

**LEWISTON-PORTER CENTRAL SCHOOL DISTRICT
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(Section 3000)**

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

3110

Community Relations

SUBJECT: MEDIA/MUNICIPAL GOVERNMENTS/SENIOR CITIZENS

School District Media

The building principal is responsible for the preparation of news releases concerning the activities within that building, and for reviewing them with the Superintendent prior to release. Copies of all final news releases will be sent to the Superintendent's Office.

In addition, a periodic newsletter may be prepared and sent to each resident of the District or posted on its website. Included in the newsletter will be information regarding school activities, a monthly calendar, and other items of interest to the community. The Board accepts the funding obligation for the necessary staff and production costs.

As the official spokesperson, the Superintendent/designee will issue all news releases concerning the District. All statements of the Board will be released through the Office of the Superintendent and/or the District Clerk.

Municipal Governments

The Board will establish and maintain a positive working relationship with the governing bodies of the municipality. The Board will also cooperate with municipal, county, and state agencies whose work affects the welfare of the children of the District, including, but not limited to, the County Social Services Department, the Board of Health, the Recreation Department, the Public Library, and all community emergency services agencies.

Senior Citizens

The Board will consider school-related programs for senior citizens in accordance with Education Law and/or the Commissioner's regulations.

Education Law Sections 1501-b(1)(a), 1501-b(1)(b), and 1709(22)
Real Property Tax Law Section 467

Adoption Date: 01/22/2024

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3120

Community Relations

SUBJECT: SCHOOL SPONSORED MEDIA

The Board recognizes its responsibility to provide the Lewiston-Porter community with information about schools, programs, activities and services.

Through written, oral, visual and social media, the community can better understand the goals of the District and gain a deeper appreciation of the efforts being made to provide quality education for all students.

The principal of each building is responsible for the preparation of news releases concerning the activities within that building. Copies of all final news releases will be sent to the Superintendent's Office and/or his/her designee for approval.

In addition, a district sponsored "The Link" newsletter may be prepared, posted to the website and mailed to each resident of the District. Included in the newsletter may be information regarding school activities, a calendar and other items of interest to the community.

All news releases concerning the District will be released by the Office of the Superintendent/designee.

All statements of the Board will be released through the Office of the Superintendent and/or the District Clerk.

Students must obtain permission from the Superintendent/designee to act as representatives of their school through the media. The Superintendent/designee should be aware of all information concerning the presentation, but shall not be held responsible for any opinions expressed by the students.

Adoption Date: 03/28/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3121

Community Relations 1 of 3

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEBPAGE PUBLISHING

General Criteria

The availability of Internet access in the District provides an opportunity for staff and students to access information and contribute to the District's presence on the World Wide Web. The District/school/classroom websites must relate to curriculum or instructional matters, school authorized activities, or general information of interest to the public pertaining to the District or its schools. Staff and students are prohibited from publishing personal home pages or links to personal home pages as part of the District/school/classroom webpage(s). Similarly, no individual or outside organization will be permitted to publish personal webpages as part of the District/school/classroom webpage(s).

Internet access for the creation of webpages is provided by the District and all information must be reviewed by the Website Manager prior to publishing it on the web. Personnel designing information for the webpages must familiarize themselves with and adhere to District standards and procedures. Failure to follow District standards or responsibilities may result in disciplinary sanctions in accordance with law and/or the applicable collective bargaining agreement.

The District will ensure that any and all notifications and documents required by law, regulation, or District policy to be posted on its website will be so published.

Content Standards

- a) Approval for posting a webpage must be obtained from the website manager/designee(s). If at any time, the website manager /designee(s) believes the proposed material does not meet the standards approved by the District, it will not be published on the web. Decisions regarding access to active webpages for editing content or organization will be the responsibility of the website manager/designee(s).
- b) A webpage must be sponsored by a member of the District faculty, staff or administration who will be responsible for its content, design, currency and maintenance. The sponsor is responsible for ensuring that those constructing and maintaining the webpage have the necessary technical training and that they fully understand and adhere to District policies and regulations. The webpage must include the name of the sponsor.
- c) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity, and in compliance with any and all relevant laws, rules, and regulations.
- d) The review of a Student webpage (if considered a school-sponsored student publication) shall be subject to prior District review as would any other school-sponsored student publication.
- e) An authorized teacher who is publishing the final webpage (s) for themselves or for a student will edit and test the page(s) for accuracy of links and check for conformance with District standards and practices.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3121

Community Relations 2 of 3

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING

- f) Commercial advertising or marketing on the District/school/classroom webpage (s) (or the use of school-affiliated webpages for the pursuit of personal or financial gain) shall be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding website advertising must be consistent with existing District policies and practices on this matter. School-affiliated webpages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).
- g) Webpage may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, email addresses, or other identifying information such as names of family members may be published only with the employee's written permission.
- h) All webpage must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying Regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.
- i) All staff and/or students authorized to publish material on the District/school/classroom webpage (s) shall acknowledge receipt of the District's webpage Standards and agree to comply with same prior to posting any material on the web.

Release of Student Education Records/Directory Information

The District will not permit students' personally identifiable information to be posted on any District Web Pages unless such action is consistent with the Family Educational Rights and Privacy Act (FERPA) and District policy.

Bus Schedules

Online posting of school bus schedules and/or other specific activity schedules detailing dates/times/locations (e.g., field trips) is prohibited on school-affiliated websites as such information can pose risks of child abduction or other security concerns. Password protected websites may be authorized by the Superintendent/designee.

Use of Copyrighted Materials and "Fair Use" Exceptions

Copyrighted Materials

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, "Fair Use" guidelines, licenses or contractual agreements, or the permission of the copyright proprietor. webpage publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials or notice that such publication is in accordance with the "Fair Use" provisions of the Copyright Law.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3121

Community Relations 3 of 3

SUBJECT: SCHOOL DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING

Consequences for Non-Compliance

Webpages that do not comply with the above criteria are subject to revocation of approval and removal from the District/school/classroom websites.

Staff

Faculty or staff posting non-approved or inappropriate material on a school-affiliated website are subject to discipline, including possible suspension or revocation of access to the District's computer network, in accordance with law and applicable collective bargaining agreements. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Students

Students posting non-approved or inappropriate material on a school-affiliated website are subject to consequences, in accordance with applicable due process procedures and the District Code of Conduct and the Acceptable Use Policy. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Oversight

The Superintendent/designee shall have the authority to approve or deny the posting of any proposed webpages on school-affiliated websites based upon compliance with the terms and conditions set forth in this policy as well as applicable District practices and procedures.

Digital Millennium Copyright Act (DMCA), 17 USC
Sections 101 et seq., 512 and 1201 et seq.
Family Educational Rights and Privacy Act of 1974,
20 USC Section 1232(g)
34 CFR Parts 99 and 201

NOTE: Refer also to Policies #7241 - Student Directory Information
#7411 - School Sponsored Student Publications and Activities
#8350 - Use of Copyrighted Materials

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3122

Community Relations

SUBJECT: WEBSITE ACCESSIBILITY

The District is committed to making information on its website accessible to all online visitors, including those individuals with hearing, vision, or cognitive disabilities, so that they have equal opportunity to obtain the same results, gain the same benefits, and reach the same levels of achievement.

