school functions, on school buses, or at bus stops will address the underlying causes of the behavior, seek to prevent recurrence, and may include:

- ☐ Corrective instruction, peer support groups, or relevant service experiences.
- ☐ Behavioral assessments and behavior management plans with monitored benchmarks.
- ☐ Counseling, parent conferences, and education programs.
- ☐ Progressive disciplinary actions, including suspension or reassignment to an alternative program.

Determining Disciplinary Responses

When disciplinary action is necessary, it will be administered in a firm, fair, and consistent manner to promote positive behavior change. School officials will consult this Code of Conduct when selecting interventions and consequences, considering factors such as the student's age, maturity, disciplinary record, prior interventions, the nature and severity of the behavior, the context in which it occurred, its frequency and duration, the number of persons involved, input from relevant parties, applicable IEPs, BIPs, or Section 504 Plans, and other extenuating circumstances.

Disciplinary decisions will be guided by just and equitable practices that treat all students with respect, dignity, and fairness, without bias toward any group based on ability, disability, age, gender, race, ethnicity, socio-economic status, religion, national origin, language, sexual orientation, or heritage. All interventions and opportunities must be accessible to every student, including those with disabilities. Consequences at Levels 2 and 3 will be applied consistently across all student groups, with transparent data monitoring to identify and address any patterns of overuse or disproportionality in disciplinary actions, especially suspensions.

Multi Tiered System of Disciplinary Response

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 behaviors that significantly threaten school safety and order. Students engaging in such conduct – and those with high-risk or ongoing behavioral, academic, or health concerns – will receive intensive, individualized interventions. Examples include, but are not limited to, threats or attempts to harm staff or students (where a reasonable person would view the threat as serious), physical attacks such as hitting, kicking, or punching, possession of a weapon or firearm, and intentional damage to personal 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, ☐ Drugs or alcohol on school grounds, ☐ Defamation, ☐ Discrimination, ☐ Intimidation, ☐ Hazing, ☐ Inappropriate use of information and communication technologies, ☐ Selling, using, or possessing obscene material, ☐ Vulgar, cursing, swearing or abusive language, ☐ 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.

Section 6

Progressive Discipline and Levels of Consequence

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 outlined in the Code of Conduct and 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.

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 Penalties for Students

Students who are found to have violated the District's Code of Conduct may be subject to progressive discipline including 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.

Multi Tiered Levels of Disciplinary Response

Tier 1	Tier II
☐ Parent/guardian notification ☐ Warning/ verbal reprimand (any member of the District Staff) ☐ Written Warning (bus drivers, support staff, coaches, guidance counselors, teachers, principal, Superintendent) ☐ Verbal notification to parent – (coaches, guidance counselors, teachers, principal, Superintendent) ☐ Written notification to parent (referrals) – (bus driver, support staff, coaches, guidance counselors, teachers, principal, Superintendent) ☐ Conference with staff member (s) and student (any member of District staff) ☐ Conference with staff member(s), student and parent(s) (teachers, principal, Superintendent) ☐ Detention – lunch or after school (support staff, teachers, principal, Superintendent) ☐ Suspension from transportation (principal, Superintendent) ☐ Suspension from athletic participation (coaches, athletic director, principal, Superintendent/ designee) ☐ Suspension from social or extracurricular activities (activity advisor, principal,	☐ Parent/guardian notification ☐ Removal from classroom (teachers, principal) ☐ Detention – lunch or after school (support staff, teachers, principal, Superintendent) ☐ Suspension from transportation (principal, Superintendent) ☐ Suspension from athletic participation (coaches, athletic director, principal, Superintendent/ designee) ☐ Suspension from social or extracurricular activities (activity advisor, principal, Superintendent/ designee) ☐ Suspension of other privileges (principal, Superintendent/ designee) ☐ Suspension from device (principal, Superintendent/ designee) ☐ In-School Suspension (principal) ☐ Out of School Short-term Suspension (5 days or less) (principal) ☐ Police notification (principal, Superintendent) ☐ Removal from school property (principal, Superintendent) ☐ Restorative Practices
	Tier III

Superintendent/ designee) ☐ Suspension of other privileges (principal, Superintendent/ designee) ☐ Suspension from device (principal, Superintendent/ designee) ☐ Counseling (principal, Superintendent) ☐ Restitution (principal, Superintendent) ☐ Restorative Practices	☐ Parent/ guardian notification ☐ Alternative placement (principal, Superintendent) ☐ Long-term Out of School Suspension (5 days or more, subject to Superintendent's Hearing) ☐ Permanent Suspension from School/Expulsion (Superintendent, Board of Education) ☐ Restorative Practices
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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. Note: A student with a disability may be suspended only following the requirements of state and federal law.

