

HERRICKS PUBLIC SCHOOLS

SUBSTITUTE TEACHER
MANUAL

2018-2019

999 HERRICKS ROAD
NEW HYDE PARK, NEW YORK 11040
WWW.HERRICKS.ORG

Table of Contents

Contents

Welcome to the Herricks Public Schools.....	2
<i>SCHOOL INFORMATION</i>	3
<i>SCHOOL CLOSINGS AND DELAYS</i>	4
<i>SCHOOL CALENDAR</i>	5
AESOP: AUTOMATED ONLINE SUBSTITUTE SYSTEM	6
GENERAL EXPECTATIONS	7
CHECKLIST FOR SUBSTITUTE TEACHERS	8-8
CLASSROOM MANAGEMENT	10
SPECIAL EDUCATION	11
IN CASE OF AN EMERGENCY.....	12
FIRE DRILL PROCEDURES	13
SHELTER IN PLACE – QUICK GUIDE	14
LOCKOUT – QUICK GUIDE.....	14
LOCKDOWN – QUICK GUIDE	15

Welcome to the Herricks Public Schools

Dear Colleagues,

Long-term substitute teachers, per diem substitute teachers and teaching assistant substitutes are valuable members of the Herricks School Community. Our substitute teachers and teaching assistants are members of the Herricks Community's commitment to provide educational excellence.

As a substitute teacher or teaching assistant, you are a vital member of our school community to help ensure the success of all our students. Our substitutes provide instruction, support and guidance for our students. They are caring, creative and collaborative.

This handbook is a guide to assist you in serving the Herricks School District as a substitute teacher or teaching assistant. Enclosed you will find information regarding our expectations, school building contact information, emergency procedures, school calendar, school closing and emergency information. Also enclosed is information regarding the District utilization of AESOP, an online-automated substitute system.

At the Herricks Public School District, a substitute teacher/teaching assistant purpose is to provide ongoing educational experience for each child while the teacher/teaching assistant is absence. It is expected that you establish a professional working relationship with the building administration, teacher and teaching assistants, and secretarial staff. Please do not hesitate to ask questions or seek clarification regarding your expectations in each building.

We hope you find your time with the Herrick's staff and students to be welcoming.

Sincerely,

Dina M. Maggiacomo

Dina Maggiacomo

Executive Director for Human Resources

SCHOOL INFORMATION

Central Administration

Superintendent of Schools: Dr. Fino M. Celano

Assistant Superintendent for Curriculum and Instruction: Ms. Elizabeth Guercin

Assist. Superintendent for Business: Ms. Lisa Rutkoske, C.P.A

Executive Director for Human Resources: Ms. Dina Maggiacomo

Director for Special Education and Student Support Services: Ms. Roberta Hopkins

Center Street Elementary School – 240 Center Street, Williston Park, NY 11596 (516)-305-8300

Grades K-5 – 8:40 AM – 3:15 PM

Principal: Mr. Brennen Bierwiler

Denton Elementary School – 1050 Denton Avenue, New Hyde Park, NY 11040 (516)-305-8400

Grades K-5 - 8:55AM – 3:30 PM

Principal: Ms. Loren Borgese

Assistant Principal: Ms. Beth Rosenman

Searingtown Elementary School – 106 Beverly Drive, Albertson, NY 11507 (516)-305-8500

Grades K-5 - 8:40 AM – 3:15 PM

Principal: Ms. Diana DeGiorgio

Herricks Middle School – 7 Hilledale Drive, Albertson, NY 11507 (516) 305-8600

Grades 6-8 – 7:45 AM – 2:51 PM

Principal: Mr. Brian McConaghy

Assistant Principal: Mr. Matthew Hubbard

Assistant Principal: Ms. Gina Horton

Herricks High School – 100 Shelter Rock Road, New Hyde Park, NY 11040 (516)-305-8700

Grades 9-12 – 8:00 AM – 3:00 PM

Principal: Ms. Joan Keegan

Assistant Principal: Mr. Andrew Frisone

Assistant Principal: Mr. Bryan Hodge

Shelter Rock Academy– 100 Shelter Rock Road, New Hyde Park, NY 11040 (516)-305-8700

7-12 – 7 AM – 2:40 PM

Director: Ms. Allison Barshak

SCHOOL CLOSINGS AND DELAYS

School Closings or delayed opening will be posted on the school website at www.herricks.org

AESOP will also be updated regarding school closings and delayed openings. <http://www.aesopeducation.com>

The following radio, television stations and websites will provide information regarding school closings or delayed openings:

Radio Stations

WKJY 98.3

WCBS-880

WHLI 1100

1010 Wins

Television Stations

LI News Channel 12

Verizon Fios 1

CBS Channel 2

NBS Channel 4

WNYW Channel 5

ABC Channel 7

SCHOOL CALENDAR

2017-2018

August 29, 30 – Staff Days

September 4 - First Day for Students

September 10-11 - Rosh Hashanah

September 19 – Yom Kippur

October 8 - Columbus Day

November 7 - Diwali

November 12 - Veterans Day

November 22, 23 – Thanksgiving Recess

Dec. 24 - Jan. 1 – Winter Recess

January 21 - Martin Luther King

February 5 – Lunar New Year/Staff Day

February 18-22 – President’s Week Recess

April 18- 26 - Spring Recess

May 27 - Memorial Day

June 4 – Eid Al-Fitr/Staff Day

June 26 - Last Day of Classes

AESOP: AUTOMATED ONLINE SUBSTITUTE SYSTEM

AESOP is an automated system used to find substitutes for teachers and teaching assistants for short term and temporary absences. AESOP allows staff to register their own absences using the internet or an Interactive Voice Response phone system. AESOP then finds substitute teachers to fill each vacancy and allows substitutes to view and accept jobs online. Unfilled jobs trigger automatic phone calls to qualified substitutes.

