Code of Conduct

2026-2027

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WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

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Williamsville Board of Education

Dr. Darren J. Brown-Hall, *Superintendent of Schools*

Board of Education

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Ameya Abad - *North*

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I. Introduction

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

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

Sara Scarpello

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

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

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

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

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

Membership of Youth Wellness Council

Administration

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

Wellness Facilitators

Timothy Pincoski, School Counselor, Casey Middle School

Parent Representatives

Phillip Miller, Parent Representative
Megan Koury, Parent Representative

Board of Education Representative

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

Student Representatives

Emma Condino, Student Representative, Williamsville East High School
Emma Metzler, Student Representative, Williamsville East High School
Vinayak Suresh, Student Representative, Williamsville East High School
Maximilian Faith, Student Representative, Williamsville East High School
Talia Fadem, Student Representative, Williamsville East High School
Salil Karkanis, Student Representative, Williamsville East High School
Talia Yonaty, Student Representative, Williamsville East High School
Naomi Willmott, Student Representative, Williamsville East High School
McKenzie Fiegel, Student Representative, Williamsville North High School
Emma Amodeo, Student Representative, Williamsville North High School
Amina Khursheed, Student Representative, Williamsville North High School
Daniel Pitirri, Student Representative, Williamsville North High School
Cameron Rydzik, Student Representative, Williamsville North High School
Angelina Sciolino, Student Representative, Williamsville North High School
Samuel Bunting, Student Representative, Williamsville South High School
David Gervasi, Student Representative, Williamsville South High School
Matthew Meetze, Student Representative, Williamsville South High School

Community Representatives

Terri Lavin, Community Representative

Jillian Wang

DASA Coordinators

Country Parkway Elementary School	Micaela Lauer & Rebekah Skinner
Dodge Elementary School	Nicole Mayers & Charles Smilinich
Forest Elementary School	Callie Georger & Nicole McAuliffe
Heim Elementary School	Natalie Galus-Davis & Emily West
Maple East Elementary School	Kristy Giardina & Nichole Klatman
Maple West Elementary School	Monique Jackson-Smith, & Katherine Wendling
Casey Middle School	Clare Battle & Alexa Mediak
Heim Middle School	Adam Buffomante & TBD
Mill Middle School	TBD & Courtney Chamberlain
Transit Middle School	Eric van Houton & Kaitlyn Parrino
Williamsville East High School	Elizabeth Gentile & Nicholas Suchyna
Williamsville North High School	Bryan McNulty & Patrick Smith
Williamsville South High School	Scott Bielec & TBD

II. Student Rights and Responsibilities

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

The Board recognizes that students learn best when:

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

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

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

Students' Rights	Require→	Students' Responsibilities
1. To a free public education in the least restrictive environment.		1. To attend school every day unless they are legally excused and be in class, on time and with necessary materials, ready to learn.
2. To a classroom and community atmosphere that is orderly and conducive to learning that fosters positive experiences which contribute to personal growth.		2. To respect themselves and others in class, on school property and in any school related activity, following stated expectations.
3. To be respected as an individual, treated fairly, and with dignity by all members of the school community.		3. To engage in healthy ways of showing kindness and respect, being polite, and listening with an open mind. Be welcoming and compassionate towards everyone and help others without looking for anything in return.
4. To high quality teaching that is responsive to the individual needs of the learner.		4. To be attentive, to fully engage and to participate in classes and other opportunities offered in the school setting. Ask questions or for help when needed.
5. To feel physically, emotionally and intellectually safe in the school community.		5. To be accountable for following the rules and procedures of the District, and to seek help in solving problems that might lead to disciplinary action. To speak out or intervene when something isn't right.
6. To make connections with adults and peers within the school community.		6. To be welcoming and compassionate towards others, showing openness and kindness to others who are different from you. Help others without looking for something in return.
7. To express themselves in a safe and respectful manner.		7. To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
8. To organize, promote, and participate in student activities and clubs as part of the formal education process or as authorized by the school principal.		8. To be involved to the fullest level of their interest and ability, to seek help in solving problems that might lead to disciplinary action, conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship. To contribute to the school community by making connections, showing pride, and getting involved. Model leadership and bring individual talents or skills to all endeavors.
9. To know the school rules and their consequences.		9. To familiarize themselves and abide by school rules, regulations, and procedures, and all District policies, rules and regulations dealing with student conduct. To be truthful about and accountable for words and actions.
10. To a clean, well-maintained educational facility.		10. To contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect towards other persons and property.
11. To have a voice in fair and inclusive school decision-making.		11. To accept and uphold the outcomes of fair and inclusive decision-making, and to share thoughts and opinions in an honest, polite, and courteous way.
12. To be able to report violations to the Code without fear of retaliation.		12. To respect the rights of others and act in an honest and civil manner.
13. To be in an environment free of intimidation, harassment, or discrimination.		13. To demonstrate conduct that fosters civility, kindness, and acceptance and is void of harassment and/or discrimination.
14. To exercise freedom of inquiry and expression, within appropriate limits of the law and provided that the rights of others are not diminished.		14. To respect the rights and feelings of fellow students, parents, school staff, visitors, and guests. To try to correct and improve behavior through restorative interventions.

