



Staff and Faculty Handbook

OESJ Elementary School

**6486 State Highway 29
St. Johnsville, NY 13452
(518) 568-2014**

Relationships, Rigor, Relevance, Readiness

2024-2025

This September 2024-2025 Elementary Staff Handbook supersedes all previous copies. The handbook is designed to provide guidance and information you will need throughout the year. It is expected that all employees (and students) enjoy a safe and professional environment, are treated with respect and fairness, and are free from harassing behaviors. The Administration and Board of Education will consequently enforce the District's policies to help ensure harmonious relationships within the District. All school and District forms you may need are located in the main office, district office or the Google Drive. Please review the handbook at your earliest convenience and contact the principal if you have questions, suggestions, or find any errors.

TABLE OF CONTENTS

ACADEMIC INTERVENTION SERVICES	9
ACCIDENT REPORT PROCEDURES	29
ALLEGATIONS OF FRAUD POLICY	67
ANNOUNCEMENTS AND DAILY BULLETIN	28
ASSESSMENTS	10
AUTOMATED EXTERNAL DEFIBRILLATORS	25
BOARD OF EDUCATION	3
CHILD ABUSE/MANDATED REPORTER REFERENCE GUIDE	32
EMERGENCY SCHOOL CLOSINGS	26
CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL POLICY	52
Communicable Disease/Pandemic Plan 2022- 2023	36-51
CONDUCT ON SCHOOL PROPERTY	27
CONFIDENTIAL DISCLOSURE POLICY	74
DE-ESCALATION BEHAVIOR TECHNIQUES	12
DIGNITY FOR ALL STUDENTS ACT (DASA)	14
DIRECTORY OF OESJ ELEMENTARY SCHOOL STAFF	4-5
DISTRICT CONTACT INFORMATION	3
DISTRICT VISION & MISSION STATEMENTS	3
EXTRA DUTIES AND ASSIGNMENTS	28
FACULTY MEETINGS 2022 - 2023	30
FAMILY AND MEDICAL LEAVE ACT POLICY	69
FIELD TRIPS	23
FIRE DRILL PROCEDURES	25
FIRE DRILLS	25
FOOD PRICES AND SERVICES	26
GRADING SYSTEMS	11
HEALTH SERVICES	24
HONOR ROLL AND “WOLF” OF THE MONTH AWARDS	12
IDLING SCHOOL BUSES ON SCHOOL GROUNDS	22
INSTRUCTIONAL SUPPORT TEAM	9
INTERNET SAFETY	9
LEAVING SCHOOL DURING SCHOOL HOURS	6
LEAVING SCHOOL EARLY	6
LIVE ANIMALS IN SCHOOL FOR INSTRUCTIONAL PURPOSES	23
MAILBOXES AND EMAIL	28
MARKING PERIODS 2024-2025	11
NEW YORK STATE TESTS	10
OPEN HOUSE AND PARENT CONFERENCES	27
PARKING	76
PAYDAY	27
PROGRAMS FOR STUDENTS WITH DISABILITIES	9
PROMOTION AND RETENTION OF STUDENTS	10
PROTECTIVE SERVICES ACT AND PROCEDURES	30
PURCHASING PROCEDURES	28
QUE CENTRE	30
REPORT CARDS AND PROGRESS REPORTS	11
SAFETY PLANS	25
SCHOOL EQUIPMENT POLICY	29
SCHOOL KEYS	29
SEXUAL HARASSMENT OF DISTRICT PERSONNEL POLICY	55

SIX-DAY SCHEDULE 6
 STUDENT DISMISSAL PRECAUTIONS 7
 SUPERVISION AND SECURITY THROUGHOUT THE DAY 29
 TEACHER ABSENCE INFORMATION 6
 TEACHER CHECKLIST 29
 TEACHER OBSERVATION AND EVALUATION 28
 TELEPHONE MESSAGES 28
 TRANSPORTATION 22
 USE OF SCHOOL COMPUTERS 8
 WEBSITE INFORMATION 26

DISTRICT CONTACT INFORMATION

Adam Heroth, Superintendent
 44 Center Street
 St. Johnsville, NY 13452
 Phone: (518) 568-7280
 Fax: (518) 568-2797

Kyle O'Brien, Principal
 OESJ Elementary School
 6486 HWY 29
 St. Johnsville, NY 13452
 Phone: (518) 568-2014, ext. 2101
 Fax: (518) 568 - 2941

Timothy Barnes, Principal
 OESJ Jr./Sr. High School
 44 Center Street
 St. Johnsville, NY 13452
 Phone: (518) 568-2011, ext. 1
 Fax: (518) 568-2797

Jessica Derwin, Director of Curriculum/Student Services
 6486 HWY 29
 St. Johnsville, NY 13452
 Phone: (518) 568-2014, ext 2103
 Fax: (518) 568- 7941

The District website: www.oesj.org

BOARD OF EDUCATION

- | | | |
|-------------------------|----------------------------|---------------------------|
| Neil Clark, President | Dean Handy, Vice President | Ty Stowell, Member |
| Shannon Smith, Member | Susanne Sammons, Member | Anton Christensen, Member |
| Steven Polidori, Member | | |

Members are unpaid public officials elected by the voters of the school district to take formal legal actions and assume the major responsibilities for the operation of the schools. These people are members of the community, who have taken on the additional task of Board membership in order to provide leadership for the welfare of district students.