The District has undertaken good-faith efforts to ensure that its website complies with the current New York State standards on website accessibility, which include conducting a regular and thorough audit of online content and functionality. The District will make all reasonable efforts to ensure that all new, newly added, or modified online content and functionality will be accessible to people with disabilities.

Access Notice

The District will post a notice on its website about how users may request access to information that they believe is not currently accessible. The District may request that users provide their name, email address, phone number, a description of the problem they experienced, and the location of the information they tried to access. The District will make all reasonable efforts to provide inaccessible information in an alternative format.

Accessibility Contact Person

The District will designate a person whom website users may contact if they experience accessibility issues. The District will post contact information and specify how to contact this person on its website home page.

Exemptions

The District may conclude that features, programs, applications, or activities on its website are not accessible if making them accessible would cause them to be fundamentally altered, or when ensuring accessibility would result in an undue financial and administrative burden. The District will maintain all documents supporting its exemption determinations as required by law.

Training

The District will provide website accessibility training as necessary to appropriate personnel, including any website content developers, webmasters, and procurement officials, and all others who develop, load, maintain, or audit its web content or functionality.

Third-Party Sites

Any links to third-party sites on the District's website are not under its control, and thus, the District is not responsible for the content or accessibility of third-party sites. Third-party sites may not comply with accessibility standards.

Section 508 of the Rehabilitation Act of 1973, as amended, 29 USC § 794(d); Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC § 794; Title II of the Americans with Disabilities Act of 1990, 42 USC § 12101, et seq.; Individuals with Disabilities Education Act (IDEA), 20 USC § 1400, et seq.; 28 CFR Part 35; 34 CFR Parts 104 and 300; New York State Information Technology Policy No. NYS-P08-005

NOTE: Refer also to Policies #3420 - Non-Discrimination and Anti-Harassment in the District
#8130 - Equal Educational Opportunities

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3130

Community Relations

SUBJECT: USE OF SCHOOL DISTRICT TRADEMARKS AND SERVICE MARKS

The names, logos, symbols, and mottos of the District are trademarks or service marks of the District. Such marks may only be used in conformance with state and federal law and the provisions of this policy.

Faculty, staff, and students of the District may use the above-mentioned names, logos, symbols, or mottos on internal documents or materials for internal business or educational purposes only. Any such use will be in accordance with applicable Board policies, administrative regulations, handbooks, and Codes of Conduct.

Use of the District's trademarks and/or service marks for any retail or commercial purpose, for endorsements, promotions, or similar endeavors requires the express written permission of the District. Requests for such use will be made through submission of the District's trademark and service mark consent form to the Board or its designee. If granted, use of the District's trademarks and/or service marks will be in accordance with any terms agreed upon by the Board or its designee and the individual or entity authorized to use such marks.

Use of the above-mentioned names, logos, symbols, or mottos does not constitute permission to act as the District's agent, official, or representative.

Adoption Date: 03/28/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3140

Community Relations

SUBJECT: FLAG DISPLAY

In keeping with State Education Law and Executive Law, the District accepts its duty to display the United States flag upon or near each public school building during school hours, weather permitting, and such other times as it may direct.

When ordered by the President, Governor, or local official, to commemorate a tragic event or the death of an outstanding individual, the flag shall be flown at half-mast.

The flag shall be displayed in every assembly room (i.e., the auditorium) including the room where the Board meetings are conducted, as well as displayed in all rooms used for instruction.

4 United States Code (USC) Section 6 Education Law Sections 418, 419 and 802
Executive Law Sections 402 and 403
8 New York Code of Rules and Regulations (NYCRR) Sections 108.1-108.3

Adoption Date: 03/28/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3150

Community Relations

SUBJECT: SCHOOL VOLUNTEERS

The District recognizes the need to develop a school volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

- a) Assist employees in providing more individualization and enrichment of instruction;
- b) Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
- c) Strengthen school/community relations through positive participation.

Volunteers are persons who are willing to donate their time and energies to assist Principals, teachers, coaches and other school personnel in implementing various phases of school programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the District's insurance program.

An application shall be filled out by each prospective volunteer and kept on file in the Principal's/Athletic Office at each building. The Building Principal will review the application and retains the right to approve or reject any volunteer application submitted for consideration.

Administrative regulations will be developed to implement the terms of this policy.

Volunteer Protection Act of 1997, 42 United States Code (USC) Section 14501 et seq.
Education Law Sections 3023 and 3028
Public Officers Law Section 18

Note: Refer also to Policy #6540 - Defense and Indemnification of Board Members and Employees

Adoption Date: 03/28/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3210

Community Relations

SUBJECT: VISITORS TO THE SCHOOL

All visitors will be required to report to the main office upon arrival at school and state their business. When any visitor, including parents and volunteers, wishes to enter any school building during school hours, he or she may be asked to present a valid state or government issued photo ID, such as a valid driver's license, prior to entry being permitted.

Once the visitor is correctly identified, they will be issued a visitor's pass, which must be worn throughout the duration of the visit. For those buildings utilizing an electronic visitor management system (EVMS), the EVMS will check visitors against known sexual offender databases. Once the visitor's ID is scanned, the EVMS will print a visitor's badge which must be worn throughout the duration of the visit. Visitors should return this badge at the end of their visit so that they may be checked out of the building in a timely fashion. Visitors who refuse to produce IDs or fail the check of sexual offender databases, may be asked to either wait in the school building lobby or to leave school premises.

Visitations to classrooms for any purpose require permission in advance from the building principal in order to allow teachers the opportunity to arrange their schedules to accommodate these requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits.

Education Law § 2801
Penal Law §§ 140.10 and 240.35

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3215

Community Relations 1 of 3

SUBJECT: USE OF ASSISTANCE ANIMALS

The District recognizes the importance of service animals and affirms its commitment to allowing the use of these animals by individuals with disabilities on school grounds to facilitate their full participation in and equal access to District services, programs, and activities. Service animals are distinguished from emotional support, therapy, comfort, or companion animals. The District will comply with all applicable federal and state laws and regulations related to service animals.

Additionally, the District permits the use of therapy dogs on school grounds subject to the conditions of this policy. The use of therapy dogs can have many benefits including reduced anxiety and increased mental stimulation, as well as decreased depression, feelings of isolation, and boredom.

Service Animals

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Psychiatric service animals that have been trained to take a specific action to help avoid an anxiety attack or to reduce its effects, however, may qualify as a service animal.

Where reasonable, the District also allows the use of miniature horses on school grounds by individuals with disabilities. This use will only be permitted where a miniature horse has been individually trained to do work or perform tasks to benefit an individual with a disability. The use of miniature horses by individuals with disabilities is subject to the considerations and restrictions permitted by federal and/or state law.

The Superintendent/designee may create procedures, regulations, and/or building-specific rules regarding the use of service animals and miniature horses on school grounds by individuals with disabilities.