III. Essential Partners

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

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

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

Parents, guardians, and caregivers have the right to:

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

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

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

B. **Educators are expected to:**

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

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

1. Establish meaningful relationships that affirm and support students.
2. Assist students in coping with peer pressure and emerging personal, social and emotional challenges.
3. Initiate teacher/student/counselor conferences and parent/teacher/student counselor conferences, as necessary, as a way to resolve problems.
4. Review regularly with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Enforce the Code of Conduct. Act as role models for students, maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is again District policy. Employees are expected to maintain a professional, ethical relationship with students and all other District stakeholder groups.
8. Promote participation in Tier 2* restorative practices to resolve incidents and conflict and to support students in receiving the maximum benefit from a restorative justice approach.
9. Confront issues of discrimination and harassment in any situation that threatens the emotional, physical health, or safety of any persons on school property or at a school function.

D. **Principals/Building Administrators are expected to:**

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

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

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

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

F. **Superintendent of Schools is expected to:**

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

G. **Board of Education Members are expected to:**

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

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

Fiera Lopez

IV. Student Dress Code

The responsibility for student dress and general appearance rests with individual students and parents or guardians. However, the Board of Education will regulate a student's dress to ensure that students attend school or school-sponsored/school endorsed events in appropriate attire that meets health and safety standards and does not cause a substantial disruption.

For example:

1. Clothing and jewelry worn to make a political or religious statement will not be banned unless it is disruptive to the educational process.

2. Clothing, footwear and jewelry will be banned if they present a threat to the student's, or another student's physical health and safety.

3. Specific dress requirements may be required by the District for students participating in activities in which clothing and jewelry may be a safety or health concern, such as science laboratories, physical education, Family and Consumer Sciences, Engineering and Technology classes, and interscholastic athletics.

Wearing clothing/accessories or bringing items or belongings on school grounds, to school functions, or school-sponsored events that:

- show or represent nudity or sexual acts
- advocate illegal action
- show, promote, or encourage alcohol products or the use of alcohol
- show, promote, or encourage tobacco, vaping, illegal substances, smoking equipment, products, or associated materials used for smoking, vaping, or illegal substances
- show or encourage acts of intentionally hurting or trying to hurt yourself or others
- make a false, harmful claim about a person or group
- put down, insults, or disrespects someone based on their
    - Race or skin color
    - Religion or beliefs
    - National origin
    - Gender
    - Sexual orientation
    - Disability
- gets in the way of someone else being able to participate fully at school
- or cause a substantial disruption to the school program or event

will not be allowed.

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

Students who violate the student dress code will be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replace it with an acceptable item.

The principal and other designated administrative personnel have the authority to require a student to change their attire should it be deemed in conflict with the above guidelines.

Any student who refuses to do so may 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 may be subject to further discipline, up to and including out-of-school suspension.