1. Students Who Bring a Firearm to School

Any student found guilty of bringing a firearm onto school property, school transportation, or a school function, as defined by the federal Gun-Free Schools Act (20 U.S.C. § 7961) and New York State Education Law §3214, shall be suspended from school for a period of at least one calendar year and referred to law enforcement, where appropriate. Such conduct shall result in referral to a Superintendent's Hearing pursuant to Education Law §3214. Prior to suspension, the student shall be afforded due process rights consistent with Education Law §3214.

The Superintendent may modify the one-year suspension requirement on a case-by-case basis after consideration of factors including, but not limited to:

- The student's age and grade level
- Prior disciplinary history
- The nature and circumstances of the offense
- Whether other forms of discipline may be more appropriate
- Input from parents/ guardians, teachers, or support personnel
- Other mitigating or extenuating circumstances

2. Students Who Possess a Weapon Other Than a Firearm

Any student found guilty of possessing a weapon other than a firearm on school property, school transportation, or at a school function shall be subject to a minimum suspension of five (5) school days and possible referral to law enforcement, consistent with New York State Education Law §3214 and Board of Education policy. Such conduct may result in referral to a Superintendent's Hearing pursuant to Education Law §3214.

For purposes of this Code, a weapon includes any instrument, device, or object capable of causing physical injury or death, including items used or intended to be used as weapons.

Possession of dangerous weapons or instruments on school grounds is considered a serious violation of the Code of Conduct and may result in additional disciplinary consequences as permitted by law.

The Superintendent or suspending authority may modify the suspension on a case-by-case basis after consideration of factors including, but not limited to:

- ☐ The student's age and grade level
- ☐ Prior disciplinary history
- ☐ The nature and circumstances of the offense
- ☐ Whether other forms of discipline may be more appropriate
- ☐ Input from parents/guardians, teachers, or support personnel
- ☐ Other mitigating or extenuating circumstances

3. Students Who Commit Violent Acts

Any student found to have committed a violent act, other than possession of a weapon, shall be subject to suspension from school for a period of at least five (5) school days. Students and parents/guardians shall be afforded all notice and due process rights required under Education Law §3214 for short-term or long-term suspensions, depending upon the proposed disciplinary action.

Definition of Violent Act: For purposes of this Code of Conduct, a "violent act" means any intentional behavior involving physical force or the threat of physical force against another person that results in, or is intended to result in, injury, pain, fear of harm, or physical impairment. This includes, but is not limited to, hitting, punching, kicking, pushing, choking, or other physical actions that cause or create a substantial risk of physical injury.

Such conduct may also result in referral to a Superintendent's Hearing pursuant to Education Law §3214 and referral to law enforcement when appropriate.

The Superintendent or suspending authority may modify the suspension on a case-by-case basis after consideration of factors including, but not limited to:

- ☐ The student's age and grade level
- ☐ Prior disciplinary history
- ☐ The nature and circumstances of the offense
- ☐ Whether other forms of discipline may be more appropriate
- ☐ Input from parents/guardians, teachers, or support personnel
- ☐ Other mitigating or extenuating circumstances

4. Students Who Use, Possess, or Sell Alcohol, Drugs, Marijuana, THC, or Related Substances

Any student found to have used, possessed, distributed, or sold alcohol, controlled substances, marijuana, THC products, counterfeit substances, or related paraphernalia on school property, school transportation, or at a school function shall be subject to a minimum suspension of five (5) school days. Referral to law enforcement may occur when required or deemed appropriate under the circumstances. Such conduct may also result in referral to a Superintendent's Hearing pursuant to Education Law §3214.