Therapy Dogs

For purposes of this policy, a therapy dog is defined as a dog that has been trained, evaluated, and certified to work with a handler to provide affection and comfort to individuals in a variety of settings including schools. A handler is defined as an individual that has been trained, evaluated, and certified to work with a particular therapy dog. Therapy dogs are not covered by the same laws that protect service animals.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3215

Community Relations 2 of 3

SUBJECT: USE OF ASSISTANCE ANIMALS

Although there is no formal identification or certification for therapy dogs, the District requires that any therapy dog and accompanying handler permitted on school grounds to be certified by an American Kennel Club (AKC) recognized therapy dog organization such as Therapy Dogs International. Further, the therapy dog must not pose a health and safety risk to any individual on school grounds. In order to use a therapy dog in the District, a written request must be submitted to the Superintendent/designee. The request must include the following:

- a) General information about the proposed use of the therapy dog including when and where;
- b) Personal information about the therapy dog and handler including name, address, and phone;
- c) Copies of the therapy dog's:
 1. Current licensure from the local licensing authority;
 2. Vaccination and immunization records from a licensed veterinarian;
- d) Copy of a certification from an AKC recognized therapy dog organization;
- e) Copy of an insurance policy that provides liability coverage for the work of the therapy dog and handler while on school grounds and names the District as an additional insured.
- f) Certification from the handler that, while on school grounds, the therapy dog, will:
 1. Be clean, well-groomed, and free of parasites, illness, or injury;
 2. Remain under the handler's control through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's service;
 3. Be supervised and accompanied by the handler;
 4. Wear a therapy dog ID and/or a bandana;
 5. Not disrupt the educational process by excessive barking or any other behavior;
 6. Only go to locations that have been authorized by District administrators;
 7. Be fed, exercised, and cleaned-up after by the handler.

Additionally, handlers who are not employed by the District must comply with all requirements for volunteers in the District. Volunteers will work under the supervision of appropriate staff and are expected to comply with all District rules and regulations.

A new request must be submitted for each proposed use of a therapy dog. There must be one request for each dog. In no case will a request for the use of a therapy dog be valid for more than one school year.

The District reserves the right to deny a request for the use of a therapy dog for any reason. Once a request has been granted, the District reserves the right to exclude a therapy dog from school grounds for any reason including, but not limited to, the therapy dog:

- a) Presenting a direct and immediate threat to others;
- b) Not being under the handler's control;
- c) Interfering with the educational process;
- d) Going into a location in the District that has not been authorized by District administrators.

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3215

Community Relations 3 of 3

SUBJECT: USE OF ASSISTANCE ANIMALS

If any individual suffers an allergic reaction while in the presence of a therapy dog, the District will require the handler to move the therapy dog to a different location designated by a District administrator.

The handler of a therapy dog is solely responsible and liable for any damage to school property or any injury caused by the therapy dog. Further, the District bears no financial responsibility for the required training, care, or feeding for the therapy dog.

The Superintendent/designee will ensure that parents are notified prior to any therapy dog being permitted on school grounds.

Americans with Disabilities Act (ADA), 42 USC § 12101 et seq. 28 CFR §§ 35.104 and 35.136 Civil Rights Law §§ 47, 47-a, and 47-b Executive Law § 296

NOTE: Refer also to Policy #3150 - School Volunteers

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3230

Community Relations

SUBJECT: PUBLIC ISSUES, CONCERNS OR QUESTIONS

Issues, concerns, and questions should be addressed at the appropriate level of District operations. Before an issue, concern, or question is presented to the Board, when it is in session, it should first be directed to the building principal if it is a building level problem; to the Director of Facilities, if it is a facilities problem; or to the Superintendent if it concerns District operations or business of the Board. Issues, concerns, or questions that remain unresolved should be reduced to writing and presented to the Superintendent. The Superintendent will, in turn, deliver the written issue, concern, or question to the Board.

The Board will review each issue, concern, or question presented to them in writing. The Board may or may not address the issue, concern, or question. If the Board does choose to respond, it reserves the right to respond at a time and by a means most appropriate to the individual situation. Nothing herein shall preclude individual(s) from speaking directly to individual Board members regarding any school related matter.

Any Board member receiving a complaint shall report it at once to the Superintendent.

NOTE: Refer also to Policies #1510 - Regular Board Meetings and Rules (Quorum, Attendance and Parliamentary Procedures)
.#8310 - Purpose of Instructional Materials
#8330 - Controversial Issues

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3240

Community Relations

SUBJECT: STUDENT PARTICIPATION

Students provide an important channel of communication with parents and the entire community. Information concerning the schools may be properly disseminated through students. The District's administrators shall review all messages and materials prior to authorizing their dispersal through the student body.

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

3250

Community Relations

SUBJECT: PARENT AND OTHER SCHOOL SUPPORT ORGANIZATIONS

Parent Teacher Student Association

The District recognizes that the goal of the Parent Teacher Student Association and its analogous components is to develop a united effort between educators and the general public to secure for every child the highest achievement in physical, academic and social education. Therefore, staff members and parents are encouraged to join the Parent Teacher Student Association and/or its components and to participate actively in its programs.

Booster Clubs and Other Support Organizations

Booster clubs or other related organizations may be created to promote community support and to raise funds for specific school activities or programs. These groups must receive official Board approval and may not discriminate on the basis of sex, color, national origin, ethnic background, religion or any other arbitrary criteria.

Rules and Regulations Governing Activities

The Board directs the Superintendent/designee to establish rules and regulations governing the activities of booster clubs and other related organizations. The Board further requires that:

- a) Financial records be maintained and made available, upon request, for Board and/or public inspection;
- b) Fundraising activities be approved in advance by the Superintendent/Building Principal;
- c) Groups wishing to make a contribution adhere to the District's policy and regulations regarding the acceptance of gifts.

Violations to District policy or regulations may result in the dissolution of the club or organization.

Adoption Date: 01/22/2024

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

3271

Community Relations

SUBJECT: SOLICITATION OF CHARITABLE DONATIONS

Students

Direct solicitation of charitable donations from District students on school property during regular school hours is prohibited. It is a violation of District policy to ask District students directly to contribute money or goods for the benefit of a charity during the hours in which they are compelled to be on school grounds.

However, this policy does not prevent the following types of fundraising activities:

- a) Fundraising activities which take place off school grounds or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives consideration for his or her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity;
- c) Indirect forms of charitable solicitation on school grounds that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods, or money.

The Superintendent/designee will ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Personnel

Soliciting of funds from school personnel by persons or organizations representing public or private organizations is prohibited. The Superintendent has the authority to make exceptions to this policy in cases where solicitation is considered to be in the District's best interest. The Board will be notified of these instances.

Distribution of information about worthwhile area charities may be made through the Office of the Superintendent as a service to District personnel.