Lea Nguyen

V. Discipline Code for Student Behavior

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

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

a. **Disorderly Conduct** - endangerment or harassment (i.e. bullying, intimidation) of others or the willful disruption of the orderly conduct of classes, school program and/or school activities. This would include bomb threats and or other threats against people or property, defaming, vandalizing, disrespecting and/or destroying school or contracted property, as well as property off-campus that is visited as a result of a field trip or school-sponsored event.

b. **Insubordination** - failure or refusal to comply with the reasonable requests of an administrator, a teacher, or a staff member or any school policy including but not limited to the Code of Conduct.

c. **Physical Aggression** - fighting and/or aggressive physical contact in school, on school property, or at school-related events.

d. **Inappropriate Behavior/Expression** - swearing, racial or sexual behavior/expressions or innuendoes, abusive language and/or similar behavior (including but not limited to public displays of affection) at any time, on school property or at school-sponsored events.

e. **Alcohol/Other Drugs** - consuming, sharing, transmitting, selling, buying (including "intent" to purchase), possession and/or being under the influence of alcohol, tobacco (to include e-cigarettes & e-juice), nicotine products (unless the latter are prescribed by a physician and as authorized for use in accordance with District policy and procedure as part of a documented smoking cessation treatment plan), CBD products (including oil, gummy worms, candies, bakery products, and edibles etc.), or any other drugs (including the misuse of prescription medication and other unauthorized substances to include vitamins, supplements, and herbs), at any time on school property or at school-sponsored events.

f. **Unauthorized Substances** - possession of paraphernalia for consuming (use) of alcohol, tobacco, vitamins, supplements, herbs, cannabinoids, synthetic cathinones, and other substances (including vapor cigarettes, Juul and other similar devices, and associated liquid substances), as well as the consuming (use), sharing, transmitting, buying and/or selling of substances (including the misuse of prescription medication) on school property and/or at school-sponsored events.

g. **Hazing** - any conduct including any method of initiation into any student organization or school team, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or another person.

h. **Bullying** - including any conduct-encompassing an imbalance of power and a variety of negative acts such as, but not limited to: physical (hitting, kicking, spitting, taking personal belongings); verbal (taunting, malicious teasing, name calling); psychological (spreading rumors, manipulating social relationships, extortion, or intimidation) carried out repeatedly over time.

i. **Harassment** - including any conduct that creates a hostile environment by conduct or verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being.

j. **Sexual Harassment** - inappropriate visual, verbal or physical conduct directed by an adult to an adult, an adult to a student, a student to an adult or a student to a student.
   Elements of sexual harassment may include:
   i. Sexual in nature or gender based
   ii. Unwanted or unwelcome
   iii. Severe, persistent or pervasive
   iv. Interferes with ability to do work, learn or study

k. **Disruptive Materials** - distribution of or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

l. **Discrimination** - including any conduct that intimidates, harasses, or discriminates against any person on the basis of the individual's perceived or actual race, color, weight, nationality, religion, religious practice, age, sex, sexual orientation or disability by school employees or students on school property or at school-sponsored events.

m. **"Cyber" Violations** -inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as smartphones or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the Internet to engage in behaviors including, but not limited to bullying, intimidating, threatening, harassing, maligning and/or defaming others, accessing websites for non-academic purposes (e.g. social networking; media downloads, etc.), as well as use of unauthorized proxies or "tunneling". Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy. Such behavior may result in disciplinary action regardless of whether it occurs on school property and/or at school-sponsored events or off-campus when a nexus between the behavior and substantial disruption to the school environment or material interference with school activities exists or is foreseen to exist.

n. **Weapons Violation** - The possession, purchase, sale or distribution, in any manner of a weapon (as defined in Section IX of this Code).

o. **Gambling** - playing at any game of chance for money or other stakes.

p. **Sexual Activity** - including inappropriate behavior of a sexual nature, such as indecent exposure, forcible or consensual sexual contact, sexual intercourse, oral sex, or possession of sexually explicit material of any kind on school property, on a school bus, or at a school function.

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

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

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

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

Under this model, we ask:

- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- Who needs to be involved?

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

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

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

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

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

Aditi Rajesh

Examples of Restorative Practices

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

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

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

Restorative Conversations/Reflections is an exercise in which students complete a written reflection or engage in dialogue using restorative questions and steps as they try to reflect on their actions and make a better plan.