Students and parents/guardians shall be afforded all notice and due process rights required

under Education Law §3214 for short-term or long-term suspensions, depending upon the proposed disciplinary action.

The Superintendent or suspending authority may modify the suspension on a case-by-case basis after consideration of factors including, but not limited to:

- ☐ The student's age and grade level
- ☐ Prior disciplinary history
- ☐ The nature and circumstances of the offense
- ☐ Whether other forms of discipline or supports may be more appropriate
- ☐ Input from parents/guardians, teachers, counselors, or support personnel
- ☐ Other mitigating or extenuating circumstances

5. Students Who Are Repeatedly and Substantially Disruptive

Any student, other than a student with a disability as otherwise provided by law, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom may be suspended from school for a period of at least five (5) school days.

For purposes of this Code of Conduct, "repeatedly substantially disruptive" means conduct that results in the student being removed from the classroom pursuant to Education Law §3214(3-a) on four (4) or more occasions during a semester. Students and parents/guardians shall receive all required notice and due process protections associated with short-term or long-term suspensions.

The Superintendent or suspending authority may modify the suspension on a case-by-case basis after consideration of mitigating circumstances and the factors outlined above.

Referrals for Additional Support(s)

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.

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.

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.

Section 7

Disciplinary Procedures

All authorized district staff have the authority to investigate any alleged violation of above stated incidents including searches and interrogation. 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.

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
- ☐ 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.

Due Process

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.

Section 8

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.

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.

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.

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.

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.

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.

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.

Section 9

Prohibited Conduct

Building Administration has final discretion on all matters pertaining to discipline and consequences. The discipline infractions listed below apply to all school-related events, properties and locations, including but not limited to school buses, cafeterias, athletic fields, playgrounds, and any other areas under the jurisdiction of the school.

Prohibited Conduct - No person, either alone or with others, shall engage in prohibited conduct as outlined below. While definitions of prohibited conduct reference student as offender, expectation for conduct as articulated in the Code of Conduct code of conduct apply to any/all individual(s) during all school-related events, properties and locations, including but not limited to school buses, cafeterias, athletic fields, playgrounds, and any other areas under the jurisdiction of the school.

Code of Conduct Violation	Defined	Anticipated Consequence Level		
		Level 1	Level 2	Level 3
I. Attendance				
a. Excessive tardiness to school	Student is late three (3) or more times in a grading period; a pattern of frequent lateness that disrupts learning.	x	x	

b. Left class without permission	Student leaves the assigned class without permission.	x	x	
c.. Left school without permission	Student leaves the assigned building without permission.		x	x
d. Missed or skipped class/detention/10th period	Student does not attend assigned class/detention/10th period without adult permission.	x	x	
e. Tardy to class	Student arrives at class after the bell without a pass from another staff member.	x	x	
f. Truancy	Student has unlawful absence from school without parental knowledge and/or consent.	x	x	
II. Dishonesty, Misrepresentation, and False Reporting				
a. Academic Misconduct	Student engages in copying, plagiarizing, altering records, or assisting another in such actions. Student submits work that does not represent original thinking or wording; allows others to use their work. Note: This includes submitting work, in part or entirely as their own when generated through Artificial Intelligence technology.	x	x	x
b. Defamation	Student makes false statements – whether spoken, written, or posted electronically – that harm or attempt to harm the reputation of another individual. This includes spreading false information about students, staff, or others in a manner that is untrue and damaging.	x	x	x
c. Dishonesty	Student engages in intentional act of deception, misrepresentation, or omission of material facts. This includes, but is not limited to, falsifying information or providing false statements to staff.	x	x	
d. False Alarm - School Safety and Educational Climate (SSEC) Incident(s)	Student causes a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.			x