New York State Constitution Article 8, Section 1
Education Law Section 414
8 NYCRR Section 19.6

NOTE: Refer also to Policy #7450 - Fundraising by Students

Adoption Date: 01/22/2024

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3272

Community Relation

SUBJECT: ADVERTISING IN THE SCHOOLS

Neither the facilities, the staff, nor the students of the District shall be employed in any manner for the sole purpose of advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual or organization, except that:

- a) Schools may cooperate in furthering the work of any non-profit community-wide social service agency, provided that such cooperation does not restrict nor impair the educational program of the schools or conflict with Section 19.6 of the Rules of the Board of Regents.
- b) The schools may use films or other educational materials bearing only simple mention of the producing firm;
- c) The building principal has responsibility for implementation of this policy at the school level;
- d) The Superintendent/designee may, at their discretion, announce or authorize to be announced, any lecture or other community activity of particular educational merit;
- e) The schools may, upon approval of the Superintendent, cooperate with any agency in promoting activities in the general public interest which are non-partisan and non-controversial, and which promote the education and other best interests of the students.

No materials of a commercial nature shall be distributed through the children in attendance in the District except as authorized by law or the Commissioner's Regulations.

New York State Constitution Article 8, Section 1
8 New York Code of Rules and Regulations
(NYCRR) Section 19.6

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

3280

Community Relations

SUBJECT: USE OF SCHOOL FACILITIES, MATERIALS AND EQUIPMENT

School Facilities

It is the policy of the District to encourage the greatest possible use of school facilities for community-wide activities. This is meant to include those uses permitted by New York State law. Groups wishing to use the school facilities must secure written permission from the Board or its designee and abide by the rules and regulations established for such use including restrictions on alcohol, tobacco and drug use.

The District reserves the right to charge a fee for the use of its facilities in a manner consistent with law and form 3280F, and on terms specified in regulation 3280R or by agreement with such organizations. At the Reorganization Meeting, the Superintendent shall recommend, annually to the Board, a schedule of Facility Usage Fees for the ensuing school year.

Materials and Equipment

Except when used in connection with or rented under provisions of Education Law Section 414, school-owned materials or equipment may be used for school related purposes only. Private and/or personal use of school-owned materials and equipment is strictly prohibited. The loan of equipment and materials for public purposes that serve the welfare of the community is allowed, as long as the equipment is not needed at that time for school purposes and that the proposed use will not disrupt normal school operations.

The District will permit school materials and equipment to be loaned to staff members when such use is directly or peripherally related to their employment and to students when the material and equipment is to be used in connection with their studies or extracurricular activities. Community members will be allowed to use school-owned materials and equipment only for educational purposes that relate to school operations. The District will also allow the loan of equipment to local governments and other entities that benefit the welfare of the surrounding community. The District supports such inter-municipal cooperation as it saves taxpayer monies and is a more efficient use of scarce or costly equipment and resources.

Rules

Consistent with Board Policy and applicable law, the District encourages the use of school facilities. Any such use will comply with 3280R.

The use of tobacco products, e-cigarettes and vaping products are prohibited on school grounds.

Education Law Section 414; NY Constitution Article 8

NOTE: Refer also to Policies #3410 - Code of Conduct on School Property
#5640 - Smoking/Tobacco Use
#7320 - Alcohol, Tobacco, Drugs and Other Substances
#7410 - Extracurricular Activities
District Code of Conduct

Adoption Date: 03/18/2024

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3290

Community Relations

SUBJECT: OPERATION OF MOTOR-DRIVEN VEHICLES ON DISTRICT PROPERTY

To provide for the safety and welfare of all persons on property under the jurisdiction of the Lewiston-Porter Central Schools, the Board exercises its legislative power to regulate traffic.

The use of motor-driven vehicles, including cars, snowmobiles, mini-bikes, motorcycles, all-terrain vehicles (ATV's) and other such vehicles is prohibited on any school grounds or areas except for authorized school functions or purposes.

Motor vehicles, not licensed for highway use, are prohibited from driving on school property.

All student vehicles are to be registered with the High School Principal or designee and parked in authorized areas only in accordance with district policy.

Vehicle and Traffic Law Section 1670

Adoption Date: 04/25/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3310

Community Relations

SUBJECT: PUBLIC ACCESS TO RECORDS

Access to District records will be consistent with the rules and regulations established by the New York State Committee on Open Government and will comply with all the requirements of the New York State Freedom of Information Law (FOIL).

Records Access Officer

The Superintendent, subject to the approval of the Board, will designate a Records Access Officer who will have the duty of coordinating the District's response to public requests for access to records.

Fulfilling FOIL Requests

The District will provide copies of records in the format and on the medium requested by the person filing the FOIL request if the District can reasonably do so regardless of burden, volume, or cost of the request. The District may charge a fee for copies as permitted by law and regulation.

The District may require a person requesting lists of names and addresses to provide a written certification that they will not use the lists of names and addresses for solicitation or fundraising purposes and will not sell, give, or otherwise make available the lists of names and addresses to any other person for the purpose of allowing that person to use the lists of names and addresses for solicitation or fundraising purposes.

Requests for Records via Email

If the District has the capability to retrieve or extract electronic records with reasonable effort, it will provide the records electronically upon request. The District will accept requests for records submitted in the form of email and respond to those requests by email using the forms supplied by the District. This information will be posted on the District website, clearly designating the email address for purposes of receiving requests for records via this format.

When the District maintains requested records on the internet, the response will inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.

Notification

The District will post a notice in the district office and main building office (s) in a conspicuous location. The notice will contain the locations where records will be made available for inspection and copying; the name, title, business address, and business telephone number of the Records Access Officer; and the right to appeal a denial of access to records with the name and business address of the person or body to whom the appeal should be directed.

Additional Provisions

Regulations and/or procedures governing access to District records in relation to FOIL requests will be developed.

Education Law § 2116; Public Officers Law Article 6; 21 NYCRR Part 1401

NOTE: Refer also to Policy #1510 - Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)

Adoption Date: 05/23/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2025

3311

Community Relations

SUBJECT: NOTIFICATION OF DISCLOSURE OF EMPLOYEE DISCIPLINARY RECORDS

Overview

In accordance with New York State Public Officers Law, this policy establishes a process to notify District employees when the District is responding to a request for their disciplinary records.

Scope

This policy applies to all current and former employees of the District whose disciplinary records may be subject to public disclosure under the Freedom of Information Law (FOIL).

What Constitutes an Employee Disciplinary Record

For purposes of this policy, disciplinary records are any record created in furtherance of a disciplinary proceeding, including, but not limited to:

- a) The complaints, allegations, and charges against an employee;
- b) The name of the employee complained of or charged;
- c) The transcript of any disciplinary trial or hearing, including any exhibits introduced at such trial or hearing;
- d) The disposition of any disciplinary proceeding; and
- e) The final written opinion or memorandum supporting the disposition and discipline imposed including the District's complete factual findings and its analysis of the conduct and appropriate discipline of the covered employee.

Notification Upon Release of Disciplinary Records

When the District releases an employee's disciplinary records in response to a FOIL request, it will promptly provide written notification to the affected employee, unless the request is from the employee for their own records.

For current employees, this notification will be sent to the employee's work email address or, if unavailable, their home address on file with human resources.

For former employees, this notification will be sent to the employee's last known home address on file with human resources. The District will make every reasonable effort to notify former employees, and will document the steps taken to do so.

Content of Notification

The notification will include a brief description of the released records. This notification is for informational purposes only and does not require employee consent. Its purpose is to ensure employees are aware of the disclosure.

