



Wilson Central School

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WILSON CENTRAL SCHOOL DISTRICT WILSON, NEW YORK

District Shared Decision Making Team

November 20, 2024

Agenda

1. Welcome/Introductions/Sign-In
2. Review of Minutes of 10/16/24
3. Educational Study Council Grants-Update
4. New Club Proposals- Plant Club, 7th and 8th Grade Kindness Club and Ski Club
5. Extracurricular Club- End of the Year Report
6. District Goals-Update
 - a. Building Level SDMT Update
 - b. 2024-2025 Goals
 - c. CDEP Action Plans
7. Review and Comment on Policy 5840- Artificial Intelligence (AI)
8. Review and Comment on Policy 3421- Title IX and Sex Discrimination
9. Superintendent's Conference Day 11/5/24- Reflection
10. Superintendent's Conference Day 3/7/25- Plan
11. Curriculum Committee Report-
12. Round Table-

Shared Decision Making Team

Meeting Minutes

October 16, 2024

Attendance: T. Carter, K. Peck(Virtual), S. Benton, J. Wilkie (Virtual), M. Shank, A. Townsend, B. Simpson(virtual), A. Seeley, S. Wheeler (Virtual), J. Andrews, J. Wagner(virtual), B. Hart, P. Galgovitch.

Mr. Carter brought the meeting to order at 3:32 pm in person and Google Meet.

September Minutes Review-Accepted as submitted-Approved

New Business

Educational Study Grant

- No grants so far this school year
- Jackie is sending a copy of the changes to the rest of the ESG to look at it. Made changes in order to clarify the parameters. Will send to Christina Herman as well.

New Club Proposal-None

District Goals-

- CDEP Action Plans-The BOE takes all the Action Plans and puts them together
- 2024-2025 Goals-
- Building Level SDMT-
 - a. WES-We are meeting next week to discuss
 - b. HS-Meeting November 13th for their first meeting
 - c. MS-Meeting November 13th for their first meeting

Policies- Additions are in blue, omissions are in red

- Policy 5840-Artificial Intelligence (AI)- *Tabled until the Tech Committee meets.*
- Policy 7555-Educational Services for Married/Pregnant Students-*Moving to BOE for adoption*

New Title 9 regulations required this to be its own policy

- a. This is all new so it is shown in blue.
- Policy 8130- Equal Educational Opportunities-*Moving to BOE for adoption*
 - Changes made due to new Title 9 regulations
 - a. Change Instruction to Students
 - b. Remove the first paragraph of Overview on page 1.
 - c. Remove Educational Services for Married/Pregnant Students section on pages 1 & 2.
 - d. Change Investigation of Complaints and Grievances to Grievance Process for Complaints of Discriminations on page 2.
 - i. Change verbal to oral in the first sentence, and remove individuals and add from further discrimination after students.

- ii. Removing remainder of first paragraph and all of the next paragraph on page 2.
- e. Remove the first paragraph of the Prohibition of Retaliatory Behavior (Commonly known as "Whistle-Blower" Protection).

Review Superintendent's Conference Day Plan for 11-5-24

- This will be used for required training for Mandated Reporters.
 - Any staff member is required to report any incidents to their supervisor/administrator.
 - The presentation will be sent to everyone attending the training. Anything in ORANGE must be completed by everyone. The GREEN pages must be done by licensed professionals.
 - We should all check our TEACH Accounts.
 - Being sent out early, it can be done ahead of time. It takes exactly 2 hours. You can leave and come back. EVERYONE must print the certificate and give them to their supervisor/administrator.
 - Employees from other agencies will need to reach out to th
- The 2nd 3 hours will be for working in classrooms.
 - New teachers ins WES will be doing Math Training
 - Teacher Aides in HS/MS will be with the Tech Department receiving PowerSchool training.

Curriculum Committee

- Met with Arts, PE, Business, Tech, WL, and Health departments to address some questions. Was a positive and productive meeting.

Roundtable

- None

Meeting adjourned @ 4:12pm

Next Meeting: November 19, 2024 @ 3:30

Submitted by,

Kate Peck

OCT 17 2024

**EXTRA-CURRICULAR CLUB PROPOSAL FORM**Wilson Central
School District

Congratulations on your decision to propose a student club! By taking an active role in the Wilson Middle/High School community, you are helping to improve students' educational experiences. Below you will find the necessary information needed for consideration of a club proposal. Please be sure to fill in all the required information along with any additional pertinent documentation for consideration and return the form to your Building Principal. Once your proposal has been received by the Building Principal it will be sent to the Superintendent. If approved by the Superintendent, the Board of Education makes final approval of new clubs. New club advisors will receive a letter of approval.