e.False Report	Student knowingly provides false or misleading information to school staff or administrators, including falsely reporting misconduct, emergencies, or incidents, or intentionally misrepresenting facts in an effort to deceive, mislead, or cause disruption.	x	x	x
f.Forgery	Student creates, alters, or uses a false signature, document, or other written or electronic record with the intent to deceive. This includes, but is not limited to, signing another person's name, altering school forms or records, or submitting falsified documents to school staff.		x	x
III. Disruptive, Disrespectful, and Insubordinate Conduct				
a.Damage to or misuse school property	Student engages in behavior that results in the misuse, destruction, disfigurement, or defacement of district property. This includes minor, non-permanent damage that is repairable, as well as actions that result in loss of school resources or require district repair or replacement.	x	x	x
b.Disorderly Conduct	Student engages in behavior that disrupts the learning environment, school operations, or the safety and well-being of others. This includes fighting, making excessive noise, using abusive or disruptive language, or refusing to follow reasonable staff directions. It might also include: distributing or wearing materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, willfully inciting others to commit any of the acts prohibited by this Code of Conduct, and/or are disruptive to the school program.		x	x
c.Disrespect to a staff member or student	Student engages in verbal, written, or nonverbal conduct that is rude, dismissive, or inappropriate toward others. This includes, but is not limited to, insubordination, insulting language, tone or gestures, refusal to follow reasonable directions, or behavior that undermines a safe, respectful, and orderly school environment	x	x	x

d.Disruption to the Educational Setting	Student engages in behavior that interferes with or interrupts the instructional process, school activities, or the orderly operation of the school. This includes persistent talking out of turn, causing distractions, refusing to follow classroom expectations, or any conduct that prevents students or staff from engaging in teaching and learning.	x	x	x
e.Dress Code Violation	Student wears clothing or accessories that do not comply with district dress code expectations, including attire that is disruptive to the educational environment, unsafe, or displays language or imagery that is inappropriate, offensive, or prohibited by school policy.	x	x	
f.Driving/Parking Violations	Student fails to obey all state, district, and campus traffic and parking signs and rules.	x	x	
g.Hazing	Student engages in any intentional or reckless act, whether on or off school property, directed against another student for the purpose of initiation into, affiliation with, or continued membership in any school-related group or activity, that endangers mental or physical health, causes embarrassment, harassment, ridicule, or humiliation, or creates a risk of harm.	x	x	x
h.Inappropriate Language or Gestures	Student engages in the use of vulgar, obscene, offensive, abusive, or derogatory words, gestures, or communications, whether spoken, written, or electronic, that are disrespectful or disruptive to the school environment. (NOT TARGETED)	x	x	
i.Insubordination	Student refuses to follow reasonable directions or instructions from school staff, as well as openly defiant, disrespectful, or noncompliant behavior that interferes with the authority of staff or the orderly operation of the school. .	x	x	x
j.Technology Violation - Use of cell phone and/or any other internet enabled device	Student engages in using a cell phone and/or any other internet enabled device during school hours without staff permission, including making calls, texting, browsing, recording, or photographing.	x	x	

k.Technology Violation - Computer/ Electronic communication misuse	Student engages in inappropriate use of electronic devices as defined by the WCSD Acceptable Use Policy. This includes any unauthorized use of computers, smartphones, smartwatches, or similar devices; software; or internet/intranet accounts. Prohibited actions include accessing another person's email, visiting inappropriate websites, misusing websites, transmitting inappropriate language or images, sexting, eavesdropping, filming, or photographing.	x	x	x
l.Unacceptable language or gestures	Student engages in the use of vulgar, obscene, offensive, abusive, or derogatory words, gestures, or communications, whether spoken, written, or electronic, that are disrespectful or disruptive to the school environment. (TARGETED)		x	x
m.Unsafe behavior	Student engages in actions or conduct that place oneself or others at risk of injury or harm. This includes, but is not limited to, engaging in reckless conduct, misuse of equipment or materials, failure to follow safety rules or staff directions, or any behavior that creates a hazardous condition in the school environment.	x	x	
IV. Harassment and Intimidation				
a.Cyberbullying - School Safety and Educational Climate (SSEC) Incident(s)	DASA - Student engages in harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites. See definitions below.		x	x
b.Material Incidents of Discrimination, Harassment, Bullying, DASA - School Safety and Educational Climate (SSEC) Incident(s)	DASA - Student engages in a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function AND it also includes a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii).	X	x	x

	Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts that create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.(3)			
c.Retaliation	Student takes action against an individual for reporting a concern, making a complaint, participating in an investigation, or supporting another person in a complaint or investigation. This includes, but is not limited to, intimidation, harassment, threats, bullying, exclusion, or any other action intended to discourage or punish a person for exercising their rights under the Code of Conduct or applicable law.		x	x
V. Sexual Misconduct				

a.Excessive Displays of Affection	Student engages in inappropriate or prolonged physical expressions of affection in the school setting that are disruptive, distracting, or not suitable for an educational environment. This may include prolonged hugging, kissing, or other physical contact that interferes with the learning environment or violates school expectations	x	x	x
b.Indecent Exposure	Student intentionally exposes private body parts or engages in conduct that is sexual in nature and inappropriate for the school setting, including actions that are offensive, disruptive, or violate accepted standards of decency within an educational environment.	x	x	x
c.Sexual Activity	Student engages in any consensual sexual conduct, behavior, or contact occurring on school property, at school-sponsored events, or during school activities, including actions that are inappropriate for the school setting or that disrupt the learning environment. This does NOT include nonconsensual sexual activity or other sex offenses shall also include, but not limited to conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or non-students 18 years of age or under, unless at least one the individuals participating in the conduct is at least four years older than the youngest individual participating in this conduct.		x	x
d. Sexual Harassment	Student engages in unwelcome verbal, written, physical, or visual conduct of a sexual nature that creates an intimidating, hostile, or offensive school or work environment, or that interferes with an individual's ability to participate in or benefit from district programs or employment. This includes, but is not limited to, unwanted sexual advances, requests for sexual favors, sexually explicit comments or jokes, inappropriate touching,		x	x

	displaying sexually explicit materials, or any conduct of a sexual nature that is severe, persistent, or pervasive.			
e. Sex Offenses: School Safety and Educational Climate (SSEC) Incident(s)	Forcible Sex Offenses: Student engages in sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon including but not limited to penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia. Other Sex Offenses: Student engages in other non-consensual sex offenses involving inappropriate sexual contact, including, but not limited to, touching another student on a part of the body that is generally regarded as private, which includes, but is not limited to, the buttocks, breasts, and genitalia, removing another student's clothing to reveal underwear or private body parts, or brushing or rubbing against another person in a sexual manner.			x
VI. Drug, Alcohol, and Tobacco Violations Note: Possession includes having it on a person, locker, vehicle, other personal space and/or are found in an area of control by the student (i.e. backpack).				
a. Use, possession or sale of alcohol, drugs, real or purported, and/or related paraphernalia - School Safety and Educational Climate (SSEC) Incident(s)	Student is in use, distribution, sale, or being under the influence of alcoholic beverages, controlled substances, marijuana, THC, or any substance represented as such, as well as any equipment, pouch, materials, or items used to consume, store, or distribute these substances, on school property, at school-sponsored events, or on school transportation.			x
b. Use, possession or sale of over the counter medications	Student is in use, possession, or sale of over-the-counter medications or personal care items includes having, using, distributing, or selling medications such as cough suppressants (e.g. dextromethorphan /DMX), pain relievers, stimulants, or other non-prescription drugs, medication pouches, as well as any	x	x	x

	related items, on school property, at school-sponsored events, or on school transportation. In accordance with Board of Education policy on medication and personal care items, students are not permitted to carry any medication on their person, in lockers, or on school buses. Exceptions may apply for students with documented medical conditions such as asthma, diabetes, or severe allergies, and only under approved self-administration protocols.			
c.Use, possession or sale of tobacco, e-cigarettes, vaping mechanisms, and/or other paraphernalia	Student is in use, possession, distribution or sale of tobacco, e-cigarettes, vaping devices, nicotine pouches, look-alike products, and/or related paraphernalia includes having, using, distributing, or being under the influence of tobacco products, electronic cigarettes, vape pens, nicotine pouches, or any similar or imitation products or devices, as well as associated materials, on school property, at school-sponsored events, or on school transportation.		x	x
VII. Threats				
a.Bomb Threat - School Safety and Educational Climate (SSEC) Incident(s)	Student produces/ delivers a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.			x
b.Threat	Student engages in verbal, written, electronic, or physical statements or actions that express an intent to cause injury, damage, or fear of harm to another individual. This includes direct or indirect threats, implied threats, or behavior that would reasonably cause another person to feel threatened, intimidated, or unsafe within the school environment or at school-sponsored activities.		x	x
VIII. Physical and/or Violent Acts				
a.Altercation/Fighting - No Injury	Student participates in mutual physical contact or conflict between students or others that may involve hitting, pushing,		x	x