Public Officers Law Section 87

NOTE: Refer also to Policy #3310 - Public Access to Records

Adoption: 03/24/2025

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3320

Community Relations

SUBJECT: CONFIDENTIALITY OF COMPUTERIZED INFORMATION

The development of centralized computer banks of educational data gives rise to the question of the maintenance of confidentiality of such data while still conforming to the New York State Freedom of Information Law. The safeguarding of confidential data from inappropriate use is essential to the success of the District's operation. Access to confidential computerized data shall be limited only to authorized personnel of the District.

It shall be a violation of the District's policy to release confidential computerized data to any unauthorized person or agency. Any employee who releases or otherwise makes improper use of such computerized data shall be subject to disciplinary action.

However, if the computerized information sought is available under the Freedom of Information Law and can be retrieved by means of existing computer programs, the District is required to disclose such information.

Public Officers Law Sections 84 et seq.

Adoption Date: 05/23/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2023

3410

Community Relations 1 of 5

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The District recognizes the value of positive interpersonal relationships and civil conduct in the educational process at all school-sponsored activities. Recognizing that students at every age level model behavior that they observe at school-sponsored activities, the District therefore requires that civility and appropriate sportsmanship be practiced at all times.

The District has developed and will amend, as appropriate, a written *Code of Conduct* for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board shall further provide for the enforcement of such *Code of Conduct*.

For purposes of this policy, and the implemented *Code of Conduct*, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The *District Code of Conduct* has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The *Code of Conduct* shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board and parents/persons in parental relation to the student;
- b) Provisions prohibiting discrimination, bullying and/or harassment against any student, by employees or students on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, that creates a hostile environment by conduct, with or without physical contact, threats, intimidation or abuse (verbal or non-verbal), of such a severe nature that:
 - 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 - 2. Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety.

Continued

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

When the term "bullying" is used, even if not explicitly stated, such term includes cyberbullying, meaning such harassment or bullying that occurs through any form of electronic communication.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or their designated District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)I or the period of removal expires, whichever is less;
- f) Consequences to be taken for incidents on school property or at school functions involving the use of tobacco, e-cigarettes and vaping products, the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- g) Provisions for responding to acts of discrimination, bullying and/or harassment against students by employees or students on school property, at a school function, or off school property when the actions create or would foreseeable create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, pursuant to clause (b) of this subparagraph;
- h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2023

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Community Relations 3 of 5

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

- i) Procedures by which violations are reported and determined, and the consequences imposed and carried out;
- j) Provisions ensuring the *Code of Conduct* and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;
- n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the *Code of Conduct* on four (4) or more occasions during a semester, or three (3) or more occasions during a trimester, as applicable;
- p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;
- q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain-language, publicized and explained in an age-appropriate manner to all students on an annual basis; and

Continued

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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Community Relations 4 of 5

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

- r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

The District's *Code of Conduct* shall be adopted by the Board only after at least one (1) public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The *Code of Conduct* shall be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5)(a) to facilitate review of its *Code of Conduct* and the District's response to *Code of Conduct* violations. The Board shall reapprove any updated *Code of Conduct* or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. The District shall file a copy of its *Code of Conduct* and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The Board shall ensure community awareness of its *Code of Conduct* by:

- a) Posting the complete *Code of Conduct* on the District's website, if any, including any annual updates and other amendments to the Code;
- b) Providing copies of a summary of the *Code of Conduct* to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;
- c) Providing a plain language summary of the *Code of Conduct* to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;
- d) Providing each existing teacher with a copy of the complete *Code of Conduct* and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New teachers shall be provided a complete copy of the current Code upon their employment; and
- e) Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2023

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Community Relations 5 of 5

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Sections 11(8), 801-a, 2801 and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law Section 142
8 NYCRR Section 100.2

NOTE: Refer also to *District Code of Conduct*

Adoption Date: 05/22/2023

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3411

Community Relations

SUBJECT: PROHIBITION OF WEAPONS ON SCHOOL GROUNDS

With the exception of law enforcement officers, as permitted by law, and individuals who have the express written permission of the Board or its designee, no person may have in their possession any weapon on school grounds, in any District building, on a school bus or District vehicle, or at any school sponsored activity or setting under the control and supervision of the District. This prohibition shall include, but not be limited to: any of the objects or instruments referred to in Section 265.01 of the New York State Penal Law; any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge; and any object that could be considered a reasonable facsimile of a weapon.

Penal Law Sections 265.01-265.06, 265.20

NOTE: Refer also to Policies #3410 - Code of Conduct on School Property
#7313 - Suspension of Students
#7360 - Weapons in School and the Gun-Free Schools Act

Adoption Date: 05/23/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2022

3412

Community Relations

SUBJECT: THREATS OF VIOLENCE IN SCHOOLS

The District is committed to the prevention of violence against any individual or property in the schools, on school property or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any person who commits an act or threatens an act of violence, including bomb threats, whether made orally, in writing, by email, or by any other electronic format, shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Code of Conduct on School Property and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and well being of staff, students, visitors and/or the school environment. Employees, students, agents and invitees shall refrain from engaging in threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school webpage tipline, a faculty member, or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Code of Conduct as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Appropriate sanctions for violations of this policy by students will be addressed in the Code of Conduct.

Adoption Date: 05/23/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

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Community Relations 1 of 17

SUBJECT: TITLE IX AND SEX DISCRIMINATION

Overview

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses complaints of sex discrimination, including sexual harassment, made under Title IX of the Education Amendments Act of 1972 and its implementing regulations (Title IX). It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in employment. The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sex discrimination, including sexual harassment, made by students, employees, the District's Title IX Coordinator, or other individuals who are participating or attempting to participate in the District's education program or activity.

Inquiries about Title IX may be directed to the District's Title IX Coordinator, the United States Department of Education's Office for Civil Rights, or both.

Relationship to Other District Documents

In addition to complying with this policy, District employees must comply with any other applicable District policy, procedure, collective bargaining agreement, or other document such as the District's *Code of Conduct*. This includes, but is not limited to, the District's Dignity for All Students (DASA) policy which requires District employees to make an oral report promptly to the Superintendent or principal, their designee, or a Dignity Act Coordinator (DAC) not later than one school day after witnessing or receiving an oral or written report of harassment, bullying, and/or discrimination of a student. Two days after making the oral report, DASA further requires that the District employee file a written report with the Superintendent or principal, their designee, or a DAC.

The dismissal of a complaint of sex discrimination under Title IX does not preclude action under another related District policy, procedure, collective bargaining agreement, or other document such as the District's *Code of Conduct*.

Definitions

For purposes of this policy, the following definitions apply:

a) "Complainant" means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Continued

SUBJECT: TITLE IX AND SEX DISCRIMINATION

- b) "Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.
- c) "Disciplinary sanctions" means consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.
- d) "Party" means a complainant or respondent.
- e) "Peer retaliation" means retaliation by a student against another student.
- f) "Pregnancy or related conditions" means:
 - 1. Pregnancy, childbirth, termination of pregnancy, or lactation;
 - 2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
 - 3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- g) "Relevant" means related to the allegations of sex discrimination under investigation as part of the grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
- h) "Remedies" means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.
- i) "Respondent" means a person who is alleged to have violated the District's prohibition on sex discrimination.
- j) "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing -- including in an informal resolution process, grievance procedures, and in any other actions taken by the District under Title IX. This does not preclude the District from requiring an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity to participate as a witness in, or otherwise assist with, an investigation, proceeding, or hearing.