Applicants are advised that new clubs will operate the first year at a compensation of 2% as referenced in 20.4.2 of this Collective Bargaining Agreement. Upon successful completion of one year and review of the club by the District Level Shared Decision Making Team, recommendations for any adjustments to the stipend will be put forth to the Superintendent.

Name of Proposed Club: Plant Club

Name of Faculty Member Proposing Club: Courtney Brown

Faculty Member's Signature: Courtney Brown

Contact for Club Officer (Email and Phone):

cbrown@wilsoncsd.org (585) 735-6862

Club Mission/Brief Description of Proposed Club:

Students will study a houseplant once a month. We will then pot that plant and students will have their own to take care of, versed with knowledge about their care.

Number of Anticipated Club Participants

15-20

Anticipated number of meetings/sessions/events (per school year):

10 meetings

Frequency of club meetings: once per month

Number of Advisor(s) expected: 1

Please provide an overview of your experience/proficiency/background pertaining to proposed club:

Being a Science teacher, I am knowledgeable about plants + their care. I also have my own houseplant collection.

Meeting Location: Room 136

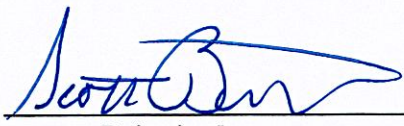
Events/Trips Planned: None

Are there any anticipated additional considerations related to this club? (i.e., travel/bus, special equipment, etc.):

None

Will there be any funding requirements/fundraising associated with this club? If yes, please provide an explanation.

We may fund raise to purchase pots, soil, fertilizer, ect.


Principal

Superintendent

Board of Education Approval

Board Action: Approved _____ Denied _____ Date _____



EXTRA-CURRICULAR CLUB PROPOSAL FORM

RECEIVED

NOV 03 2024

Wilson Central
School District

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Name of Proposed Club: 7th + 8th Grade Kindness Club

Name of Faculty Member Proposing Club: Stacey Danner

Faculty Member's Signature: Stacey Danner

Contact for Club Officer (Email and Phone):

sdanner@wilsoncsd.org

(716) 751-9341 ext. 219

Club Mission/Brief Description of Proposed Club:

The purpose of the Kindness Club is to
create awareness about being kind in
our school and community. We will do this by
creating posters, cards, Kindness days, and
volunteering.

Number of Anticipated Club Participants

10-15 students

Anticipated number of meetings/sessions/events (per school year):

About 20 meetings/events per school year

Frequency of club meetings: about 2 times per month

Number of Advisor(s) expected: One

Please provide an overview of your experience/proficiency/background pertaining to proposed club:

I have been on the Kindness Committee
for 2 years and would like to get the students
more involved.


Meeting Location: Room 10

Events/Trips Planned: Kindness day activities, giving
back to the community, volunteering at
school events.

Are there any anticipated additional considerations related to this club? (i.e., travel/bus, special equipment, etc.):

Will there be any funding requirements/fundraising associated with this club? If yes, please provide an explanation.

Possibly working at the concession stand
to raise money.



Principal

Superintendent

Board of Education Approval

Board Action: Approved _____ Denied _____ Date _____

NOV 14 2024

Wilson Central
School District**EXTRA-CURRICULAR CLUB PROPOSAL FORM**

Congratulations on your decision to propose a student club! By taking an active role in the Wilson Middle/High School community, you are helping to improve students' educational experiences. Below you will find the necessary information needed for consideration of a club proposal. Please be sure to fill in all the required information along with any additional pertinent documentation for consideration and return the form to your Building Principal. Once your proposal has been received by the Building Principal it will be sent to the Superintendent. If approved by the Superintendent, the Board of Education makes final approval of new clubs. New club advisors will receive a letter of approval.

Applicants are advised that new clubs will operate the first year at a compensation of 2% as referenced in 20.4.2 of this Collective Bargaining Agreement. Upon successful completion of one year and review of the club by the District Level Shared Decision Making Team, recommendations for any adjustments to the stipend will be put forth to the Superintendent.

Name of Proposed Club: Ski Club

Name of Faculty Member Proposing Club: Jaime Lepsch

Faculty Member's Signature: Jaime N. Lepsch

Contact for Club Officer (Email and Phone):
jlepsch@wilsoncsd.org

Club Mission/Brief Description of Proposed Club:

Weekly trip to ski resort. Either
Kissing Bridge or Holiday Valley
on Thursday evenings.