In order to perform its duties in an open and public manner, and in accordance with state law, the Oppenheim-Ephratah-St. Johnsville Central School Board of Education holds regular business meetings on the first Wednesday of each month at 6:00 PM. Meetings alternate between the Jr./Sr. High School on even months and the Elementary School on odd months. Please check the online district calendar for any additional meetings that may be scheduled.

DISTRICT VISION AND MISSION

Elementary Vision Statement

The OESJ School District seeks to provide the best possible education for every student. We strive to maintain an excellent learning environment to ensure every student graduates from high school prepared for college and career success.

Mission Statement

The mission of the OESJ Central School District is for every student to experience an enriching environment where they will master the skills necessary for 21st century learning and reach their full potential for applying knowledge. All OESJ students will have the opportunity to engage in meaningful and authentic learning through teachers' use of research based, innovative instructional practices. We will educate our students to become lifelong learners, cooperative workers, quality producers and outstanding citizens.

DIRECTORY OF OESJ ELEMENTARY SCHOOL STAFF

Attendance	Carlee Elwood	568-2014 ext. 2117
Building Use	Main Office	568-2014 ext. 2117
Building and Grounds/Custodians	Jeffrey Swartz	568-2011/568-2014 x106
Bus Schedule/Issues	Holly Brundage	568-2014 ext. 2105
Business Office	Billi Jo Stallman	568-9990
Cafeteria/Meal Information	Charles Sherman	568-2014 ext. 3130
Curriculum/Programs/Discipline	Kyle O'Brien	568-2014 ext. 2101
District Technology Coordinator	Gregg Roth	568-2011 ext. 6063
Health Concerns & Lost and Found	Cheryl Brown	568-2014 ext. 2136
Library	Missy Baker TA	568-2014 ext. 2100
Social Worker	Diana Ashton	568-2014 ext. 1111
Superintendent's Office	Adam Heroth	568-2011 ext. 5281
CSE Office	Jessica Derwin	568-2014 ext.2103
	Julie Taylor	568-2014 ext. 2115
High School Principal	Timothy Barnes	568-2011 ext. 3114

Universal Pre-Kindergarten

Kate Yoder
Nanette Weakley

Kindergarten

Tiffany Case
Jenna Hagadorn
Angela Hazzard

First

Chelsea Doherty
Courtney Crozier
Jean VanValkenburgh

Second

Amanda Blanc
Heather Smith
Heidi Sprouse

Third

Brooke Cuddy
Elaine McNulty
Angela Simone

Fourth

Karin Eggleston
Skyler Viveros

Fifth

Leann Clark
 Nick Visconti
 Kayla Sergott

Special Education Teachers

Melissa Cobb
 Victoria Decker
 Mary Beth Hudyncia
 Jennifer Mueller

Special Area Teachers

Jillian Wilder, Physical Education
 Victor Orsell, Physical Education
 Erin Thayer, Instrumental Music
 Kevin Cannon, Art
 Rachel Brownell, Vocal & General Music
 Dina Brundage, Remedial Math
 Brenda Waterbury, Remedial Reading
 Angie Jones, Remedial Reading

Support Staff

Melissa Baker, Teacher Assistant
 Brianna Cobb, Teacher Assistant
 Janell Mosher, Teacher Assistant
 Jenni Rachon, Teacher Assistant
 Richelle Russo, Teacher Assistant

Teacher Aides

Jennifer Blair, Teacher Aide
 Pam Cool, Teacher Aide
 Inger Leonard, Teacher Aide
 Traci Sartin, Teacher Aide
 Amanda Schwasnick, Teacher Aide
 Brenda Stowell, Teacher Aide
 Sara Tompkins, Teacher Aide
 Kristy Buccolo, Teacher Aide
 Michelle Larimore, Teacher Aide

Sixth

Staci Battisti
 Karlee Dunn
 Thomas (TJ) Jordan

Special Service Providers

Diana Ashton, Social Worker
 Cheryl Brown, School Nurse
 Ann Drummond, Psychologist
 Megan Ball, O.T.
 Melissa Eagles, Speech
 Helen Hook, Speech
 Kayla Lachut, P.T.