SUBJECT: TITLE IX AND SEX DISCRIMINATION

- k) "Supportive measures" means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:
 - 1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
 - 2. Provide support during the District's grievance procedures or during the informal resolution process.

What Constitutes Sex Discrimination under Title IX

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex (including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity), that is:

- a) Quid pro quo harassment which is an employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- b) Hostile environment harassment which is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - 1. The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - 2. The type, frequency, and duration of the conduct;
 - 3. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - 4. The location of the conduct and the context in which the conduct occurred; and
 - 5. Other sex-based harassment in the District's education program or activity; or

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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Community Relations 4 of 17

SUBJECT: TITLE IX AND SEX DISCRIMINATION

c) Specific offenses:

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
2. Dating violence meaning violence committed by a person:
 - (a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - (b) Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - (1) The length of the relationship;
 - (2) The type of relationship; and
 - (3) The frequency of interaction between the persons involved in the relationship;
3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - (a) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim;
 - (b) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - (c) Shares a child in common with the victim; or
 - (d) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - (a) Fear for the person's safety or the safety of others; or
 - (b) Suffer substantial emotional distress.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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Community Relations 5 of 17

SUBJECT: TITLE IX AND SEX DISCRIMINATION

Title IX Coordinators

The District has designated and authorized the following District employees to serve as its Title IX Coordinators:

Assistant Superintendent for Administrative Services
District Office
4061 Creek Road
Youngstown, NY 14174
dhill@lew-port.com
716-286-7240

Director of Curriculum, Instruction, Technology and Data
District Office
4061 Creek Road
Youngstown, NY 14174
atamarazio@lew-port.com
716-286-7295

As required by Title IX, the District has designated the Assistant Superintendent for Administrative Services to retain ultimate oversight over the District's effort to comply with its responsibilities under Title IX and ensure the District's consistent compliance with its responsibilities under Title IX.

The District may delegate, or permit the Title IX Coordinators to delegate, specific duties to one or more designees.

Where appropriate, a Title IX Coordinator may seek the assistance of the District's Civil Rights Compliance Officer(s) (CRCO(s)), DAC(s), or other appropriately trained individual in investigating, responding to, and remedying complaints of sex discrimination, including sexual harassment.

Grievance Procedures for Complaints of Sex Discrimination

The District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

All District employees, are required to notify the Title IX Coordinator when they have information about conduct that reasonably may constitute sex discrimination under Title IX.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

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Community Relations 6 of 17

SUBJECT: TITLE IX AND SEX DISCRIMINATION

Making a Complaint of Sex Discrimination

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

- a) A complainant;
- b) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- c) The Title IX Coordinator, after making a determination;

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of the person subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, the following individuals also have a right to make a complaint:

- a) Any District student or employee; or
- b) Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

If the Title IX Coordinator is initiating a complaint, they will notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

It is anticipated that, in most cases, the District will decide to dismiss or investigate a complaint within ten (10) business days after receiving a complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the District's implementation of grievance procedures.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

2024

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Community Relations 7 of 17

SUBJECT: TITLE IX AND SEX DISCRIMINATION

Basic Requirements of Title IX Grievance Procedures

- a) The District will treat complainants and respondents equitably;
- b) The District requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.
- c) The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.
- d) The District has established timeframes for the major stages of the grievance procedures, including, for example, the decision whether to dismiss or investigate a complaint (i.e., evaluation), investigation, determination, and appeal, if any.
- e) The District has established a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay.
- f) The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.
- g) The District will objectively evaluate all evidence that is relevant and not otherwise impermissible including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- 1. Evidence that is protected under a privilege recognized by federal or state law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- 2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

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3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Dismissal of a Complaint

The District may dismiss a complaint of sex discrimination if:

- a) The District is unable to identify the respondent after taking reasonable steps to do so;
- b) The respondent is not participating in the District's education program or activity and is not employed by the District;
- c) The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- d) The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed.

When a complaint is dismissed, the District will, at a minimum:

- a) Offer supportive measures to the complainant as appropriate;
- b) If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- c) Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

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Appeals of Dismissals

Appeals must be submitted in writing to the Title IX Coordinator within ten (10) business days of the notice of the dismissal. Dismissals may be appealed on the following bases:

- a) Procedural irregularity that would change the outcome;
- b) New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- c) The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

- a) Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- b) Implement appeal procedures equally for the parties;
- c) Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- d) Ensure that the decisionmaker for the appeal has been appropriately trained;
- e) Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- f) Notify the parties of the result of the appeal and the rationale for the result.

It is anticipated that the notice of the result of the appeal will be issued within thirty (30) days after the appeal is commenced.

Notice of Allegations

Upon initiation of the District's Title IX grievance procedures, the Title IX Coordinator will notify the parties, whose identities are known, of the following:

- a) The District's Title IX grievance procedures and any informal resolution process;
- b) Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to the District;
- c) Retaliation is prohibited; and

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- d) The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.

If the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties, whose identities are known, of the additional allegations.

Investigation

The District will designate an investigator. The investigator may be the Title IX Coordinator or another District employee. The District may also outsource all or part of an investigation to appropriate third parties.

The District will provide for adequate, reliable, and impartial investigation of complaints. The District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. The burden is on the District -- not on the parties -- to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- a) The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- b) The District will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- c) The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of this information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

It is anticipated that most investigations will be completed within forty-five (45) business days after receiving a complaint.

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Questioning the Parties and Witnesses

The District hereby enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The investigator or decisionmaker is permitted to ask relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility during individual meetings with a party or witness.

Determination Whether Sex Discrimination Occurred

The District will designate a decisionmaker. After an investigation and evaluation of all relevant and not otherwise impermissible evidence, the District will:

- a) Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred.

The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.

- b) Notify the parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for the determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable. It is anticipated that the notice of determination will be issued within fifteen (15) business days after the conclusion of the investigation.
- c) Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

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- d) If there is a determination that sex discrimination occurred, require the Title IX Coordinator to, as appropriate:
 - 1. Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 - 2. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any disciplinary sanctions; and
 - 3. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- e) Comply with the grievance procedures before imposing any disciplinary sanctions against a respondent.
- f) Not discipline a party, witness, or others participating in the District's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Appeal of Determinations

Either party may appeal a determination whether sex discrimination occurred. This appeal process, at a minimum, is the same as the District offers in all other comparable proceedings, including proceedings relating to other discrimination complaints.

Appeals must be submitted in writing to the Title IX Coordinator within 30 days of the notice of the determination. Determinations may be appealed on the following bases:

- a) Procedural irregularity that would change the outcome;
- b) New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- c) The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

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The bases on which a party is seeking an appeal should be specifically stated in the party's written appeal.