Number of Anticipated Club Participants

20

Anticipated number of meetings/sessions/events (per school year):

9 meetings - 1 registration + 7-8 trips

Frequency of club meetings: Once per week

Number of Advisor(s) expected: 1

Please provide an overview of your experience/proficiency/background pertaining to proposed club:

Years ago when Wilson had a
ski club I assisted the group.

Meeting Location: _____

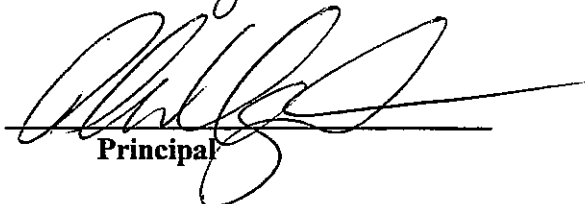
Events/Trips Planned: 7-8 ski dates with lessons
included

Are there any anticipated additional considerations related to this club? (i.e., travel/bus, special equipment, etc.):

lift tickets, rentals
and busing expenses paid by students

Will there be any funding requirements/fundraising associated with this club? If yes, please provide an explanation.

No, parents will have to pay
Not enough time this year.


Principal

Superintendent

Board of Education Approval

Board Action: Approved _____ Denied _____ Date _____

Extracurricular Club - End of Year Report

Please submit this form no later than April 25, 2025 in order to receive your Extracurricular Club Advisor stipend for the 2024-2025 school year.

* Indicates required question

1. Email *

2. Club *

3. Club Advisor *

4. Club Location *

Mark only one oval.

☐

High School

☐

Middle School

☐

Elementary School

5. Explain the purpose and goals of the club. *

7. Please list the total number of participants in your club? *

8. Were all of the goals for your club achieved? *

Mark only one oval.

☐ Yes

☐ No

9. If no, why not?

10. What benefits did the students gain by participating in this club?

11. Please list all club meeting dates and times. *

12. Club Advisor verification *

Mark only one oval.

☐ I certify that the statements contained above in the end of year report for 2024-2025 are true and accurate.

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Google Forms

SUBJECT: ARTIFICIAL INTELLIGENCE (AI)**Overview**

The emergence of artificial intelligence (AI) technologies, especially generative AI (GenAI), pose unique challenges and opportunities for learning environments. As these technologies integrate deeper into everyday life, the District must proactively address the implications of AI usage to ensure it enhances educational outcomes without compromising academic integrity or equity. This policy outlines the District's commitment to responsible AI integration in educational practices, balancing innovation with the core values of the District's educational mission. Further, it sets forth guidelines designed to evolve as new technologies and methodologies emerge, ensuring the District remains at the forefront of academic excellence and technological responsibility.

Scope and Application

This policy applies to all District students, personnel, volunteers, and contractors. It integrates with, and complements, existing policies on data privacy, acceptable use, and student conduct. This policy aims to provide clear guidelines on the use of AI within the District's schools, ensuring that its application supports the District's educational goals and adheres to its privacy and security standards.

Definitions

- a) Generative AI (GenAI) represents a dynamic subset of AI technologies that can create new, human-like content from extensive data training sets. This content spans across text, images, audio, and more, often mimicking human creativity and adaptability.
- b) Traditional AI refers to systems that operate on fixed algorithms and predefined rules without altering their behavior based on new data after their initial deployment.

Risks and Limitations

The use of GenAI comes with some risks and limitations which include, but are not limited to:

- a) Hallucinations/Confabulations

GenAI can generate plausible, but false or inaccurate, information, a phenomenon known as a hallucination/confabulation.

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**b) Biases**

GenAI tools learn from data created by people, which means any biases, prejudices, and stereotypes in that data can be reflected in the outputs produced by GenAI. For example, GenAI has been found to generate images and text that reinforce existing gender and racial biases. It is essential to recognize that these biases exist and to critically assess the outputs of GenAI tools to prevent the perpetuation of stereotypes and unfair treatment.

The impact of GenAI biases is particularly significant in the context of Diversity, Equity, and Inclusion (DEI) initiatives. DEI initiatives aim to create environments where all individuals have equal opportunities and are treated with respect and fairness. Biased AI outputs can undermine these goals by perpetuating inequality and exclusion, which can be detrimental to the educational mission of the District.