Once you have been approved to work as a substitute teacher, an email will be sent to you with an ID number and a Pin number. You will then have access to the AESOP system.

Online System

To begin viewing jobs go to the AESOP system at <http://aesopeducation.com>, type in your Id and Pin Number. Once you have successfully logged in may select days and locations you wish to work, search for and accept jobs, change personal settings, update your calendar for non-work days, and personalize your available to call times.

Voice Response Phone System

AESOP will begin calling substitutes when a position is available. You will be prompted to enter either your Pin/Identification Number. You will then be prompted to either accept or reject the assignment, as well as all future calls for jobs on the day of the particular assignment. If you accept a position, AESOP will issue you a confirmation number that you may need in the event of a follow-up inquiry.

AESOP will provide you with the following information regarding the open assignment:

- School Name
- Date(s) of Assignment
- Room or location where you need to report
- Start time

✓ Upon entering a building, please check in with the main office for further instructions.

For more information on AESOP see the Phone Guide at the end of this Handbook or use your ID # and Pin # to log on to www.aesoponline.com.

Active Substitute List

Only those persons on the active substitute list are eligible to substitute teach. The active substitute list is maintained by the Department of Human Resources. A candidate is not eligible for placement on the list until he or she has been recommended by a district administration, has been fingerprinted and has completed all employment forms.

To remain on the active substitute list, substitute teachers must notify the Department of Human Resources of their desire to substitute by completing and returning the letter of continuation mailed each spring.

Substitute teachers are responsible for notifying the Department of Human Resources of any change in name, phone number, address, teaching preference or request to be removed from active list. The mailing address is:

Herricks Public Schools
999B Herricks Road
New Hyde Park, New York 11040

Substitute teachers are responsible for carrying on the instructional program in the absence of the teachers. We are confident you will provide a safe and positive learning environment for all of our students.

GENERAL EXPECTATIONS

- Always be prompt both in reporting for work
- Personal dress and grooming should be in good taste at all times
- Be courteous and cooperation
- Maintain open lines of communication
- Familiarize yourself with the school's safety procedures
- Follow provided lesson plans
- Maintain an engaging learning environment
- Maintain order and discipline
- Assume all duties of the regular teacher. These duties may include:
 - Lunch period supervision
 - Bus duty
 - Playground supervision
- Keep student records as appropriate
- Leave the room neat and tidy

PAYMENT FOR SUBSTITUTE TEACHERS

Substitutes will be paid in accordance with the rates set by the Board of Education.

Per Diem Salary for Substitute Teachers

Per diem substitute teachers*	\$110.00
Per diem substitute teaching assistants	\$80.00

*"Teacher" includes Guidance Counselor, Psychologists, Speech Pathologists, Social Workers, and other applicable professionals.

Each day you serve as a substitute teacher, you must check in with the head secretary in each school and sign a Substitute Payroll Voucher. This form supplies us with payroll information for you.

REPORTING PROBLEMS

If two substitute teachers are called for the same assignment, the substitute teacher with the job confirmation number from AESOP will be placed in the assignment.

TERMINATION OF A SUBSTITUTE TEACHER

During an assignment, if issues of concerns arise regarding the substitute teacher, the school administrator will notify the Human Resource Office. Serious concerns are inclusive but not limited to arriving late, no show for an assignment, not following teachers' lesson plan or other major concerns. A substitute may be restricted from the school site or the individual teacher's classroom.

A performance concern could result in termination from the district substitute teacher/teaching assistant list.

CHECKLIST FOR SUBSTITUTE TEACHERS

Report to the office first:

- a. Introduce yourself if you are in the school for the first time
- b. Check-in and receive initial information
 - i. Must show ID at security desk prior to going to the Main Office
- c. Ask if there are any schedule changes for today (e.g. In-service schedule)
- d. Verify check-out procedures
- e. Ask about school procedures
 - i. How to issue student passes
 - ii. Reporting students absent or tardy
 - iii. Sending students to the office
- f. Ask if there are any extra duties associated with the regular teacher's assignment – recess duty, lunch duty, bus duty, etc.
- g. Orient yourself to the building. Locate the restroom, lunchroom, copy machine, etc.
- h. Ask about students who may have health problems and what procedures to use if there is an emergency
- i. Ask the names of the teachers on each side of you and introduce yourself
- j. Make sure you receive information about how to log in to the District's technology network and who to contact if you have any questions on its use. Please note that all use of the District's network must be in compliance with our Acceptable Use Policy and Code of Conduct, which are available at www.msd.k12.ny.us/AUP and www.msd.k12.ny.us/codeofconduct respectively.

Emergency procedures of the school:

- a. Familiarize yourself with the classroom emergency plans and your role in case of emergency. If you do not know or it's not provided in the lesson plans, please ask the principal or assistant principal.

Before students arrive:

- a. Put your name on the board. Use a formal name including Mr., Mrs. or Ms.
- b. Review the lesson plans
 - i. Be prepared to teach
 - ii. Follow the lesson plans left by the regular teacher as closely as possible
 - iii. It is a great help to receive good lesson plans, however, ask other teachers if you need additional plans or assistance
- c. Review the seating chart
- d. Stand in the doorway and greet students as they enter the classroom
- e. Student attendance should be taken at the start of each day, or at the time assigned for homeroom, with absences reported to the appropriate office. In the secondary schools, attendance should also be taken at the start of each class. (Notes from parents regarding requests for changes in dismissal procedures for their child should be sent to the main office for approval).
- f. Money that is collected for milk, publications, trips etc should be put into an envelope and given to the appropriate person in the main office at the close of the day. Record the name of the child, the purpose, and the amount collected, for the classroom teacher.