If the determination is appealed, the District will:

- a) Notify the parties of any appeal;
- b) Implement appeal procedures equally for the parties;
- c) Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations;
- d) Ensure that the decisionmaker for the appeal has been appropriately trained;
- e) Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- f) Notify the parties of the result of the appeal and the rationale for the result.]

It is anticipated that the notice of the result of the appeal will be issued within thirty (30) days after the appeal is commenced.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the District may offer to a complainant and respondent an informal resolution process. The District will not offer an informal resolution process to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student or when the process would conflict with federal, state, or local law.

The District has the discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, and may decline to offer informal resolution despite one or more of the parties' wishes. The District will not require or pressure parties to participate in an informal resolution process.

If available, appropriate, and requested by all parties, the Title IX Coordinator will initiate the informal resolution process.

When the District provides the parties an informal resolution process, it will, to the extent necessary, require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

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SUBJECT: TITLE IX AND SEX DISCRIMINATIONSupportive Measures

The Title IX Coordinator will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the District's Title IX grievance procedures or during the informal resolution process.

Supportive measures may vary depending on what the District deems to be reasonably available. For complaints of sex-based harassment, these measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; increased security and monitoring of certain areas of the District; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The District may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or may continue them beyond that point. A complainant or respondent may, within five (5) business days, seek modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. Such request will be submitted to the Title IX Coordinator who will assign an impartial employee, including an employee who made the challenged decision and has authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. Each party must also be provided with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

Supportive measures are confidential. District employees must not disclose information about any supportive measure to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or if another exception applies under applicable law or regulation.

Disciplinary Sanctions and Remedies

After a determination that sex-based harassment occurred, the District may impose disciplinary sanctions on a respondent. Disciplinary sanctions will be imposed in accordance with any applicable District policy, procedure, handbook, or Code of Conduct.

Disciplinary sanctions that may be imposed on a District employee include, but are not limited to: a verbal warning; a written warning; required training; demotion; suspension; and termination.

Disciplinary sanctions that may be imposed on a District student include, but are not limited to: a verbal warning; writing assignments; detention; removal from extracurricular activities, including athletics; suspension; and expulsion.

After a determination that sex-based harassment occurred, the District may provide remedies to the complainant and other persons identified as having had equal access to the District's education program or activity limited or denied by sex discrimination.

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Since remedies are generally designed to restore or preserve access to the District's education program or activity for a particular person, they will generally be individualized and highly fact-specific.

Examples of remedies that may be provided to a District employee include, but are not limited to: making changes to work locations; and providing counseling.

Examples of remedies that may be provided to a District student include, but are not limited to: ensuring safe movement between classes; making changes to class schedules and extracurricular activities to ensure the complainant and respondent are separated; and providing counseling.

Extension of Timeframes

Reasonable extensions of timeframes are allowed on a case-by-case basis for good cause with written notice of any extension to the parties that includes the reason for the delay.

The Title IX Coordinators will evaluate any requests for a reasonable extension of timeframes on a case-by-case basis. If good cause for the extension is found, the Title IX Coordinator will provide written notice to all parties, including the reason for the delay and the new anticipated timeframe. In instances where the Title IX Coordinator is the individual requesting an extension, the Superintendent or designee will evaluate the request to determine if good cause exists.}

Training

The District will ensure that all individuals within the District receive the appropriate Title IX training promptly upon hiring or when their position changes in a way that affects their Title IX responsibilities, with training also provided annually thereafter. This training will not rely on sex stereotypes.

The District will provide training as follows:

- a) All employees will be trained on:
 1. The District's obligation to address sex discrimination in its education program or activity;
 2. The scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment; and
 3. All applicable notification and information requirements.
- b) Along with the general training provided to all employees, all investigators, decisionmakers, and other persons who are responsible for implementing the District's grievance procedures or have the authority to modify or terminate supportive measures will be trained on the following topics to the extent related to their responsibilities:
 1. The District's obligations to respond to sex discrimination;

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SUBJECT: TITLE IX AND SEX DISCRIMINATION

2. The District's grievance procedures;
 3. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
 4. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under the District's grievance procedures.
- c) Along with the general training provided to all employees, all facilitators of an informal resolution process will be trained on the rules and practices associated with the District's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
 - d) Along with the general training provided to all employees and the more specific training provided to those responsible for implementing the District's grievance procedures and facilitators of an informal resolution process, all Title IX Coordinators and designees will be trained on their specific responsibilities, the District's recordkeeping system, recordkeeping requirements under Title IX, and any other training necessary to coordinate the District's compliance with Title IX.

Notification

The District will provide a notice of nondiscrimination under Title IX to: students; parents, guardians, or other authorized legal representatives of District students; employees, applicants for employment; and all unions and professional organizations holding collective bargaining or professional agreements with the District.

The notice will prominently include, at a minimum, the following:

- a) A statement that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in employment;
- b) A statement that inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, the Office for Civil Rights, or both;
- c) The name or title, office address, email address, and telephone number of the District's Title IX Coordinator;
- d) How to locate this policy which contains the District's Title IX nondiscrimination policy and grievance procedures; and

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SUBJECT: TITLE IX AND SEX DISCRIMINATION

- e) How to report information about conduct that may constitute sex discrimination and how to make a complaint of sex discrimination under Title IX.

The District will include this notice on its website and in each handbook, catalog, announcement, bulletin, and application form it provides to the individuals and entities referenced above, as well as in any materials used for recruiting employees.

If necessary, due to the format or size of a publication, the District may instead include a statement that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator, and provide the location of the notice on the District's website.

Recordkeeping

The District will maintain for a period of at least seven years:

- a) For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome.
- b) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, records documenting the actions the District took to meet its obligations.
- c) All materials used to provide training. The District will make these training materials available upon request for inspection by members of the public.

20 USC Section 1681, et. seq.
34 CFR Part 106
Education Law Section 13
8 NYCRR Section 100.2

Adoption Date: 12/16/2024
10/24/2022 (Revised 09/27/2024)

SUBJECT: DIVERSITY, EQUITY, INCLUSION AND BELONGING IN THE DISTRICT

Overview

Research shows that all students benefit when schools implement strong diversity, equity, inclusion, and belonging (DEI-B) policies and practices. These benefits include academic, cognitive, civic, social-emotional, and economic. This is true regardless of a school's geographic location or the demographic composition of its students and staff.

This policy provides a framework as to how the District will foster DEI-B in its schools. This policy considers the entirety of the educational process by addressing the following essential elements: governance; teaching and learning; family and community engagement; workforce diversity; diverse schools and learning opportunities; and student supports, discipline, and wellness. It is just one component of the District's overall commitment to maintaining a diverse, equitable, and inclusive educational and work environment.

The District may develop a DEI-B plan to manage and coordinate the execution of this policy.

Inquiries about this policy may be directed to the District's DEI Coordinator.