Technology

Gregg Roth, Director of Technology
 John LiBritz, Computer Coordinator

Business Office/District Office

Stephanie Bonk, Superintendent Secretary/District Clerk
 Billi Jo Stallman, District Treasurer
 Samantha Carter, Account Clerk
 Jennifer Davis, Account Clerk

CSE Office

Jessica Stock, CSE/CPSE Chairperson
 Julie Taylor, CSE/CPSE Secretary

Custodial Staff

Joe DePiazza
 Jarrod Walrath
 Will Leon
 Molly Miller
 Emily Weaver

Food Service Workers

Charles Sherman, Food Service Mgr.
 Rosemary Hart

Karen Spence
Michelle Vickery
Pam Turner

Bus Drivers

Tara Brandow Tammy Oare
Victor Capece Cynthia Rubino-Keck
Carrie Caringi
Jessica Crum David Wilbur
Vicky Dager Carl Youker
Laurie Fallis
Walter Hastings
Richard Hogan
Alvin Myers

Bus Monitors

Jennifer Blair Michelle Larimore
Pam Lyon Kristy Buccolo
Bruce Lyon Michelle Viccari
Elizabeth Mangold
Sara Tompkins
Traci Sartin
Reba VanDyke

SIX-DAY SCHEDULE

Our district follows a “six day” schedule to incorporate physical education classes every other day during the six day cycle for grades 4-6. The first day of school in September will be “Day 1”, the second day will be “Day 2” and so on. If school is closed due to any reason (i.e. holiday, conference days, or inclement weather); the day students resume classes will be the next numbered day. For example, if school is closed on Monday due to a holiday, and Friday was “Day 5”, then Tuesday would be “Day 6”.

LEAVING SCHOOL DURING SCHOOL HOURS

Teachers may leave school during their assigned lunch period only. If you are expecting a phone call near midday and will be going out to lunch, please inform the office. Planning periods are not “free periods”. Planning periods must be used to plan. Teachers may leave during the planning period to conduct school business with the principal's permission.

LEAVING SCHOOL EARLY

Upon occasion, it may become necessary for a teacher to leave before the end of the regular school day. Requests to leave school early must be directed to the building principal. It will be the responsibility of the teacher making the request to arrange for alternate coverage of his/her class(es) in connection with such a request.

TEACHER ABSENCE

A teacher who is unable to report for work on a given day is to notify the HFM BOCES Sub Service (Aesop) as early as possible stating the reason for the absence. Emergency lesson plans for use by the substitute teacher are to be on file in the main office and are to be updated every three months.

OESJ uses an automated service that is available 24 hours a day, seven days a week. You may interact with the system either on the internet at www.frontlinek12.com/aesop or by using the toll free automated phone line 1-800-942-3767 (1-800-94-AESOP).

How do I register with the system?

- 1. Simply dial 1-800-942-3767 (1-800-94-AESOP).

2. Enter your Identification (ID) and Personal Identification Numbers (PIN), which should be provided or call the central sub service office at (518) 736-4390 between 5:30am and 3:00pm.
 - a. Be ready to give your social security number via a touch tone phone.
 - b. Be ready to say your name clearly.
 - c. Have a pen and paper ready to write down your ID and PIN, which will be given to you at the end of the registration process.
3. Once you are logged into the system, you will be given prompts for the various menu choices.
4. To call in for a sub, call the system phone number and listen to the options or go to the website and follow directions. If you are requesting a specific sub, be prepared to give the phone number of the desired sub.

When you access the system over the phone for the first time, it is very important that you record your name and assignment for substitutes to hear. Please keep in mind that only your name and assignment should be recorded (for example, John Doe, 3rd Grade) as the system will play this recording to potential substitutes for all future absences you register. You will not be asked to record this information each time you register an absence.

When entering an absence, please wait until you receive a confirmation number before you terminate the phone call. Your transaction is not complete until you receive a confirmation number.

You may also access the system on the internet at www.frontlinek12.com/aesop Here you will be able to enter absences, check your absence schedule, update personal information, and exercise other features. If you have any questions, concerns, or comments; please feel free to contact the central office at (518)-736-4390 or subsvc@hfmbooces.org

TEACHER ABSENCE INFORMATION

1. When you know in advance that you will need a sub, please call the sub service well prior to the date of absence to ensure a substitute is available. If you have spoken with a certified substitute and arranged to have them come in for you, please enter the absence in the BOCES computer as soon as possible. If the absence is not in the computer, the substitute might get calls from the sub service system for the same day. Please remember that certified subs will always be placed before non-certified people. Sub service will **not honor** requests for uncertified subs if certified subs are available.
2. If you are going to be absent for a field trip, school business, etc., when no sub is required, you must still report the absence to the sub service. The brochure/recording for sub service procedures now lists 20 reasons that may be used. Please check this list for the appropriate reason code.
3. If you wait longer than 10 seconds when entering numbers, you are likely to get a message beginning with the word "Invalid". Do not panic; just try putting the same number in again.
4. Please remember that only substitutes hear the special instructions recorded in your absence. The staff at sub service does not. If you do not need a sub, or already have pre arranged a sub, please do not put this information in special instructions. Please follow the instructions in the system to prearrange a sub or to make the absence "no sub required". Please call the help desk or answering machine at 736-4390 for assistance if you have trouble.
5. If you are trying to put an absence into the system and it says that the certified sub you want is not available after you have already spoken to the sub and pre arranged it with them, please do not create the absence. Please call the help desk or voice mail.
6. If you need to cancel a job the morning of the assignment, the sub service computer will only try to contact that substitute once. Because of this, there have been instances where the sub has not been contacted before they leave for the job, and they are reporting to school when they are not needed. If

you must cancel a job the morning of the assignment, please call the sub service desk at 736-4390 and inform them of the cancellation, and they will contact the sub for you.