Equity

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

Trauma Sensitivity

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

Pro-Social Behavior

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

Student Engagement

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

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

Allyn Xiong

VI. Minimum Suspension Periods

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

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

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

REPORTING STUDENTS WHO BRING WEAPONS TO SCHOOL OR SUBSTANCE ABUSE VIOLATIONS

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

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

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

Sreesha Shanker

VII. Students Who Commit Other Violent Acts

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

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

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

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

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

VIII. Student Conduct on School Bus

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

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

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

If a student does not conduct themselves properly on a bus, such instances shall be brought to the attention of the building principal and/or designee, by the bus driver. Only the building principals, Transportation Supervisor, or the Superintendent have the authority to suspend the riding privileges of students who are disorderly or insubordinate on the bus. In such cases, the parent(s) or guardian(s) of those students become responsible for seeing that their children get to and from school safely. Should the suspension from transportation amount to a suspension from attendance at school, the school District will make appropriate arrangements to provide for the student's education. Any such suspension shall be in accordance with the provisions of the Education Law.

IX. Disciplinary Actions

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

A. **Conduct that is disorderly**

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

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

B. **Conduct that is insubordinate**

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

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

C. **Conduct that is disruptive**

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

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

D. **Conduct that is violent or physically aggressive**

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

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

(a) can reasonably be interpreted as a threat to commit an act of violence on school property; or

(b) results in material or substantial disruption to the educational environment.

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

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

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

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

F. **Academic Misconduct**

Examples include, but are not limited to:

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

Phoebe Snekser

X. Disciplinary Expectations and Consequences

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

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

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

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

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

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

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

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

Sia Choi

With progressive consequences, we aim to help students:

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

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

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

Suhani Jain

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

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

XI. Understanding Types of Consequences

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

DETENTION

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

SUSPENSION FROM TRANSPORTATION

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

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

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

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

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

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

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

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

Veronica Wharton

Ava Rustowicz

IN-SCHOOL SUSPENSION

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

OUT-OF-SCHOOL SUSPENSION

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

SHORT TERM (5 DAYS OR LESS) SUSPENSION FROM SCHOOL

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

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

- When the superintendent or principal determines that a suspension for more than five (5) days may be warranted, they may give reasonable notice to the student and the student's parent of the right to a fair hearing.

- At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against the student and the right to produce witnesses and other evidence on their behalf.

- The superintendent shall personally hear and determine the proceedings, or may, in their decision, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before them. A record of the hearing shall be maintained but no stenographic transcript will be required. Tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of disciple to the superintendent. The report of the hearing officer shall be advisory only and the superintendent may accept all or any part thereof.

- The superintendent shall render a written decision.

- Appeal of the decision of the superintendent may be made to the Board of Education. The Board will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the District Clerk within 30 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding them from doing so.