	shoving, or any physical aggression intended to cause or threaten harm. This also includes encouraging or participating in a physical confrontation.			
b.Altercation/Fighting - Injury	See assault.			x
c.Assault - School Safety and Educational Climate (SSEC) Incident(s)	Student engages in behavior intentionally or recklessly that causes physical injury to another person with or without a weapon, in violation of school district code of conduct and falls under one of these categories: - Physical Injury: means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion. - Serious Physical Injury: means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.			x
d. Homicide: School Safety and Educational Climate (SSEC) Incident(s)	Student engages in any intentional violent conduct that results in the death of another person.			x
e.Physical Aggression - No Injury	Student behavior includes intentional physical conduct intended to cause harm, injury, intimidation, or fear to another person. This includes, but is not limited to, hitting, kicking, punching, pushing, shoving, spitting, choking, or any unwanted physical contact directed toward another individual in an aggressive or threatening manner.	x	x	x

f.Physical Aggression - Injury	See Assault.			
IX. Weapon Possession and Use Violations Under New York State Education Law §3214(2-a) (and related federal/state school safety provisions), a “weapon” in the school discipline context is broadly defined and includes: • A firearm, as defined under federal law, and any device designed to expel a projectile by explosive action (loaded or unloaded, operable or inoperable). • It also includes a range of non-firearm weapons/ dangerous instruments, such as: Knives of any kind (including switchblades, box cutters, and blades of any length used as weapons) Billy clubs, blackjacks, and metal knuckles, and any object or instrument that, in the manner it is used or intended to be used, is capable of causing death or serious physical injury. • For school discipline purposes, NYS also recognizes that ordinary objects can be considered weapons when used or intended to be used to cause harm or threaten harm. Under NYS law, possession of a weapon on school property or at a school function generally triggers mandatory disciplinary procedures, including superintendent suspension and required reporting, with minimum suspension periods established for certain weapon-related violations.				
a.Possession of Firearm - School Safety and Educational Climate (SSEC) Incident(s)	Student is in possession of firearm, including having, carrying, storing, or bringing onto school property, school transportation, or school-sponsored events any firearm, including but not limited to handguns, rifles, shotguns, or any device designed or readily convertible to expel a projectile by action of an explosive. This includes both operable and inoperable firearms, as well as any imitation or replica used in a threatening manner.			x
b.Possession of Weapon (other than firearm) - School Safety and Educational Climate (SSEC) Incident(s)	Student is in possession of one or more weapons, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of some teacher or other school personnel as authorized by school officials and falls under one of these categories: 1. Routine Security Checks: possession of one or more weapons (see list below) secured through routine security checks. 1. Weapons: means one or more of the following dangerous instruments: ○ firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun,			x

	machine gun, air gun, spring gun, BB gun, or paint ball gun; ○ a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife; ○ a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; ○ a sandbag or sandclub; ○ a sling shot or slungshot; ○ a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirken; ○ an explosive, including but not limited to, a firecracker or other fireworks; ○ a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray; ○ an imitation gun that cannot be easily distinguished from a real gun; ○ loaded or blank cartridges or other ammunition; or ○ any other deadly or potentially dangerous object that is used with the intent to inflict injury or death. 2. Weapons possessed under other circumstances: Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in possession of a student or within a locker.			
X. Other Incidents				
a.Arson	Student intentionally or recklessly sets fire			x