GenAI can also suffer from response bias, where the AI generates answers tailored to what it predicts the user wants to hear based on its training data or specific tuning.

c) Copyright

GenAI may pose copyright issues as it may have used copyrighted material within its training data without explicit permission from the copyright holders. As a result, there are unsettled legal questions about the ownership and copyright status of GenAI's outputs, which can closely mimic or incorporate elements of existing copyrighted works.

Data Privacy and Security

Information entered into GenAI may be accessible to others due to data sharing or breaches. All users should exercise caution when utilizing GenAI. Under no circumstances should any sensitive, copyrighted, confidential, or proprietary information be entered into GenAI or any other AI platform, consistent with relevant state and federal laws and District policy. This includes, but is not limited to, data protected by:

- a) Family Educational Rights and Privacy Act (FERPA);
- b) Education Law Section 2-d (Unauthorized Release of Personally Identifiable Information);
- c) Labor Law Section 203-d (Employee Personal Identifying Information);
- d) State Technology Law Section 208 (Notification of Security Breach of Private Information).

Further, if the information would not be disclosed in response to a Freedom of Information Law (FOIL) request, it should not be entered into GenAI.

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**Student Use**

~~*Option 1—If the District permits teachers to allow the use of GenAI, retain all the language in option 1 and delete all language in option 2.~~

The District permits teachers to determine whether students in their class may use GenAI for assignments. However, the District recognizes that disparities in access to GenAI technologies may exist and will work with teachers to ensure that no student is disadvantaged by their inability to use or decision not to use GenAI.

If teachers allow their students to use GenAI, they are expected to communicate their expectations regarding the use of GenAI clearly to their students. Further, the teacher must discuss the appropriate and responsible use of GenAI with the students. This includes talking to students about the risks and limitations of GenAI, emphasizing how students are accountable for the accuracy of their work, and, when relevant, ensuring proper citation of sources.

Student use of GenAI that conflicts with teacher instruction, District policy, regulation, procedure, or other document, such as the District's Code of Conduct, may result in investigation and/or disciplinary action.

~~*Option 2—If the District does not permit the use of GenAI, retain all the language in option 2 and delete all language in option 1.~~

~~The District prohibits students from using GenAI to complete academic assignments. Student use of GenAI that conflicts with this policy and/or the District's Code of Conduct may result in an investigation and/or disciplinary action.~~

District Personnel/Student Use

District personnel/~~students~~ may utilize GenAI in accordance with this policy. However, regardless of the tools used to enhance their work, personnel/~~students~~ are ultimately responsible for the accuracy and integrity of all work they produce. AI is intended to support, not replace, an employee's/~~student's~~ responsibility for their own work.

Training, Awareness, and Support

The District will provide training, awareness, and support to teachers in navigating the evolving use of GenAI in the classroom. This may include professional learning opportunities, workshops, and resources to enhance teachers' proficiency and confidence in using GenAI to enrich student learning. The goal is to equip teachers with the knowledge to critically assess GenAI technologies and guide students in understanding the complexities associated with these tools. Additionally, the District may extend training, awareness, and support regarding GenAI to other District personnel who may benefit from understanding and utilizing GenAI in their roles.

~~*Customize to District~~

(Continued)

SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**Compliance with Other Documents**

When using GenAI, all personnel and students must comply with all applicable laws, regulations, and District documents. This includes Education Law Section 2-d, which requires the District to ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

Applicable District documents may include the District's policies on data security and acceptable use, as well as the District's *Code of Conduct*.

NOTE: Refer also to Policies #3310 -- Public Access to Records
#3320 -- Confidentiality of Computerized Information
#5672 -- Information Security Breach and Notification
#5673 -- Employee Personnel Identifying Information
#5674 -- Data Networks and Security Access
#5676 -- Privacy and Security for Student Data and Teacher and Principal Data
#6410 -- Staff Acceptable Use Policy
#7240 -- Student Records: Access and Challenge
#7315 -- Student Acceptable Use Policy (AUP)
#7316 -- Student Use of Personal Technology
#8271 -- Internet Safety/Internet Content Filtering
#8350 -- Use of Copyrighted Materials
District *Code of Conduct*

Adoption Date:

Community Relations

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

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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.
- 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.
- e) ~~"Confidential employee" means:~~
- ~~1. An employee of the District whose communications are privileged or confidential under federal or state law. The employee's confidential status is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; or~~
 - ~~2. An employee of the District whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing those services.~~
- d) "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.
- e) "Party" means a complainant or respondent.
- f) "Peer retaliation" means retaliation by a student against another student.
- g) "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.
- h) "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.