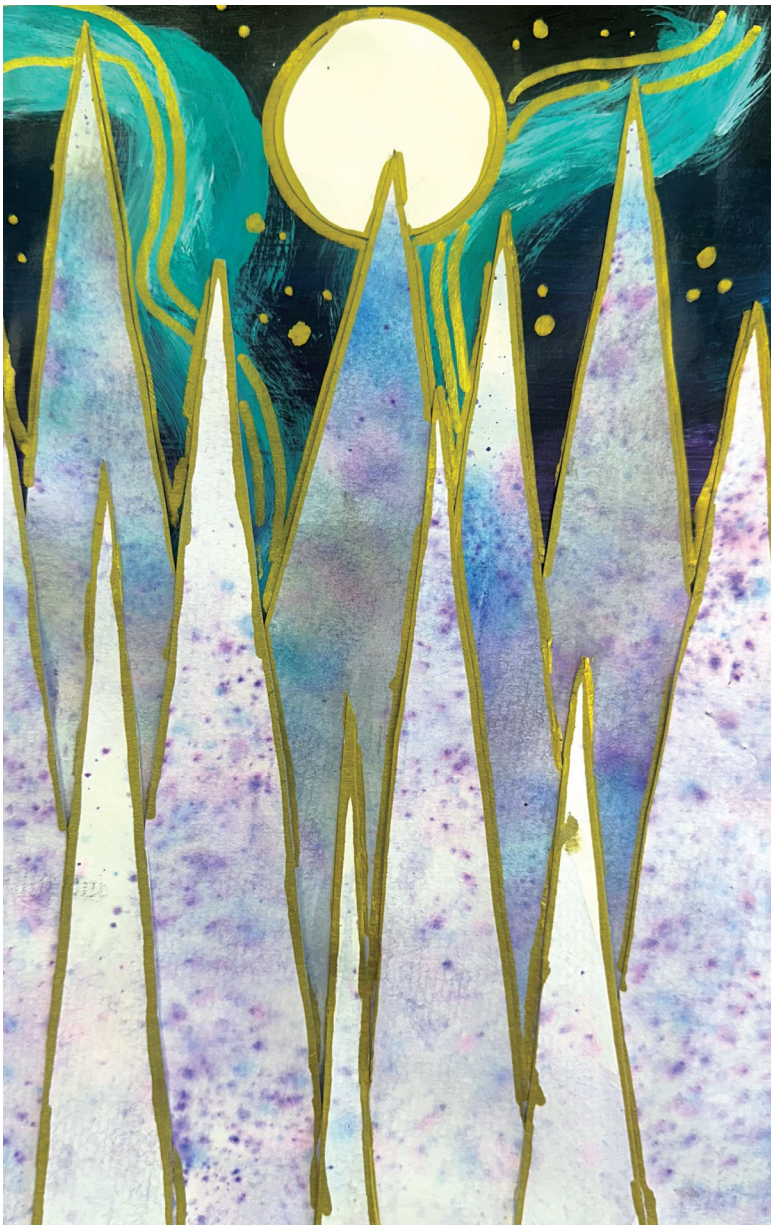
- The Board may adopt or reject, in whole or in part, the decision of the superintendent.

- Final decision of the Board may be appealed to the commissioner within 30 days of the decision. The District may, in its discretion, continue to impose the suspension during the pendency of any appeal.

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

RE-ENTRY PROCESS

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



Advika Yada

XII. Pre-Kindergarten Through Grade 2

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

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

Zoey Cheung

XIII. Students with Disabilities

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

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

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

XIV. Corporal Punishment

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

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

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

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

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

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

XV. Student Searches and Questioning

A. **QUESTIONING**

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

1. Police Involvement in Questioning of Students

   It is the policy of the District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law Enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school property, or during a school sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

   Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The District's administrators shall, at all times, act in a manner which protects and guarantees the rights of students and parents.

   If police are involved in the questioning of students on school property, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school property, without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations, or general questions at the request of school administrators regarding situations and/or crimes committed on school property. If a student is to be questioned by police on school property, it is the responsibility of the school administration to see that the interrogation takes place privately, in the presence of an Administrator and in the presence of a parent/legal guardian, except when a parent/legal guardian gives verbal consent to the school administration for the interrogation to take place in the absence of the parent/legal guardian. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

2. Child Protective Services Investigations

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

B. **SEARCHES**

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

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

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

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

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

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

1. Student Lockers, Desks and other School Storage Places
   Students shall be informed by the administration that school lockers are not their private property but the property of the District and that as such they may be opened and inspected from time to time by school officials. While recognizing the right to inspect student's school lockers without the necessity of obtaining students' consent is inherent in the authority granted school boards and administrators, school officials will exercise every safeguard to:
   a. Protect each student's Constitutional rights to privacy and protection from coercion.
   b. Emphasize that schools are educational rather than penal institutions, and resolve any doubts in the student's favor.

XVI. PINS Petitions

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

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

Parker Morrell

XVII. Visitors to School

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

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

XVIII. Public Conduct on School Property

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

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

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

Arahana Chattopadhyay

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

B. **Consequences**

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

C. **Enforcement**

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

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

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

XIX. Dissemination and Review

Dissemination of Code of Conduct

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

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

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

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

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

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

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

XX. Distraction-Free School Zones

1. General Policy

- Student use of personal, internet-enabled devices and the associated headphones/headsets (Bluetooth enabled accessories), are prohibited during the entire school day (bell to bell), including all instructional and non-instructional times (e.g., homeroom, lunch, recess, study halls, passing time). Personal, internet-enabled devices include but are not limited to: smartphones, tablets, smartwatches, laptops, gaming consoles, fitbits, Google glasses, VR headsets, MP3 players, iPods, and iPads.