7. Please remember that the ½ day point is 11:25 a.m. If you need to leave prior to 11:25 and need coverage, you will have to find someone on staff to cover for you until the substitute arrives at 11:25 or you would have to call in for the whole day. The same applies for a morning absence. The sub would stay until 11:25 a.m. If you need coverage after 11:25, you would need to find the coverage or call in for the whole day. Please remember that keying at any time other than 11:25 as the ½ day point, prevents the ½ day substitute from receiving a chance to be assigned for the other ½ of the day.

STUDENT DISMISSAL PRECAUTIONS

In order to ensure students' safety, the building principal, school nurse and main office staff maintain a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to the custody of any individual and show identification who is not the custodial parent or guardian of the student unless the name is on the authorized list. Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment.

A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing, with a signature of the parent or guardian. Certified copies of any court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of his or her child, shall be maintained in district offices.

If anyone seeks the release from school of a student, he/she must report to the school office and, if requested, present satisfactory identification to the building principal. If the person seeking the release of a child exhibits to the school official an out-of-state custody order, the Superintendent will be notified.

Early release excuses for emergency reasons should be requested in writing by the parent. Medical releases are handled through the Nurse's Office. All other reasons for release must be submitted to the Main Office, and students must be picked up in the Main Office. The parent/guardian must sign the register in the main office before leaving.

USE OF SCHOOL COMPUTERS

Students will be granted an account number to access the school district's computer network. Each student's account number is intended for personal use only and should not be shared with other individuals. Users of the district's computer equipment shall have no expectation of privacy. The district reserves the right to access all files and monitor all uses of the district's computer technology equipment at its own discretion in order to ensure the equipment is not being used inappropriately.

The district prohibits the use of any computer hardware/software in any inappropriate, fraudulent or destructive manner, including, but not limited to:

- Accessing inappropriate websites
- Sending out unauthorized messages
- Entering a code-protected file
- Plagiarism
- Altering a software program
- Vandalizing hardware or software components
- Copyright infringement

- Use of a password, other than your own

Discipline procedures include, but are not limited to:

- Suspension of computer use
- Detention
- Suspension from school

An acceptable use agreement for student use of the district's computer network will be sent home. It describes the student's access to the network and expectations for acceptable use. Parents are expected to review this agreement with their child. Parents/Guardians are required to sign the agreement to abide by district policy and regulation in the use of the district's computers. These agreements are kept on file in the main office. Failure to abide by these regulations may result in disciplinary action up to and including suspension from school and/or revocation of system access and related privileges.

INTERNET SAFETY

The Oppenheim-Ephratah-St. Johnsville School District is committed to safeguarding children's access to the Internet on district computers. Although the district cannot totally guarantee the effectiveness of selected filtering and blocking technology, the district will use such measures that block or filter Internet access to visual depictions that are obscene or otherwise harmful to minors, as defined in the Children's Internet Protection Act.

PROGRAMS FOR STUDENTS WITH DISABILITIES

Students with disabilities are entitled to receive, at public expense, special education, related services and/or supplementary aids and services as necessary to ensure a free appropriate public education in the least restrictive environment, appropriate to meet their individual needs.

Each student identified as having a disability will have access to the full range of programs and services of this school district, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.

Teachers and staff who desire further information on these programs and services should contact the CSE Chairperson, Jessica Derwin at 518-568-2014, ext. 2103. It is the responsibility of the special education teachers to go over their students' IEPs with the general education teachers that will be servicing their students.

ACADEMIC INTERVENTION SERVICES

The district shall provide Academic Intervention Services (AIS) to students who have been identified as being at risk of falling below the state learning standards in English language arts or mathematics. Such mandated services include intervention and remediation. Other services may include counseling and study skills.

A student's eligibility for AIS will be determined based on his or her performance on local assessments for grades k-3 and state assessment examinations for grades 4-6 and in accordance with district assessment procedures. Students who score a level 1 or 2 on state tests in Math or ELA will have AIS as per Commissioner's letter and cut points; generally the classroom teacher and AIS teacher will be responsible for such services.

When it has been determined that a student needs AIS, the building principal will notify the parents in writing. The notice will outline the reason the student needs such services, the type of services to be provided and the consequences of not achieving the performance standards. In addition, the district will provide the parents with opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with teachers to improve the student's performance. Parents can contact the school regarding our test out policy from academic intervention services.

INSTRUCTIONAL SUPPORT TEAM (IST)

If a child shows consistent delays (concerns) impacting his/her educational performance, he/she may be referred to the Instructional Support Team (IST) for review. Teachers may refer a student any time. The team establishes a plan of action to support the child in his/her educational setting. The student is monitored and often reviewed again to assess performance rate. Attendance by parent/guardian is recommended.