Classroom schedule:

- a. What is today's class schedule?
- b. When do the students eat lunch?
- c. When do the elementary students have recess

During the day:

- a. Get students involved and active
- b. Take attendance in each class
- c. Follow the lesson plans and assigned duties
- d. Do not allow more than one student to leave the room at a time. Have students sign out and in upon return with the times. This will provide the administration a record should they need it.
- e. Use normal voice. Be positive and give praise. Students want to be treated with respect and as individuals.
- f. Never use profanity
- g. Never insult a student or touch a student
- h. Never talk about another student with students
- i. Monitor the use of the computers when necessary
- j. Do not talk about your personal life
- k. Be a role model
- l. Remain professional at all times

At the end of each class period/day:

- a. Ensure classroom materials are collected and returned to their original location
- b. Summarize the day for the regular teacher including any problems and or concerns as well as your ability to complete the day's lesson plans as instructed
- c. Have students straighten and clean area around their desks
- d. Throughout the day make notes for the regular teacher. Be as detailed as possible.
- e. Make sure the room is in order. Lights out, computer logged off, projector turned off, etc.
- f. Check with the office before you leave.



CONFIDENTIAL INFORMATION

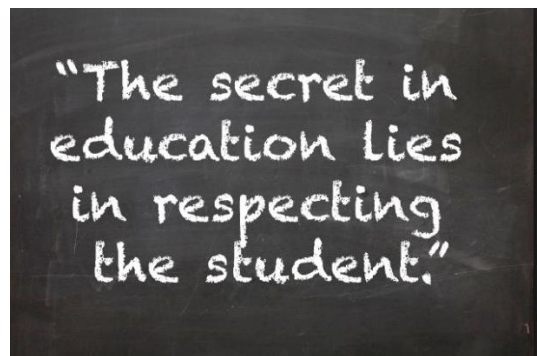
In the course of performing your duties, you may have access to information about school business, students, tests, other employees, and records that should be considered confidential. If you are uncertain, do not release information prior to consulting your principal or supervisor.

CLASSROOM MANAGEMENT

Effective classroom management is the key to success for a good substitute teacher. Maintaining control and keeping students engaged is the primary goal for all teachers. Good classroom activities will be successful when the class is controlled and working together.

Below are some guidelines for effective classroom management.

- Be prepared.
- Start the day with the students with a review of the classroom rules, routines, and procedures. Your expectations should be clear.
- Check for understanding.
- Monitor students frequently, both during teacher-directed instruction and independent work.
- Maintain positive task-oriented instruction, group and independent work.
- Keep student involvement high. Ask students to answer questions, respond in writing, formulate answers, discuss with a partner, and use of technology.
- Hold students accountable for their work.
- Offer frequent feedback to students on their academic performance and behavior.
- Focus on positive behavior.
- Circulate among the students. Provide assists and give reminders as needed.
- Never leave students unattended. No child may leave the school grounds during the day without written request of a parent or legal guardian, as well as the permission of the principal.



Please notify the principal, assistant principal, department head or lead teacher of any unusual behavior problems. The use of physical punishment is prohibited. If a child poses a danger to him/herself and intervention is required, notify the main office by use of the classroom phone.

SPECIAL EDUCATION

As a substitute teacher, you may be asked to work within a self-contained classroom, resource room, or an integrated co-teaching room in which students may be identified as having special needs. Below are guidelines to assist you in working with students with disabilities.

Be aware of student IEP (**Individualized Education Program**) documents; it will provide information about services offered to the student, such as accommodations and modifications. Consult with the building principal, assistant principal or special education supervisor for assistance.

- A child's IEP is confidential. Please maintain confidentiality at all times.
- Communicate with the classroom teaching assistant, health monitor or co-teacher in the classroom, if assigned.
- Be sensitive and patient.
- Focus on the student's abilities, not their disabilities.
- Check for student understanding after giving directions.
- Offer encouragement, support, and praise.
- Provide clues to assist the students in completing the task at hand.



IN CASE OF AN EMERGENCY

HANDLING ACCIDENTS/ILLNESS

- Call the Main Office or Nurse's Office for assistance and directions, prior to sending a student. If the situation is an emergency, contact the nurse's office or main office **IMMEDIATELY**.
- **DO NOT** move a severely injured or ill student or staff unless absolutely necessary for immediate safety.
- **DO NOT** administer medicine of any kind to students. (No aspirin, cough medicine, prescription or non-prescription drugs.)
- **DO NOT** touch a student if he/she is bleeding. Provide the student with tissue or paper towels, instructing them to hold it on the area.
- With any accident or illness, fill out a report for all incidents requiring above procedures as required by school policy.

LOCATION OF AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

An AED is used in an emergency situation when it is believed a person may be in cardiac arrest. The location of the defibrillators differs in each school building, but generally, one AED is located in the nurse's office in each school. Knowing where the defibrillator is kept in each building is important information in case you are asked to retrieve the AED in case of an emergency.

CHILD ABUSE REPORTING

If you suspect child abuse: Remember that you are mandated reporters. **DO NOT INVESTIGATE**. You do not have to establish the validity of the case. This is the sole responsibility of the authorities. Notify the principal, the nurse, the counselor, and/or the psychologist for assistance.