2. Device Storage

Elementary Level:

- Devices must be stored in students' homeroom in a teacher-designated storage system, turned off, from the time they enter the building at the start of the school day until they exit the building at the end of the school day.

Middle and High School Level:

- Devices must be turned off and stored in a locked locker during the school day.

3. Exceptions to the Policy

Students may use their personal, internet-enabled devices under the following circumstances:

- Authorized by a Teacher - For a specific educational purpose (including personally owned laptops)
- Healthcare Needs - As required for tracking health conditions or medical purposes as per Individual Health Care Plan (example: Diabetes monitoring)
- In the event of an emergency at the direction of a building administrator
- Translation Services - As necessary for English Language Learners
- On a case-by-case basis for student caregivers responsible for the well-being of a family member. Such allowance will only be permitted after a review and determination by a school social worker, school counselor or school psychologist
- Required by Law - If the use of the device is mandated by law
- IEP/504 Plans - When specified in a student's Individualized Education Plan (IEP) or 504 Plan *(Limited in scope. A structured process will be developed.)*

4. Methods of Communication for Parents to Contact their Child During the School Day

- Parents may call the main office to leave a message for their child. In addition, students may use the school's phone in the office (or classroom, when available and appropriate) to call their parent/guardian.
- Where age appropriate, parents may also WITS mail their own child

Parent Notification: Parents will receive written notification (via Family Handbook, school website, WITS homepage, District website, District app, District calendar) about the methods available to contact their child during the school day.

5. Enforcement and Consequences

- First Offense - Device confiscated. Parent notification. Warning. Returned to student at the end of the school day.
- Second Offense - Device confiscated. Parent notification. Warning. Returned to parent.
- Third Offense and beyond - Device confiscated. Parent notification. Additional school consequences. Returned to parent.
- Refusal to Comply *(Middle and High School)*:
  In-school suspension for refusal to turn over a device when asked by an adult.
  - A student's refusal to comply multiple times may result in a student being required to place personal, internet-enabled electronic device(s) in a secure storage space (phone pouch) prior to the first bell of the scheduled school day. Following the last bell of the day, the the pouch will be unlocked.

6. Training and Communication

Student Communication:

- Students will receive training on the policy through classroom lessons and/or assemblies.

Family Communication:

- The policy will be communicated to families via the Family Handbook, school newsletters, school website, WITS homepage, District website, District app, District calendar.

- Parents will be notified prior to the start of the school year about the policy and their role in supporting the distraction-free environment.

Educator Training:

- Educators will receive training during in-service days at the beginning of the school year regarding the policy, how to enforce it, and how to communicate with parents.

7. Policy Adoption and Evaluation

- By August 1, 2025 the District must adopt a policy
  - The policy must be published on its website - including translation in the 12 most spoken languages
- By September 1, 2026 the District must publish an annual report on its website detailing the enforcement of the policy including demographic data

Scan to visit the Distraction-Free School Zones Webpage

XXI. Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Equitable: means fair and impartial.

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

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

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

Gender: a person's actual or perceived sex and includes a person's gender identity or expression. (Education Law 8 11(6)

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

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

Glossary of Terms (cont'd.)

Hazing: a specific form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of the student's willingness to participate. Hazing includes, but is not limited to, any activity that intimidates or threatens a student with ostracism or adversely affects that health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Bus: every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (NYS Education Law §11 (1) and Vehicle Traffic Law §142).

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

School Property: outside grounds, all structures, and any space within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school.

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

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

Tardiness: arriving late to school or class.

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

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

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

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

Glossary of Terms (cont'd.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Essra Berrady

Appendix A

Restorative Practices Flow Chart

FLOW OF RESTORATIVE PREVENTION AND INTERVENTIONS PRACTICES

PREVENTION OR INTERVENTION?