Students showing significant academic delays need to be referred to the IST by a teacher for review prior to March 1st. IST form needs to be completed in full noting testing results and interventions prior to setting a date to meet. Early detection will identify and address instructional needs and additional support services needed to promote progress. Parent attendance is recommended. If academic promotion is in doubt, IST ongoing meetings throughout the school year beginning in Sept/Oct are necessary before retention. IST meetings are required prior to a CSE referral.

ASSESSMENTS

The purpose of continual and periodic assessments is to ensure every child is learning. It is much more beneficial for a student when deficiencies are caught early and interventions are immediately implemented.

DIBELS - is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in Kindergarten through 8th grade.

Benchmark Assessments in ELA and Math – Interim assessments aligned with the Next Generation Learning Standards are effective in progress monitoring our students. Teachers are required to assess students quarterly to monitor what they should have learned from the first day of class. Teachers will implement new strategies to ensure each student learns the skills and concepts expected at that grade level.

iReady Math - Assessments are given in the Fall and Spring to identify instructional levels and measure growth

NEW YORK STATE TESTS

New York State Testing Dates for 2024-2025

Examination	Administration Dates
Grade 3-6 English Language Arts	May 1 and May 2
Grades 3-6 Mathematics	May 12 and May 13
Grade 5 Science Test	April 10

PROMOTION AND RETENTION OF STUDENTS

At the elementary level, students who are making sufficient growth at their level will be promoted. Students who do not make satisfactory progress in one or more core subjects — reading, English language arts, mathematics, social studies and science — shall have their cases considered on an individual basis and may be retained. This will be discussed at IST and we will decide to retain or promote students on an individual, case by case situation.

A decision to retain shall be arrived at by consensus from a case conference approach involving the Instructional Support Team including, teacher, building principal, and school psychologist. Factors to be considered include all assessment data, teacher observation data; attendance, social, emotional and physical development; family conference; and, for identified students, recommendations by the Committee on Special Education (CSE).

REPORT CARDS

Teachers are responsible for submitting all grades and report cards by the assigned due dates. The progress reporting system includes report cards and forms that are issued periodically. Parents are urged to visit the school and to meet with teachers whenever necessary.

THE MARKING PERIODS FOR THE 2024-2025 SCHOOL YEAR:

Quarter 1	September 4th	through	November 8th
Quarter 2	November 11th	through	January 24th
Quarter 3	January 27th	through	April 4th
Quarter 4	April 7th	through	June 20th

GRADING SYSTEMS

Kindergarten - 5th grades utilize a skill and effort key specific to grade level to determine performance level. Grade 6 uses a numerical/letter system to determine performance level. The grading system is used to indicate achievement and development in each class or subject area in which a student is enrolled. Performance grades are also used in Special Area classes such as Physical Education, Art, Tech, Library, and Music. Grading will be based upon students' ability to demonstrate learning via assessments and other means. **No grades above 100% will be accepted.**

Performance Key for Kindergarten - 5th Grade:

- 4 = Exceeds current grade level expectations
- 3 = Meets current grade level expectations
- 2 = Inconsistently meets current grade level expectations
- 1 = Well below current grade level expectations
- NA= Not evaluated at this time
- M = Modified curriculum/assessed with accommodations

Numeric Key for 6th Grade

- | | | | |
|--------------------------|------------|------------|------------|
| A+ = 97-100 | B+ = 87-89 | C+ = 77-79 | D+ = 67-69 |
| A = 93-96 | B = 83-86 | C = 73-76 | D = 66 |
| A- = 90-92 | B- = 80-82 | C- = 70-72 | D- = 65 |
| F = any grade below a 65 | | | |

Character and Responsibility Key

- 3 - Most of the time 2 - Some of the time 1- Not at all

High Honor Roll/Honor Roll

Students in grade 6 are eligible to earn a place on the Honor Roll list based upon grades received during the quarter. The High Honor Roll award will be given to students with an average of 89.5 or above. The Honor Roll award will be awarded to students with an average between 84.5 and 89.4. An assembly to recognize these students will be given quarterly. Staci Battisti coordinates this awards program and should be consulted for questions or concerns.

WOLF AWARDS

The "Wolf" Awards are for students who display the traits of outstanding civility, citizenship, and character in the school, which supports the efforts of the Dignity for All Students Act. This is an award generally given the first Friday of every month for students in grades 3 through 6 based on, but not limited to, the following criteria:

1. Effort: works hard, puts forth effort, and completes assigned work on time
2. Dependability: has acceptable attendance to school and arrival times to class
3. Respectfulness: consistently treats others with kindness, tolerance, and compassion and referrals demonstrates an awareness and sensitivity in the relations of people
4. Helpfulness: consistently helps staff, classmates, as well as volunteers
5. Responsibility, Honesty, and Accountability: accepts responsibility by telling the truth about self or others' behaviors and does not make excuses for those behaviors

6. **Self-control:** no discipline issues, such as no conduct referrals in the past 3 months for inappropriate behaviors and no disruptive behaviors (excessive talking in class, harassing-type or teasing behaviors, manipulating others, spreading rumors, making rude or inappropriate comments about others, passive-aggressively bothering others, etc)

Staci Battisti coordinates this awards program and should be consulted for questions or concerns.