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

- i) "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.
- j) "Respondent" means a person who is alleged to have violated the District's prohibition on sex discrimination.
- k) "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.
- l) "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:

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

- 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
- 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;

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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.

Title IX Coordinator

**Option 1—Choose this option if the District has only one Title IX Coordinator*

~~*The District has designated and authorized the following District employee to serve as its Title IX Coordinator and coordinate its efforts to comply with its responsibilities under Title IX:~~

~~[The District should list the following for its Title IX Coordinator: name or title, office address, email address, and telephone number.]~~

~~*Customize to District—If the District chooses option one, the District should list the contact information for its Title IX Coordinator.~~

~~—The District may delegate, or permit its Title IX Coordinator to delegate, specific duties to one or more designees.~~

~~—Where appropriate, the Title IX Coordinator may seek the assistance of the District's Civil Rights Compliance Officer(s) (CRCO(s)) and/or DAC(s) in investigating, responding to, and remediating complaints of sex discrimination, including sexual harassment.~~

**Option 2—Choose this option if the District has more than one Title IX Coordinator*

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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

School Business Administrator
374 Lake St., Wilson, NY 14172
businessoffice@wilsoncsd.org
716-751-9341 Ext. 121

High School Principal
374 Lake St. Wilson, NY 14172
titleix@wilsoncsd.org
716-751-9341 Ext. 114

[For each Title IX Coordinator, the District should list the following: name or title, office address, email address, and telephone number.]

*As required by Title IX, the District has designated ~~the following Title IX Coordinator~~ Business Administrator and High School Principal 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:

[List the name or title of the Title IX Coordinator who retains the ultimate oversight of the District's effort to comply 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)), ~~and/or~~ DAC(s), or other appropriately trained individual in investigating, responding to, and remediating 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.

**Customize to District -- If the District chooses option two, the District should list the contact information for its Title IX Coordinators. The District must also designate one of the Title IX Coordinators to retain ultimate oversight of the District's effort to comply with its responsibilities under Title IX.*

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

All District employees, ~~who are not confidential employees~~, are required to notify the Title IX Coordinator when they have information about conduct that reasonably may constitute sex discrimination under Title IX.

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 ~~*[a reasonably prompt timeframe]~~ **ten (10) business days** after receiving a complaint.

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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.

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.

**Customize to District*

- g) The District will objectively evaluate all evidence that is relevant and not otherwise impermissible -- including both inculpatory and exculpatory evidence. ~~Inculpatory evidence implicates or tends to implicate an individual in a crime or wrongdoing. Exculpatory evidence frees or tends to free an individual from blame or accusation.~~ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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 ~~or evidence provided to a confidential employee~~, 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
 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.
- ~~h) — If the District adopts grievance procedures that apply to the resolution of some, but not all, complaints of sex discrimination, the District will articulate in those grievance procedures consistent principles for how the District will determine which procedures apply.~~

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.

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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.

Appeals of Dismissals

Appeals must be submitted in writing to the Title IX Coordinator within **[a reasonably prompt timeframe]* **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.

**Customize to District*

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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 **[a reasonably prompt timeframe]* 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
- 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.

**Customize to District*

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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 ~~*[a reasonably prompt timeframe]~~ forty-five (45) business days after receiving a complaint.

*Customize to District

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)Questioning the Parties and Witnesses

The District hereby has established a process that 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 and decisionmaker are permitted to ask relevant and not otherwise impermissible questions and follow-up questions of the parties and witnesses, including questions challenging credibility during individual meetings with a party or witnesses.

**[The District must describe its process for questioning the parties and witnesses. A sample process has been provided below. The District should review this sample process language and revise it to reflect the District's specific circumstances and practices:]*

The process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, includes:

- a) — Allowing the investigator or decisionmaker to ask these questions during individual meetings with a party or witness;*
- b) — Allowing each party to propose questions that the party wants asked of any party or witness and have those questions asked by the investigator or decisionmaker during one or more individual meetings, including follow-up meetings, with a party or witness; and*
- c) — Provide each party with an audio or audiovisual recording or transcript with enough time for the party to have a reasonable opportunity to propose follow-up questions.]*

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, which is understood to mean that the party with the burden of persuasion must prove that a proposition is more probably true than false meaning a probability of truth greater than 50 %,* to determine whether sex discrimination occurred.