SAFETY/EVACUATION PROCEDURES

(Fire drill, lockout, lockdown...etc)

- If you are not provided with a copy of the school's emergency procedures when you arrive to substitute, request this information at the office.
- Familiarize yourself with your surroundings so that you know how to evacuate the class in the event of a fire drill or other emergency.
- Know where the nearest exits are located.
- Have a class roster to take with you as you evacuate building.
- More explicit procedures are explained on the following papers.

FIRE DRILL PROCEDURES

New York State Education Law requires each school to have twelve fire drills each school year-eight before December 1 and four in the spring.

The classroom teacher is responsible to lead and/or assist all their students during the evacuation of the building. During your initial home base and class sessions and at frequent and regular intervals, review the fire drill exit routes from your particular classroom with your students. Post the fire drill exits routes in your rooms where students may become familiar with them. Select the next best route in case your usual way is blocked for some reason. Be certain that your youngsters know the fire drill signal and the exit routes from your rooms. It is expected that students walk in pairs and remain silent as the teacher leads them from the building during the drill.

SIGNAL: CONTINUOUS RINGING OF FIRE ALARM BELL

Classroom Procedure:

1. Exit the classroom immediately.
2. Take your classroom "Go folder" (if applicable) located behind your classroom door or your class rosters.
3. Close your classroom door after all students have left.
4. Lead students from the building to prescribed exit route for your room- **NO TALKING!**
5. Assist those students who are non-ambulatory
6. Take your class to a considerable distance from the building.
7. Check class roster as soon as possible to make sure all students exited safely.
 - a. Hold up the green folder if children are all with you.
 - b. Hold up red side if children are missing.
8. An administrator will signal teachers to return to the building.

CAUTION: NO TALKING OR RUNNING PERMITTED DURING EXIT OF DRILL.

Emergency drills may differ among buildings. Ask and review all emergency procedures upon entering a building.

During fire drills, the following conditions will apply:

1. There will be no use of the elevator.
2. All employees must evacuate the building. Only the head custodian or his alternate may remain in the building.
3. Teachers must notify an administrator of students for whom there is no accounting.
4. Students who are not in attendance in their classroom during the drill should be notified by the classroom teachers to report to an administrator once outside the building. They, in turn, will notify the classroom teacher.
5. Teachers who are not assigned to a teaching period during a fire drill should assist in evacuating the building. After exiting, they should report to an administrator for further instructions.
6. The nurse will be located in the front of the building in case of an emergency.
7. The regular bell system will be turned off. The bell system will be reset after students and teachers return to the building.

SHELTER IN PLACE – QUICK GUIDE

For a Generic/Non-specific Threat*

- **Announce** “Shelter in Place.” Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
- Students in hallways should return to their assigned classroom, if possible.
- Classroom teachers take attendance.
- All other staff assist students, as need.
- Listen for updates

LOCKOUT – QUICK GUIDE

Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.

If a school is in lockout because they were notified by police of a local situation, there is no need to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.

If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.

- **Lock** all exterior doors and windows.
- **All** outside activities are terminated.
- **Entry** to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise **continue** as normal.
- **Lockout** is lifted when the external threat is resolved. **Notification** of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, **contact police** to advise them of such.

LOCKDOWN – QUICK GUIDE

Lockdown will be announced by intercom, public address system, or otherwise. **Do not use codes.** **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**

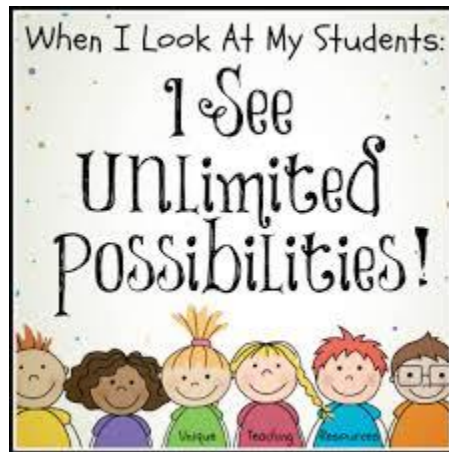
Immediately gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your room.

Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door/window. Stay out of sight.

- **Do Not** cover windows.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do Not Answer or Communicate** through the locked door.
- **Do Not Allow** anyone into your ‘secured’ area.
- **Do Not Answer** a classroom phone.
- **Do Not Respond to a Fire Alarm** unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.
- **Do Not Talk** within your secured area, except only as absolutely necessary.
- **Do Not Respond** to the intercom, public address system, or other announcements.
- **Take Attendance** – include additions. Missing students’ last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown** will end **ONLY** when you are physically released from your room by emergency responders or other authority.*

**Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.*

APPENDIX



*PAY SCHEDULE
2018-2019*

		Time Sheets			
<i>12 Month</i>	<i>10 Month</i>	Period Covered (Saturday to Friday) (1)	Due Date to Payroll Dept. (2)	Payroll Checks Printed*	Pay Date
1		6/9/18 - 6/22/18	6/25/2018	7/2/2018	7/6/2018
2		6/23/18 - 7/6/18	7/9/2018	7/17/2018	7/20/2018
3		7/7/18 - 7/20/18	7/23/2018	7/31/2018	8/3/2018
4		7/21/18 - 8/3/18	8/6/2018	8/14/2018	8/17/2018
5		8/4/18 - 8/17/18	8/20/2018	8/28/2018	8/31/2018
6	1	8/18/18 - 8/30/18	8/31/2018	9/7/2018	9/14/2018
7	2	8/31/18 - 9/14/18	9/17/2018	9/25/2018	9/28/2018
8	3	9/15/18 - 9/28/18	10/1/2018	10/9/2018	10/12/2018
9	4	9/29/18 - 10/12/18	10/15/2018	10/23/2018	10/26/2018
10	5	10/13/18 - 10/26/18	10/29/2018	11/6/2018	11/9/2018
11	6	10/27/18 - 11/6/18	11/8/2018	11/16/2018	11/21/2018
12	7	11/7/18 - 11/23/18	11/26/2018	12/4/2018	12/7/2018
13	8	11/24/18 - 12/7/18	12/10/2018	12/18/2018	12/21/2018
14	9	12/8/18 - 12/19/18	12/20/2018	1/2/2019	1/4/2019
15	10	12/20/18 - 1/4/19	1/7/2019	1/15/2019	1/18/2019
16	11	1/5/19 - 1/17/19	1/18/2019	1/29/2019	2/1/2019
17	12	1/18/19 - 2/1/19	2/4/2019	2/12/2019	2/15/2019
18	13	2/2/19 - 2/13/19	2/14/2019	2/26/2019	3/1/2019
19	14	2/14/19 - 3/1/19	3/4/2019	3/12/2019	3/15/2019
20	15	3/2/19 - 3/15/19	3/18/2019	3/26/2019	3/29/2019
21	16	3/16/19 - 3/29/19	4/1/2019	4/9/2019	4/12/2019
22	17	3/30/19 - 4/12/19	4/15/2019	4/23/2019	4/26/2019
23	18	4/13/19 - 4/26/19	4/29/2019	5/7/2019	5/10/2019
24	19	4/27/19 - 5/10/19	5/13/2019	5/21/2019	5/24/2019
25	20	5/11/19 - 5/23/19	5/24/2019	6/4/2019	6/7/2019
26	21	5/24/19 - 6/14/19	6/17/2019	6/25/2019	6/28/2019
2019-20	1st pay date	6/15/19 - 6/21/19	6/24/2019	7/2/2019	7/5/2019

(1) Time sheets should only be for the days in the period covered.

(2) Authorized time sheets due to the Payroll Department by 1pm on due date. Appropriate time should be given to allow for proper approvals as indicated on respective time sheet.

Time sheets for Athletic Dept., Summer Programs, Chaperones, etc. will be processed as received. Appropriate time should be given to those time sheets which must be approved by the Assistant Superintendent for Curriculum Office and Assistant Superintendent for Business prior to processing by the Payroll Department.

Please note there may be a one pay period lag for pay changes to take affect following a Board of Education appointment.

* 1st benefit deduction for September & 10 month employees

0110 SEXUAL HARASSMENT

The Board of Education recognizes that harassment of students, staff and certain “non-employees” (which includes contractors, subcontractors, vendors, consultants and other persons providing services pursuant to a contract, or their employees) on the basis of sex, gender, gender identity, gender expression and/or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board of Education further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees and “non-employees” can work productively.

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board of Education condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the School District.

Sexual Harassment Defined

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

“Gender-based harassment” means verbal, non-verbal or physical aggression, intimidation or hostility that is based on actual or perceived gender identity or expression.

Sexual or gender-based harassment occurs when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's or “non-employee’s” employment or a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's or “non-employees” employment or a student's education; or
3. the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's or “non-employee’s” work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

“Sexual violence” means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A person may be incapable of giving consent due

to age, drug or alcohol use, or an intellectual or other disability. Sexual violence includes, but is not limited to, acts such as rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment.

Because sexual harassment can occur staff to student, staff to staff, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student, employee, or "non-employee".

Under various state and federal laws, students, employees and "non-employees" have legal protections against sexual harassment in the school environment as described above. The School District's Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders.

Unacceptable Conduct

School-related conduct that the School District considers unacceptable and which may constitute sexual harassment includes, but is not limited to, the following:

1. rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.;
3. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
4. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc.;
5. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
6. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;

7. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "nuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. clothing with sexually obscene or sexually explicit slogans or messages;
10. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.;
12. any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

For purposes of this policy, action or conduct shall be considered "unwelcome" if the student or employee did not request or invite it and regarded the conduct as undesirable or offensive.

Determining if Prohibited Conduct is Sexual Harassment

Complaints of sexual harassment will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should therefore be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment.

In evaluating the totality of the circumstances and making a determination of whether conduct constitutes sexual harassment, the individual investigating the complaint should consider:

1. the degree to which the conduct affected the ability of the student to participate in or benefit from his or her education or altered the conditions of the student's learning environment or altered the conditions of the employee's working environment;
2. the type, frequency and duration of the conduct;

3. the identity of and relationship between the alleged harasser and the subject of the harassment (e.g., sexually based conduct by an authority figure is more likely to create a hostile environment than similar conduct by another student or a co-worker);
4. the number of individuals involved;
5. the age and sex of the alleged harasser and the subject of the harassment;
6. the location of the incidents and context in which they occurred;
7. other incidents at the school; and
8. incidents of gender-based, but non-sexual harassment; and
9. any other matters considered relevant.

Reporting Complaints

In order for the Board of Education to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The School District will promptly investigate all complaints of sexual harassment, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner.