DE-ESCALATION BEHAVIOR TECHNIQUES

Apology – Apologize to students if you make a mistake.

Time Away – Ask the student to get a drink, deliver a message, go for a walk, go to another room, sit in a quiet spot (this is particularly effective if you prearrange with another colleague to send each other’s disruptive students for the remainder of the lesson).

Consequences – Consistent, fair, and timely consequences holds students accountable. For example, keep a student after school, have the student write a note to their parents about their behavior, write a letter of apology, lunch detention with you, restriction from activities, and call home.

Choose Your Battles – Immediately enforce intolerable behaviors and choose the most non-threatening time and place in order to address other inappropriate behaviors.

Classroom Management – Ensure your classroom is set up in a way which maximizes student success. For example, keep certain students away from each other, sit students away from tempting objects, keep the classroom neat and orderly; in general, does your class arrangement make sense for students?

Contact Home – Inform parents and ask for help. Have a positive and optimistic tone. **KEEP A PHONE LOG.**

Ego Boost – Tell the disruptive student about their positive attributes.

Flexibility – Realize you will not always get what you want. Some problems will not get resolved immediately, so leave the problem alone and resolve it at a later date.

Grade Management – Do not let students fall so far behind they have no chance of success; contact parents, other teachers, social workers, school psychologist, nurse, coaches, advisors, or administrators (people who will help) in order to prevent this problem.

High Expectations – Thoroughly explain your high expectations and address students in a constructive manner, who do not meet them.

Honest Appeal – Talk to students in an honest, non-threatening way, and politely tell them how you feel and your expectations. Then ask them to please stop.

Humor – Use humor in order to decontaminate a potentially hostile situation.

Hurdle Help – Help students with difficult assignments and show that you care.

Interest Boosting – Tap into a student’s area of interest before he or she becomes restless.

Lesson Plans – Prepare meaningful lessons that keep students engaged from the beginning to the end of the lesson: activating strategy, essential question, modeling, guided and individual practice, collaborative pairs or group work, formative and summative assessments, review/spiraling and summarizing.

Modeling – Remain calm and show students how to behave.

Mirroring – Act-out the inappropriate behaviors in order that the disruptive student sees how foolish he or she is acting.

Multiple Intelligences – Recognize that students are gifted in different areas (linguistic, logical, spatial, kinesthetic, musical, interpersonal, and intrapersonal) and then tap into those areas.

Planned Ignoring – Ignore inappropriate behaviors in order to avoid negative reinforcement but address the inappropriate behaviors before the lesson ends; this enforces to the perpetrator and to other students that it is not okay to break rules.

Positive Reinforcement – Recognize positive behaviors.

Power Struggles – Recognize and refuse to engage in power struggles by not arguing with students.

Practice/Role Play Procedures – Have students practice procedures, such as entering the class, walking in the halls, entering the room late, how to handle teasing, handing in work, etc. These need to be taught. Students should not be punished for that which has not been taught.

Proximity Control – Stand near the student who is likely to engage in inappropriate behavior.

Reality/Choice Therapy – Show the disruptive student that their behavior is in direct conflict with their goal. For example: What’s your goal in school? How are you going to achieve that goal? What choices are you making right now? What behaviors do you need to have right now?

Relationships – This is probably the most important de-escalation technique. Develop relationships in order to understand and implement strategies that work for disruptive students. Students respond better to people who care, are fair, and who they respect.

Remove Seductive Objects – Remove distracting objects away from students.

Restructuring – Deviate from your lesson plan when it is obvious that some students are becoming angry, frustrated, or bored with work (opposite of routine).

Routine (Classroom Management) – Have a daily routine so students know what to expect and what is expected of them, and keep students productively engaged from the beginning to the end of each lesson.

Rules – Students need to understand rules that are consistent and enforceable in order to behave appropriately.

Signal Interference/Non-Verbal Communication – Use non-verbal communication in order to show disapproval of a behavior, such as putting your finger in front of your lips to quiet someone who is talking (hold-up three fingers above your head to gain students’ attention – stop, look, and listen).

Specificity – Alleviates confusion and the ability for students to manipulate, so be simple and specific. For example, Say to a disruptive student, “Quietly sit down in your assigned seat right now so that I won’t have to keep you for detention.” Make eye contact on their level and ask them to repeat the simple instructions in order to check for understanding.

Time Out – Politely ask the disruptive student to refrain from engaging in the disruptive behavior and sit quietly until he or she is ready to participate.

Touch Control – Touch the disruptive student in a non-threatening way in order to communicate that he or she is off-task. For example, tap a student on the shoulder when he or she is not attentive.