***[The District must use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred, unless the District uses the clear and convincing evidence standard of proof (this standard is understood to mean concluding that a fact is highly probable to be true) in all other comparable proceedings, including proceedings relating to other discrimination complaints, in which case the District may elect to use that standard of proof in determining whether sex discrimination occurred.]*

** and ** Customize to District*

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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 ~~*[a reasonably prompt timeframe]~~ 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.
- 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.

~~*Customize to District~~

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

~~*[The District must offer the parties an appeal process that, at a minimum is the same as it offers in all comparable proceedings, if any, including proceedings relating to other discrimination complaints. A sample appeal process has been provided below. The District should review this sample language and revise it so that, at a minimum, it is the same as the District's comparable proceedings:]~~

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.

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 ~~**[a reasonably prompt timeframe]~~ Thirty (30) days after the appeal is commenced.

~~* and ** Customize to District~~

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)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.

Supportive 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.

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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.

~~**[The District must list, or describe the range of, the possible disciplinary sanctions that it may impose following a determination that sex-based harassment occurred. Sample language has been provided below. The District should review the sample language and revise it to reflect the District's specific circumstances and practices:]*~~

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; changing of seating or location in a classroom; 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.

~~***[The District must list, or describe the range of, the possible remedies that it may provide following a determination that sex-based harassment occurred. Sample language has been provided below. The District should review the sample language and revise it to reflect the District's specific circumstances and practices:]*~~

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.

~~** and ** Customize to District*~~

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)**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 District must establish reasonably prompt timeframes for the major stages of the grievance procedures, including 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. A sample process that allows for the reasonable extension of timeframes has been provided below. The District should review this sample language and revise it to reflect its specific circumstances and practices.]*~~

The Title IX Coordinator 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;
 - 2. The District's grievance procedures;

~~**Customize to District*~~

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

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

(Continued)

Community Relations

SUBJECT: TITLE IX AND SEX DISCRIMINATION (Cont'd.)

- 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: 2/23/21
Revised:

FORMAL COMPLAINT OF SEX DISCRIMINATION OR SEXUAL HARASSMENT

Instructions: This form will be used to evaluate and process your complaint in accordance with District Policy #3421 Title IX Policy Against Sexual Harassment and Sex Discrimination, and other applicable policies, rules or procedures established by the District. Please include as much detail as possible. If additional space is needed in response to any question please attach additional pages as necessary. You may also include and submit with this form any materials or evidence you believe are relevant to your allegations. Please note that by signing below, you are verifying that the information contained herein is true and accurate, and that you are requesting that the District conduct an investigation into the allegations.

Once completed, please sign where indicated at the bottom and submit this form along with any additional materials to the Title IX Coordinator at **374 Lake St., Wilson, NY 14172**. If you have any questions or require assistance in completing this form, please feel free to contact the Title IX Coordinator directly at (716) 751-9341, ext 121 or 114.

Name of Complainant: _____

If the Complainant is not the victim, please describe relationship to the victim: _____

Address: _____

Phone Number: () _____ Email: _____

Name of Victim: _____ Grade: _____ Name

of Respondent: _____

Respondent's relationship to the District:

☐ Student ☐ Employee ☐ Other (please describe): _____

Location of Incident(s): _____

Description of the incident(s) of sex discrimination or sexual harassment, including dates, times, locations and any other information you believe to be relevant to the complaint:

Witnesses:

1. _____ Contact Info: _____

2. _____ Contact Info: _____

3. _____ Contact Info: _____

Have you previously reported these allegations, verbally or in writing, to any employees of the District or to law enforcement? If yes, please identify any such individual(s), when you informed each individual, and describe any outcome or resolution:

If there is a particular remedy or other corrective action you are seeking, please describe it here:

I understand that by signing this formal written complaint form, I affirm that all of the information set forth above is true and accurate to the best of my knowledge, and that I am requesting that the District investigate the allegations.

Complainant _____

_____ Date

Received by: _____
Title IX Coordinator

_____ Date

***Note:** If, after reviewing this form and any related materials submitted herewith, the Title IX Coordinator determines that the conduct alleged (i) does not constitute sexual harassment as defined by Title IX even if proved, (ii) did not occur in the District's education program or activity, or (iii) did not occur against a person in the United States, then the formal complaint will be dismissed and will not proceed under the District's Title IX Grievance Process. However, the dismissal of a formal complaint under Title IX does not preclude the District from conducting an investigation or taking other action under other applicable policies, rules or Code of Conduct of the District, as appropriate.

For District Use Only

Formal complaint initially received on: _____

Formal complaint initially received by: _____