The School District will designate, at a minimum, two (2) Compliance Officers, one (1) of each gender. In addition, the Board of Education will designate a second individual for compliance with Title IX in regard to sexual harassment so that students who believe that they have been subjected to sexual harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The victims of sexual harassment are urged to come forward and to make reports of such sexual harassment to the Compliance Officer and/or Title IX coordinator without fear of retaliation or intimidation. Due to the sensitive and serious nature of these complaints, investigations or allegations of sexual harassment will be conducted with due regard for confidentiality. It is the School District's policy to respect the privacy of all parties and witnesses to complaints of sexual harassment. To the extent possible, the School District will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the School District's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the School District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

In order to assist investigators, victims should document the harassment as soon as it occurs and with as much detail as possible including: the nature of the harassment; dates, times, places it has occurred; name of harasser(s); witnesses to the harassment; and the victim's response to the harassment.

Corrective Action

If, after appropriate investigation, the School District finds that a student, an employee, "non-employee" or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, contract, School District policy and State law or Federal law. Individual nondisclosure agreements may only be used as permitted by law, described in the accompanying regulation. Mandatory arbitration clauses concerning sexual harassment claims are prohibited in all School District contracts and agreements.

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

The Title IX Compliance Officer or second designee shall conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, Title IX Compliance Officer or second designee should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint.

As soon as possible, but no later than three (3) school days following receipt of a complaint, the Title IX Compliance Officer or second designee should begin an investigation of the complaint according to the following steps:

1. Interview the victim and document the conversation. Instruct the victim to have no contact or communication regarding the complaint with the alleged harasser. Ask the victim specifically what action he/she wants taken in order to resolve the complaint. Refer the victim, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the victim. If the victim has not prepared written documentation, instruct the victim to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation.
3. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.

4. Instruct the alleged harasser to have no contact or communication regarding the complaint with the victim and to not retaliate against the victim. Warn the alleged harasser that if he/she makes contact with or retaliates against the victim, he/she will be subject to immediate disciplinary action.

5. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.

6. Review all documentation and information relevant to the complaint.

7. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:

a. discussion with the accused, informing him or her of the School District's policies and indicating that the behavior must stop;

b. suggesting counseling and/or sensitivity training;

c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;

d. requesting a letter of apology to the complainant;

e. writing letters of caution or reprimand; and/or

f. separating the parties.

8. Parent/Student/Employee Involvement and Notification

a. Parents of student victims and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct.

b. The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.

c. If either the victim or the accused is a disabled student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the Committee on Special Education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.

d. The Title IX Compliance Officer or second designee (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the Superintendent of Schools.

e. The investigator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the victim to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.

f. The investigator shall notify the victim that if he/she desires further investigation and action, he/she may request a School District level investigation by contacting the Superintendent of Schools. The investigator shall also notify the victim of his/her right to contact the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.

If the initial investigation results in a determination that sexual harassment did occur, the investigator will promptly notify the Superintendent of Schools, who shall then take prompt disciplinary action in accordance with School District policy, the applicable collective bargaining agreement or state law.

If a complaint received by the Title IX Compliance Officer or second designee contains evidence or allegations of serious or extreme harassment, such as employee to student harassment, criminal touching, quid pro quo (e.g., offering an academic or employment reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint shall be referred promptly to the Superintendent of Schools. In addition, where the Title IX Compliance Officer or second designee has a reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately notify the Superintendent of Schools, who shall then contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected by a School District employee, the accused employee shall be suspended pending the outcome of the investigation, consistent with all contractual or statutory requirements.

Any party who is not satisfied with the outcome of the initial investigation by the Title IX Compliance Officer or second designee may request a School District-level investigation by submitting a written complaint to the Superintendent of Schools within thirty (30) school days.

B. School District-level Procedure

The Superintendent of Schools shall promptly investigate and resolve all sexual harassment complaints that are referred to him/her by a Title IX Compliance Officer or second designee, as well as those appealed to the Superintendent of Schools

following an initial investigation by a Title IX Compliance Officer or second designee. In the event the complaint of sexual harassment involves the Superintendent of Schools, the complaint shall be filed with or referred to the Board of Education President, who shall refer the complaint to a trained investigator not employed by the School District for investigation.

The School District level investigation should begin as soon as possible but not later than three (3) school days following receipt of the complaint by the Superintendent of Schools or Board of Education President.

In conducting the formal School District level investigation, the School District will use investigators who have received formal training in sexual harassment investigation or that have previous experience investigating sexual harassment complaints.

If a School District investigation results in a determination that sexual harassment did occur, prompt corrective action will be taken to end the harassment. Where appropriate, School District investigators may suggest mediation as a means of exploring options of corrective action and informally resolving the complaint.

No later than thirty (30) school days following receipt of the complaint, the Superintendent of Schools (or in cases involving the Superintendent of Schools, the Board of Education-appointed investigator) will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent of Schools or Board of Education-appointed investigator will provide all parties with a written status report within thirty (30) school days following receipt of the complaint.

The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. In addition, victims have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights.

Employee victims also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

If, after appropriate investigation, the School District finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, School District policy and state law.

The School District may include nondisclosure agreements (to not disclose the underlying facts and circumstances of a sexual harassment complaint) in any sexual harassment settlement agreement or resolution only if it is the complainant's preference. Any such nondisclosure agreement shall be provided to all parties. Complainants shall have twenty-one (21) calendar days to consider any such

nondisclosure provision before it is signed by all parties, and shall have seven (7) calendar days to revoke the agreement after signing. Nondisclosure agreements shall only become effective after this seven-day period has passed.