Voice Control – Deliberately change the volume, tempo, and or pitch of your voice in order to communicate dissatisfaction (this is a deliberate action rather than one of anger).

DIGNITY FOR ALL STUDENTS ACT (DASA)

“The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012. This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concept of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.” www.p12.nysed.gov/dignityact

The District cannot investigate bullying and correct a problem if it is not reported, so we encourage staff, students, and parents to speak up when they witness bullying. Anyone who feels he or she has been bullied, wants to report a bullying incident, or has questions about bullying should contact the building principal at the school in question.

- OESJ Elementary School: Kyle O’Brien, (518)568-2014, ext. 2101
- Jr/Sr High School: Timothy Barnes, (518) 568-2011, ext. 3114

The Oppenheim Ephratah St. Johnsville School Board is committed to protecting its students from bullying, harassment, or discrimination for any reason. The school board believes that all students are entitled to a safe, equitable, and harassment free school environment.

The standards of this policy constitute a specific, focused, coordinated, integrated, culturally sensitive system of support for all students, staff, families, and community agencies that will improve relations within our school. It is designed to ensure that every school has staff that have been trained and are supported in our school’s efforts to provide awareness, and intervention training as well as instructional strategies on prevention and direct follow up when incidents are reported and/or occur.

I. Definitions

A. “Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

1. unwanted teasing
2. threatening
3. intimidating
4. stalking

5. cyberstalking
6. cyberbullying
7. physical violence
8. theft
9. sexual, religious, or racial harassment
10. public humiliation
11. destruction of school or personal property
12. social exclusion, including incitement and/or coercion
13. rumor or spreading of falsehoods
14. hazing

B. “*Harassment*” means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student that:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. has the effect of substantially interfering with a student’s educational performance
3. has the effect of substantially negatively impacting a student’s emotional or mental well-being; or
4. has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

C. “*Cyberstalking*” means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. “*Cyberbullying*” is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, “sexting”, instant messaging, or video voyeurism.

E. “*Bullying*”, “*Cyberbullying*”, and/or “*Harassment*” also encompasses:

1. retaliation against a student by another student for asserting or alleging an act of bullying, harassment, or discrimination.
2. retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a) incitement or coercion;
 - b) accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system (this includes facebook postings or texts after school hours that affect relationships within the school setting); or
 - c) acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

F. “*Bullying*”, “*Cyberbullying*”, “*Harassment*,” and “*Discrimination*” (hereinafter referred to as bullying, as defined in Section A, for the purpose of this Policy) also encompass, but are not limited to, unwanted harm towards a student in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual

orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District.

G. “Accused” is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

H. “Complainant” is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.

I. “Victim” is defined as any student in the school or outside the school at school sponsored events, on school buses and at training facilities or training programs sponsored by the District, who is reported to have been the target of an act of bullying as a result of participating in during any educational program or activity conducted by Oppenheim Ephratah St. Johnsville Central School.

II. Expectations: The Oppenheim Ephratah St. Johnsville School District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of all members of the school community, the educational purpose underlying all school activities, and the care of school facilities and equipment.

A. The School District prohibits the bullying of any student:

1. during any educational program or activity conducted by Oppenheim Ephratah St. Johnsville Central School;
2. during any school-related or school-sponsored program or activity or on a Oppenheim Ephratah St. Johnsville Central School school bus;
3. through the use of any electronic device or data while on school grounds or on a Oppenheim Ephratah St. Johnsville Central School school bus, computer software that is accessed through a computer, computer system, or computer network of the Oppenheim Ephratah St. Johnsville Central School.
4. through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a Oppenheim Ephratah St. Johnsville Central School school bus.
5. The District does not assume any liability for incidents that occur at a bus stop or en route to and from school. A student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate. The principal/designee shall use the proper Referral form to log all reports and interventions. However, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.
6. Though an incident of alleged bullying (cyberbullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.

B. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systematic methods for student and staff recognition through positive

reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior.

C. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.

Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

III. Stakeholder Responsibilities

A. Student Support Services' Office of Prevention: The DASA Coordinator in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including, but not limited to, school based employees, administrators, area/district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.

B. Schools: A DASA Coordinator will be a person who shall serve on existing teams that address acts of violence and school safety, e.g., threat assessment teams and act as the Bullying contact. This person is the key school based personnel who will receive prevention training and assist in the dissemination of prevention methods, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.

C. Accountability: The Building Principal will share accountability for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school and are pursued with equal effort in policy and practice.

IV. Training for students, parents, teachers, area/district staff, school administrators, student support staff, counseling staff, bus drivers, contractors and school volunteers on identifying, preventing, and responding to bullying will be conducted.

A. At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

V. Disciplinary sanctions (consequences) and due processes for a person who commits an act of bullying under this policy.

A. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the District.

1. Consequences and appropriate interventions for students who commit acts of bullying may range from behavioral intervention plans up to, but not limited to suspension, as outlined in the Student Code of Conduct and this Policy. All steps necessary to protect the victim from further violations of this policy will be taken.