	to, or causes an explosion that damages, school property or the property of others. This includes any attempt to ignite or use fire or incendiary devices in a manner that endangers people, property, or the school environment.			
b.Burglary	Student enters or remains unlawfully in a school building or other school property with the intent to commit a crime therein. This includes unauthorized entry into restricted areas or facilities, whether or not any theft or additional offense occurs.			x
c.Gambling	Student participates in or promotes games of chance, betting, or wagering of money, goods, or services on school property or during school activities, regardless of the amount involved.	x	x	x
d.Loitering	Student enters and/or exits any portion of the school premises without authorization or remain in any building or facility after it is normally closed. Student remains in or around school property without a valid reason, authorization, or scheduled activity, especially in areas where students are not permitted to congregate.	x	x	
e.Local, State or Federal Law Violation	Student violates any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.		x	x
f.Theft	Student engages in taking, obtaining, or withholding of another person's or the district's property without permission and with the intent to deprive the rightful owner of its use, whether temporarily or permanently. This includes stealing personal belongings, school property, or funds.	x	x	x
g.Trespassing	Student enters or remains on school property without authorization, including being in restricted areas or on campus during suspension, expulsion, or outside of approved school hours.	x	x	x
h. Vandalism	Student engages in the intentional damage, destruction, defacement, or misuse of school or personal property belonging to others. This includes actions such as graffiti, breaking or damaging equipment, or any		x	x

	behavior that results in the alteration or loss of property value.			
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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.

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.

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]).

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

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 an

Glossary of Terms

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

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]).

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 weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or bodily injury. For purposes of this Code of Conduct, weapons are the following items, including, but not limited to:

- A firearm is defined in 18USC§921 for purposes of the Gun-Free Schools Act, as implemented by New York Education Law §3214 and New York Penal Law 265.01 as one that fires a projectile by the action of an explosive or any other gun, including, but not limited to a BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, paintball gun, stun gun, air gun, silencer, etc.
- A chukka stick, billy club, blackjack, pilum ballistic knife, metal knuckle knife, cane sword, electronic dart gun, Kung Fu star, explosive or incendiary bomb, dagger, dirk, straight razor, stiletto, switchblade knife, gravity knife, or

Glossary of Terms

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

metal knuckles, a slingshot, pocket knife, Swiss Army knife, multi-purpose tool with blade, or other type of knife, box cutter, pepper spray or other noxious sprays.

- A weapon also means any other device, instrument, material, or substance that can cause physical injury or death-under the circumstances in which it is used, attempted to be used, or threatened to be used. This would also include matches or lighters when used, or attempted to be used, to injure another student.

Glossary of Progressive Discipline Terminology

1. Tier 1 and Tier 2 Consequences

These consequences will be imposed as a penalty only after the student's parents/guardians have 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.

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 the 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 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, ex press 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.

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.

Appendix B

DIGITAL CITIZENSHIP AGREEMENT

ADMINISTRATIVE REGULATIONS FOR TECHNOLOGY USE WILLIAMSON CENTRAL SCHOOL DISTRICT



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. Use of this technology within the Williamson Central School District is a privilege, however, not a right, and certain requirements 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 students and district employees. 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, laptop, chromebook, Cellular HotSpots, etc.).

Williamson Central School District requires 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, the Code of Conduct, 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.

Williamson Central School District seeks to enforce its policies regarding harassment, safety and rights of individuals; to protect students and staff; to protect the district against legal and other 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 verify that use of electronic communication complies with the provision of these policies and those of the district for maintaining the educational environment.

REQUIREMENTS

EDUCATIONAL PURPOSE

1. Computer Technology in the Williamson Central School District and Internet access have been established for educational purposes, which include classroom activities, career development, and educational research projects consistent with Williamson Central School District policy.
2. Users are required 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 and in compliance with policies, the Code of Conduct, laws and regulations..

3. 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

1. All students and staff will have access to the Internet World Wide Web information resources wherever available. Students in grades K-12 using the Internet at school will be subject to reasonable adult supervision. Parents/guardians must exercise appropriate supervision at home and outside of school.
2. All students & staff will have access to computer technology.
3. Access to the Internet and to district computer technology is not a right but a privilege and unacceptable usage will result in consequences which may also include revocation of this privilege.
4. Students will sign a digital citizenship agreement form annually.

This agreement must be reviewed on an annual basis.