PREVENTION

Tier 1

prioritizing and emphasizing relational practices that apply to all students

Community Building Circles

Community Building Circle for Norm Setting

Applying these strategies with school staff

INTERVENTION

Tier 2

classroom or school based interventions for *minor* conflict or wrong-doing

Restorative Conversations for small groups of 2 to 3

Classroom Restorative Circles for large groups

Restorative Assessment to gauge next steps

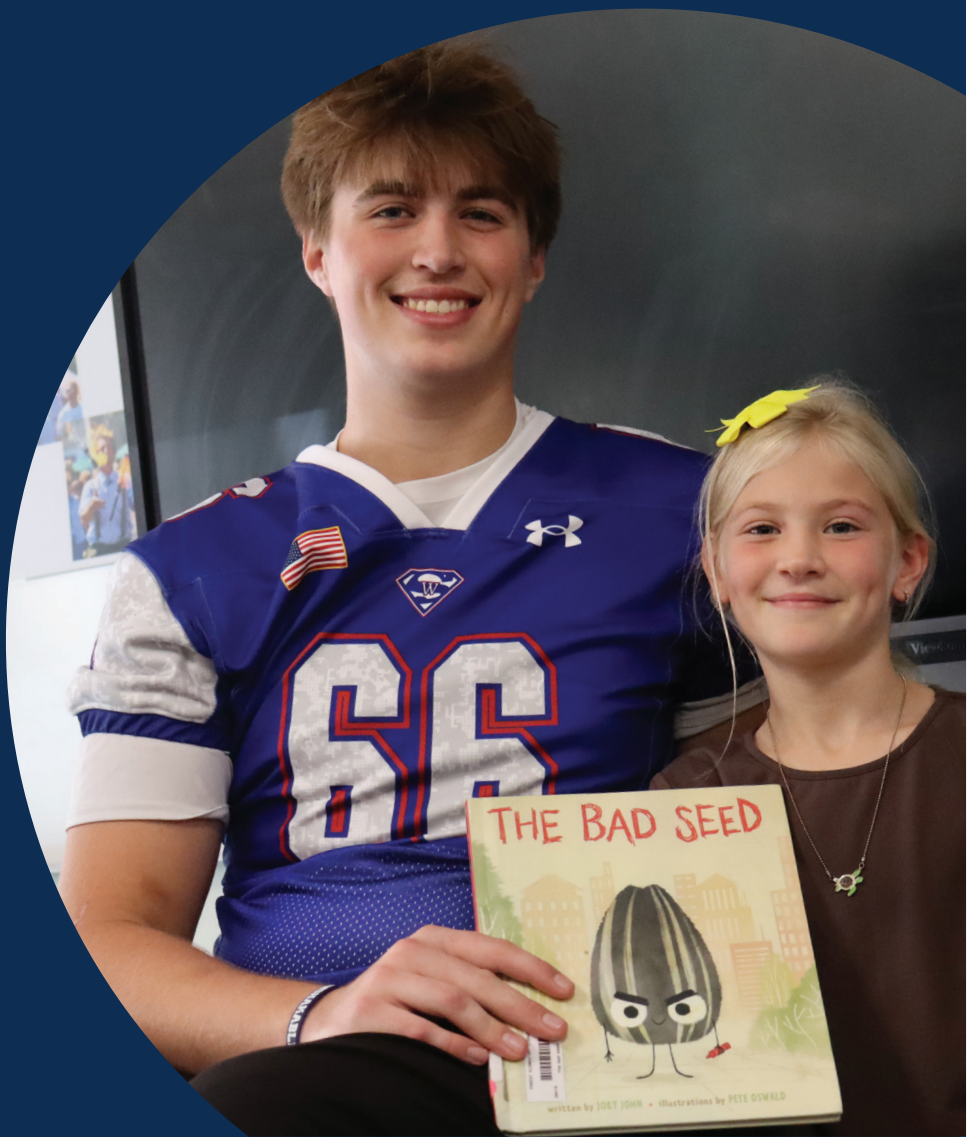
Tier 3

major conflict or wrong-doing that threatens student or school safety

Preconference

Restorative Conference and Agreement

Restorative Reentry Circle in the classroom (as needed)



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