Confidentiality

It is the School District's policy to respect the privacy of all parties and witnesses to complaints of sexual harassment. To the extent possible, the School District will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the School District's legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the School District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:

1. the request may limit the School District's ability to respond to his/her complaint;
2. School District policy and federal law prohibit retaliation against complainants and witnesses;
3. the School District will attempt to prevent any retaliation; and
4. the School District will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the School District from responding effectively to the harassment and preventing the harassment of other students or employees.

Retaliation Prohibited

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind. Any act of retaliation against any person who complains of sexual harassment, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, posts on

social media platforms, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Complaints of retaliation may be directed to the Compliance Officer. In the event the Compliance Officer is the alleged offender, the report will be directed to another Compliance Officer, if the School District has designated another individual to serve in such a capacity, or to the Superintendent of Schools.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that none of the individuals involved in the investigation of sexual harassment have suffered any retaliation.

Discipline/Penalties

Any individual who violates the sexual harassment policy by engaging in prohibited sexual harassment will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the student conduct and discipline policy and applicable law.

Employees: Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

Volunteers: Penalties may range from a warning up to and including loss of volunteer assignment.

Vendors: Penalties may range from a warning up to and including loss of School District business.

Other individuals: Penalties may range from a warning up to and including denial of future access to school property.

False Complaints

False or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

Training

In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment including, but not limited, to the following:

1. All students and employees shall be informed of this policy in student and employee handbooks and student registration materials. The policy shall be posted on the School District's website and in prominent locations at each school.

2. All new employees shall receive information about the policy and procedures concerning the prohibition against sexual harassment at new employee orientation. All other employees shall be provided information at least once a year regarding this policy and school district's commitment to a harassment-free learning and working environment. Principals, Title IX Officer/Coordinators, and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment shall receive a yearly training on this policy, procedures and related legal developments.

3. Program directors and principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including procedures established for investigation and resolution of complaints, general issues surrounding sexual harassment, the rights and responsibilities of students and employees, and the impact of sexual harassment on the victim.

Annual employee training programs shall include: (i) an explanation of sexual harassment consistent with guidance issued by the NYS Department of Labor and the NYS Division of Human Rights; (ii) examples of conduct that is unlawful sexual harassment; (iii) information on federal and state laws about sexual harassment and remedies available to victims of sexual harassment; and (iv) information concerning employees' right to make complaints and all available forums for investigating complaints.

This policy shall be posted on the School District's website and in prominent places in each School District facility and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Cross Ref:

Policy 0100 Sexual Harassment

Policy 0115 Dignity for All Students

Policy 5300 Code of Conduct

Ref:

Education Amendments of 1972, Title IX, [20 U.S.C. §1681](#) *et seq.*

Title VII of Civil Rights Act (1964), [42 U.S.C. §2000-e](#); [34 CFR §100](#) *et seq.*

Adoption date: January 5, 2017

Revised: September 27, 2018

0115 DIGNITY FOR ALL STUDENTS

The Board of Education is committed to providing a positive, safe and supportive learning environment where students are free from bullying, harassment and discrimination.

“Harassment” and **“Bullying”** are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

“Cyberbullying” shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

The Board of Education aims to foster an educational setting wherein all students are treated with respect and dignity.

The Board of Education acknowledges that bullying and other forms of harassment or discrimination are disruptive and harmful to our students. Because bullying and other forms of harassment or discrimination are detrimental to our learning environment, our sense of community, and an individual's well-being, the Board of Education does not and will not condone bullying, harassment or discrimination of any kind. The School District strictly prohibits all forms of bullying, harassment and discrimination of students by District employees or students on school property or at school functions, regardless of whether they are conducted on the premises of the School District. The School District also prohibits all forms of off-campus bullying, harassment or discrimination including, but not limited to, “cyber-bullying,” which may include the use of instant messaging, e-mail, websites, chat rooms and text messaging or other form of electronic communication, or other acts in violation of this policy when such acts occur off school property and create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The Dignity Act Coordinator is the school employee charged with receiving reports of harassment, bullying and discrimination.

Any student who believes that he or she is being bullied, harassed or discriminated against, or who has knowledge of bullying, harassing or discriminating behavior should report it.

Students may make oral or written reports of bullying, harassment or discrimination to any staff member.

All School District personnel are responsible for taking action if they become aware of any bullying, harassment or discrimination against a student. Staff members must make an oral report promptly of all complaints of bullying, harassment, and discrimination that they receive from students or others, whether oral or written, as well as any instances of bullying, harassment or discrimination that they are aware of, to the Dignity Act Coordinator not later than one (1) school day after receipt of a report or witnessing an incident and must file a written report with the Dignity Act Coordinator not later than two (2) school days after making the oral report.

Bullying, harassment or discrimination of a sexual nature, as defined by the School District's sexual harassment policy, must be reported to the School District's Title IX officer. Bullying, harassment or discrimination which involves criminal activity, or where there is reasonable belief that criminal activity may occur, must be immediately reported to the Principal. If the Principal believes that any harassment, bullying or discrimination constitutes criminal conduct, he/she shall promptly notify the appropriate local law enforcement agency. To the extent possible, allegations of bullying, harassment or discrimination will be kept confidential; however, the School District reserves the right to disclose the identity of the parties and witnesses in appropriate circumstances to individuals with a need to know.

The Dignity Act Coordinator will lead the investigation of all reports of harassment, bullying and discrimination and will complete each investigation promptly after receipt of any written report. All reports of bullying, harassment or discrimination will be thoroughly investigated and prompt action will be taken by the school where the incident occurred to address the verified allegations, including the imposition of appropriate disciplinary measures in accordance with applicable law and the School District's Code of Conduct. Actions will be reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of behavior, and provide for the safety of the student(s) against whom the bullying, harassment or discrimination was directed. Actions shall be consistent with the guidelines created by the School District, in accordance with law and this policy, for measured, balanced and age-appropriate responses to instances of harassment, bullying and discrimination.