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 must immediately notify the District Coordinator of Network and Technology Services, teacher, or administrator if any message they receive is inappropriate or makes them feel uncomfortable.
 - c. Users are required to refrain from engaging in social networking or communications except when such communication is in furtherance of a proper school or educational purpose.
 - d. Mass email to an entire building that is not specific to school business must be approved by the building principal. If the mass email is to be sent to the entire district, it must be approved in advance by the District Coordinator of Network and Technology Services, Superintendent or Assistant Superintendent.
2. **Software**
 - a. Users must not download software from the Internet without knowledge and consent of the Coordinator of Network and Technology Services. Downloading software could have an impact on the local network and/or the WAN.
 - b. Users must not make illegal copies of district owned software. When software is purchased it is licensed for a particular computer or group of computers. To use software in a manner that is not in compliance with the software license is an infringement of copyright laws.
3. **Illegal Activities**

- a. Users must 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 must not make attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. Users must not use the Internet to engage in any other illegal act, such as arranging for the sale or purchase of illegal drugs or prohibited items, which includes alcohol and cigarettes, engaging in criminal gang activity, or threatening the safety of a person.
- d. Users must not willfully, maliciously or unlawfully damage or destroy property of the district, including 1:1 electronic devices provided by the district.

4. Inappropriate Language and Uses

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

5. Privacy of Students and Others

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

6. Respecting Resource Limits

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

7. Plagiarism and Copyright Infringement

- a. Users must 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. This includes the use of artificial intelligence technology when submitting work as your own. Users must not participate in any activity that promotes academic dishonesty, such as sharing your work with others to pass off as their own.
- b. Users must 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 must follow the expressed requirements. If users are

unsure whether or not a work can be used, permission must 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 must not use the Internet or any other computer technology to access material that is obscene (pornographic). Users must 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 must immediately tell a teacher, administrator, or the District Coordinator of Network and Technology Services. This will be documented and may 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 parent must follow Board policy to address this matter.
- d. Unauthorized virtual private network use is prohibited.

9. System Security

- a. Users are responsible for their individual account and must take all reasonable precautions to prevent others from being able to use their account.
- b. Users must immediately notify the District Coordinator of Network and Technology Services, teacher, or administrator or if they have identified a possible security problem. Users must not identify this problem to anyone other than those persons specified.
- c. Users must avoid the inadvertent spread of computer viruses by taking all reasonable precautions to verify that their diskettes or other data storage media is virus free.
- d. Any user identified as a security risk will be denied access to computer technology.
- e. The District Coordinator of Network and Technology Services will notify affected individuals, where 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 and other applicable laws, regulations, and policies.

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 educational or other legitimate business reasons.

2. Search and Seizures

- a. Users must expect no privacy in their use, searches, or the contents of their personal files on the Williamson Central School district system. The system may be searched by designated individuals at any time and without notice for reasons determined by the district to be appropriate. Teachers, administrators, and the District 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.
- d. Parents have the right to request to see the contents of their child's account.
- e. Network storage areas may be treated like school lockers. The District Coordinator of Network and Technology Services may review files and communication to maintain system integrity and verify that users are using the system responsibly. Users must not expect that files stored on district devices or internet usage on district devices will be private, as they are not and are at all times the property of the district.

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 potentially 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 notice of the suspected violation and an opportunity to be heard through normal disciplinary procedures, as applicable.
- c. Williamson Central School District administrators will make the final determination as to what constitutes unacceptable 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. There may additionally be civil and/or criminal consequences.

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**

- a. It is the user's responsibility to use technology, both inside and outside of school, in a proper, lawful fashion.
- b. In the event that we are required to go into remote learning:
 - o In the event that students in UPK through 5th grade are required to take their devices home, parents or guardians are responsible for ensuring the devices are picked up, following communication from the school. It is essential that all devices are collected in a timely manner to support uninterrupted learning. The district will work with parents/guardians to determine a schedule for device pickup.
 - o In the event a student does not have their device, the building administrator must be notified immediately. The administrator will work with the technology department to issue a replacement device as soon as possible.

Appendix C

Consequence Flow Chart:

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

Williamson Central School



Expectations Clearly Communicated