Carolyn Quigley, Diversity, Equity, Inclusion Coordinator

cquigley@lew-port.com

High School, Guidance Office

716-286-7261

Defining Diversity, Equity, and Inclusion

For purposes of this policy:

- a) "Diversity" includes, but is not limited to: race; color; ethnicity; nationality; religion; socioeconomic status; veteran status; education; marital status; language; age; gender; gender expression; gender identity; sexual orientation; mental or physical ability; genetic information; and learning style.
- b) "Equity" includes, but is not limited to, seeking the fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of all groups.
- c) "Inclusion" includes, but is not limited to, authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.
- d) "Belonging" includes, but is not limited to, being a member or part of a group. In schools, belonging is crucial to student's happiness, academic performance, mental and physical health, and can even impact longevity. It gives students a sense of purpose and meaning.

These descriptions are not intended to be exhaustive. Rather, they are meant to be foundational and provide clarity to the concepts of diversity, equity, and inclusion.

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SUBJECT: DIVERSITY, EQUITY, INCLUSION AND BELONGING IN THE DISTRICT

Governance

DEI Committee

The District will work to established a DEI-B Committee that meets periodically throughout the year. The purpose of the DEI-B Committee is to assist the District in creating and implementing plans that advance the District's commitment to maintaining a diverse, equitable, and inclusive environment where all individuals feel valued and respected. As needed, the DEI-B Committee will also review District policies, practices, and programs and provide suggestions as to how they could potentially be modified to better promote DEI-B.

The District will actively seek members for the DEI-B Committee through the use of email, newsletters, the District's website, the District's social media page(s), and/or advertisements.

The DEI-B Committee will be representative of all stakeholders, and may include (to the extent possible), but not be limited to, representatives from the following groups:

- a) Students;
- b) Parents and persons in parental relation;
- c) District/building administrators;
- d) Teachers, including at least one special education teacher;
- e) Guidance staff, including at least one school psychologist, social worker, or counselor;
- f) Other District staff;
- g) The Board; and
- h) Community members.

DEI-B Coordinator

The Superintendent has designated the following District employee to serve as its DEI-B Coordinator:

Carolyn Quigley, Diversity, Equity, Inclusion and Belonging Coordinator
cquigley@lew-port.com
High School, Guidance Office
716-286-7261

The DEI-B Coordinator will be a member of the DEI-B Committee and convene and coordinate the activities and plans of the DEI-B Committee in conjunction with district administration.

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SUBJECT: DIVERSITY, EQUITY, INCLUSION, AND BELONGING IN THE DISTRICT**Teaching and Learning**

The District will strive to advance inclusive and culturally responsive teaching and learning from multiple perspectives through, but not limited to, the following means: curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures. As part of this effort, the District will seek to:

- a) Implement a Culturally Responsive-Sustaining (CR-S) Education Framework through the NYSED learning standards that embeds the ideals of diversity, equity, and inclusion by creating student-centered learning environments that:
 1. Affirm cultural identities;
 2. Foster positive academic outcomes;
 3. Develop students' abilities to connect across lines of difference;
 4. Elevate historically marginalized voices, through the NYSED Learning Standards;
 5. Empower students as agents of social change; and
 6. Contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
- b) Develop curricula that incorporates diverse perspectives, materials, and texts so that students are taught topics not just from one single perspective, but from multiple perspectives.
- c) Offer coherent opportunities for students to actively participate in experiences that prepare them for a lifetime of civic engagement and contributions to social justice, including, for example, completing projects that enable them to apply the learning they have acquired within and across subject areas.
- d) Encourage academic discussions about racism and bigotry, within the context of the NYSED Learning Standards and the Culturally Response - Sustaining Education Framework.

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SUBJECT: DIVERSITY, EQUITY, INCLUSION, AND BELONGING IN THE DISTRICT

Family and Community Engagement

The District will strive to foster family and community engagement practices that are based on mutual trust, confidence, and respect. As part of this effort, the District will seek to:

- a) Encourage participation from all stakeholders in community building conversations.
- b) Reduce language barriers through various means, including, but not limited to, providing translated communications when appropriate.
- c) Leverage partners such as the county government and local community organizations in developing DEI programs and activities for the District.

Workforce Diversity

The District will strive to create a workforce that is not only diverse and inclusive, but one that recognizes and values the differences among people. As part of this effort, the District will seek to:

- a) Recruit and retain a diverse workforce in all areas and at all levels, thereby reducing stereotypes and preparing students for an increasingly global society.
- b) Provide staff with opportunities for professional development on cultural proficiency.

Diverse Schools and Learning Opportunities

The District will strive to promote diverse, equitable, and inclusive classrooms in which students have equal access and opportunities to learn and realize their full potential. As part of this effort, the District will seek to:

- a) Take creative steps to enhance diversity within District schools.
- b) Eliminate the use of terms and phrases within District schools that perpetuate negative stereotypes and minimize student opportunities.
- c) Create coursework, programs, and activities that are accessible to all students.

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SUBJECT: DIVERSITY, EQUITY, INCLUSION, AND BELONGING IN THE DISTRICT

Student Supports, Discipline, and Wellness

The District will strive to focus on the well-being of the "whole child." As part of this effort, the District will seek to:

- a) Employ programs and practices that enhance all students' self-identity, self-confidence, and self-esteem.
- b) Maintain non-discriminatory discipline policies and practices.
- c) Consider and address the full range of student developmental pathways.

Training

To foster DEI-B in its schools, the District will provide DEI-B training to staff and students, as appropriate. This training may be delivered in various forms including, but not limited to: workshops; instructor-led classes; webinars; videos; workbooks; pamphlets; and/or emailed information. Although specific objectives will vary from training to training, in general, trainings will be designed to:

- a) Increase awareness of the content of this policy and/or various DEI-B issues; and
- b) Promote a welcoming and inclusive environment for all District community members.

Special trainings may be provided to members of the DEI-B Committee.

Notification

The District will share information about this policy via the District website and/or District-wide communications, as appropriate.

Adoption Date: 01/30/2023

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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Community Relations

SUBJECT: EMERGENCY SCHOOL CLOSINGS

In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs), due to inclement weather, impassable roads, or other emergency reasons; the announcements will be made using available resources.

When school is closed, all related activities, including athletic events and student activities, may be cancelled for that day and evening, unless otherwise noted.

The attendance of personnel shall be determined by the Superintendent/designee.

Education Law Section 3604(7)

Adoption Date: 05/23/2022

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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Community Relations

SUBJECT: EXTRAORDINARY CIRCUMSTANCES

The District considers the safety of its students and staff to be of the utmost importance and is acutely aware that extraordinary circumstances such as widespread illness, natural disaster, or other emergency situation may make District premises unsafe or otherwise interrupt the District's ability to effectively operate.

In these circumstances, the District will follow its previously developed policies, procedures, and plans including, but not limited to, the District-wide school safety plan and building-level emergency response plan(s). To the extent that any District policy, procedure, or plan is in any way inconsistent with or conflicts with federal, state, or county law, regulation, or executive order released for the purpose of addressing the extraordinary circumstance, the federal, state, or county law, regulation, or executive order will govern. Additionally, the Board may adopt resolutions or take other actions as needed to respond to changes in federal, state, or county law, regulation, or executive order to provide further direction during an extraordinary circumstance.

Adoption Date: 05/23/2022