All Principals and Dignity Act Coordinators shall make regular reports to the Superintendent of Schools on data and trends related to harassment, bullying and discrimination in their schools.

The School District expressly prohibits any retaliation against complainants, victims, witnesses and/or any individuals who initiate, testify, participate or assist in the investigation of any allegation or report of bullying, harassment or discrimination. The School District's administrators will monitor participants in investigations and victims of bullying, harassment or discrimination to determine that the behavior has ceased, no

retaliation has occurred and support or counseling has been afforded to the involved individuals, as needed.

The School District will create guidelines for training and will provide training to staff, in accordance with the requirements of state law and the Regulations of the Commissioner of Education, which will include, but not be limited to: raising awareness and sensitivity to potential bullying, harassment or discrimination and the effects of bullying, harassment or discrimination, including cyberbullying, on students; enabling staff to prevent and respond to incidents of bullying, harassment or discrimination; addressing social patterns of harassment, bullying and/or discrimination, the identification and mitigation of such acts, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings; effectively implementing school policy on conduct and discipline; and including safe and supportive school climate concepts in curriculum and classroom management.

The School District will include in the course of instruction in grades kindergarten through twelve a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, with an emphasis on discouraging acts of harassment, bullying and discrimination, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. The component shall support the development of a school environment free of harassment, bullying and discrimination and shall also include instruction on the safe, responsible use of the internet and electronic communications. For purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to bullying, discrimination or harassment and civility in the relations of people of different races, colors, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes.

In accordance with state law, the Superintendent of Schools or his/her designee will designate at least one (1) staff member at every school as a Dignity Act Coordinator who is approved by the Board and who will be instructed in the provisions of the Dignity for All Students Act; thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex; and provided training: (1) which addresses the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; (2) in the identification and mitigation of harassment, bullying and discrimination; and (3) in strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. Each Coordinator shall be employed by the School District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or Superintendent of Schools. The name and contact information of the Dignity Act Coordinator shall be disseminated in accordance with state law and the Commissioner's Regulations.

The Superintendent of Schools or his/her designee shall develop and implement a school strategy to prevent harassment, bullying and discrimination as well as procedures and guidelines, as needed, to fulfill the purpose of this policy in the School District, including intervention and non-discriminatory instructional and counseling methods and guidelines relating to the development of measured, balanced and age-appropriate responses to instances of harassment, bullying or discrimination by students, with remedies and procedures following a progressive model that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors, and are consistent with the School District's Code of Conduct.

The School District will maintain current versions of this policy on its website and require that at least once during each school year, each school provide its employees, students and parents with a written or electronic copy of this policy, or a plain-language summary thereof, including the notification process by which students, parents and school employees may report harassment, bullying and discrimination.

The School District shall report material incidents of discrimination, bullying and harassment of students to the Department of Education as mandated by the Regulations of the Commissioner of Education, but in no case less than on an annual basis.

Cross Ref:

Policy 0100 Equal Opportunity

Policy 0110 Sexual Harassment

Policy 5300 Code of Conduct

Ref:

[Education Law, Article 2](#)

[Education Law §801-a](#)

8 NYCRR §§ 100.2(c), (jj), (kk)

Adoption Date: January 5, 2017

2018-2019 School Calendar

16

JULY					AUGUST					SEPTEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					
9	10	11	12	13	6	7	8	9	10	3	4	5	6	7
16	17	18	19	20	13	14	15	16	17	10	11	12	13	14
23	24	25	26	27	20	21	22	23	24	17	18	19	20	21
30	31				27	28	29	30	31	24	25	26	27	28
22					18					15				

August	29-30	Staff Day
September	3	Labor Day
September	4	First Day of School
September	10-11	Rosh Hashanah
September	19	Yom Kippur
October	8	Columbus Day
November	7	Diwali
November	12	Veteran's Day
November	22-23	Thanksgiving
December	24-31	Winter Recess
January	1	New Year
January	21	Martin Luther King
February	5	Lunar New Year/Staff Day
February	18-22	Presidents' Week
April	18-26	Spring Break
May	27	Memorial Day
June	4	Eid al-Fitr/Staff Day
June	26	Last Day of School

OCTOBER					NOVEMBER					DECEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2					
8	9	10	11	12	5	6	7	8	9	3	4	5	6	7
15	16	17	18	19	12	13	14	15	16	10	11	12	13	14
22	23	24	25	26	19	20	21	22	23	17	18	19	20	21
29	30	31			26	27	28	29	30	24	25	26	27	28
21					14					21				

JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1					1
7	8	9	10	11	4	5	6	7	8	4	5	6	7	8
14	15	16	17	18	11	12	13	14	15	11	12	13	14	15
21	22	23	24	25	18	19	20	21	22	18	19	20	21	22
28	29	30	31		25	26	27	28		25	26	27	28	29
15					22					17				

Contingency Days - the first five days will not be re-scheduled.

** 2018-2019 Calendar is subject to revisions pending the NYS test schedule for grades 3 through 8.

181 Instructional Days/ 4 Staff Days

April					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3					
8	9	10	11	12	6	7	8	9	10	3	4	5	6	7
15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
22	23	24	25	26	20	21	22	23	24	17	18	19	20	21
29	30				27	28	29	30	31	24	25	26	27	28