2. Consequences and appropriate intervention for a visitor, volunteer, or parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

VI. Reporting an act of bullying

- A.** The DASA Coordinator is responsible for receiving oral or written complaints alleging violations of this policy, as with all infractions from the Student Code of Conduct.
- B.** Students may report complaints of bullying to any school district employee, faculty or staff. All District employees, faculty and staff are required and must report, in writing, any allegations of bullying or violations of this Policy involving students to the DASA Coordinator.
- C.** Any other members of the school community who have credible information that an act of bullying has taken place may file a report of bullying, as a witness.
- D.** Any student (and/or the parent on that complainant's behalf if the complainant is a minor) who believes he/she is a victim of bullying (or any individual, including any student who has knowledge of any incident(s) involving bullying of students) is strongly encouraged to report the incident to a school official.
- E.** A school district employee, school volunteer, contractor, student, parent/guardian or other persons who promptly reports in good faith an act of bullying to the appropriate school official, and who makes this report in compliance with the procedures set forth in this District Policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments within Oppenheim Ephratah St. Johnsville Central School.
- F.** The DASA Coordinator shall document in writing on the proper referral form regarding bullying, as with all infractions of the Code of Student Conduct, to ensure that problems are appropriately addressed in a timely manner, whether the report is made verbally or in writing.

VII. Bullying Complaints and Resolution

- A.** The investigation of a reported act of bullying of a student is deemed to be a school-related activity and begins with a report of such an act.
- B.** The DASA Coordinator shall document all complaints in writing to ensure that problems are addressed in a timely manner. Although this Policy encourages students to use the formal written complaint process, school officials "should investigate all complaints and reports of harassment, whether or not the complaint is in writing," as stated by the Office for Civil Rights in *Protecting Students from Harassment and Hate Crime: A Guide for Schools, Part II* (1999).
- C.** The DASA Coordinator will make an initial determination if a reported act of bullying or harassment falls within the scope of the District. The DASA Coordinator will then report the findings to the Building Principal.
1. If it is within the scope of the District, move to Procedures for Investigating Bullying and/or Harassment as outlined on the accompanying flow chart.
 2. If it is outside the scope of the District, and determined an alleged criminal act, refer to appropriate law enforcement, provide any applicable interventions, and document according to Policy.
 3. If it is outside the scope of the District, and determined not a criminal act, inform parents/guardians of all students involved, provide appropriate interventions and document according to Policy.
- D.** Resolution - where the administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately separately, and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together. Each party's agreement to Informal Resolution must be in writing. The incident and the resolution must be documented on the appropriate data system.

E. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing on the proper referral form.

VIII. Investigation requirements for reported acts of bullying under this policy

A. The DASA Coordinator shall begin a thorough investigation with the alleged victim and accused within two (2) school/working days of receiving a notification of complaint.

B. During the investigation, the DASA Coordinator may take any reasonable action necessary to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable regulations and statutes.

1. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.

2. At no time during the investigation will the name of the complainant be revealed by the investigator; however, the victim needs to understand that if it goes to court his or her name will not be able to be withheld.

3. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.

4. When necessary to carry out the investigation which will be consistent with federal and state privacy laws, the DASA Coordinator may also discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.

C. The Principal/Designee will inform all relevant parties in writing of the decision and the right to appeal.

D. No retaliation of any kind is permitted in connection with an individual having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.

IX. Referral for Intervention

A. Referral of a student to the collaborative problem-solving team (or equivalent school-based team with a problem solving focus) for consideration of appropriate services is made through the school problem-solving process by school personnel or parent to the principal/designee. Parent notification is required and should be made by the person filling out the forms.

B. School-based intervention and assistance will be determined by the collaborative problem-solving team and may include, but is not limited to:

1. counseling and support to address the needs of the victims of bullying.

2. counseling interventions to address the behavior of the students who bully (e.g., empathy training, anger management).

3. intervention which includes assistance and support provided to parents.

4. analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

C. Self referral for informal consultation: District staff, students or parents may request informal consultation with school staff (e.g., school social worker, school counselor, school psychologist) to determine the severity of concern and appropriate steps to address the concern of bullying (the involved students' parents may be included) orally or in writing to the principal/designee.

D. Any investigations and interventions shall be recorded on the District specified data system.

X. Incident reporting requirements

- A.** The procedure for including incidents of bullying in the school’s report of safety and discipline data is required. The report must include each incident of bullying and the resulting consequences, including discipline, interventions and referrals. In a separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy, with recommendations regarding said incident.
- B.** Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified forms, as with other infractions from the Code of Student Conduct.

XI. Process for referral for external investigation

- A.** If the act is outside the scope of the District and believed to be a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified data system.
- B.** While the District does not assume any liability for incidents that must be referred for external investigation, it encourages the provision of assistance and intervention as the principal/designee deems appropriate.

XII. Appeals process

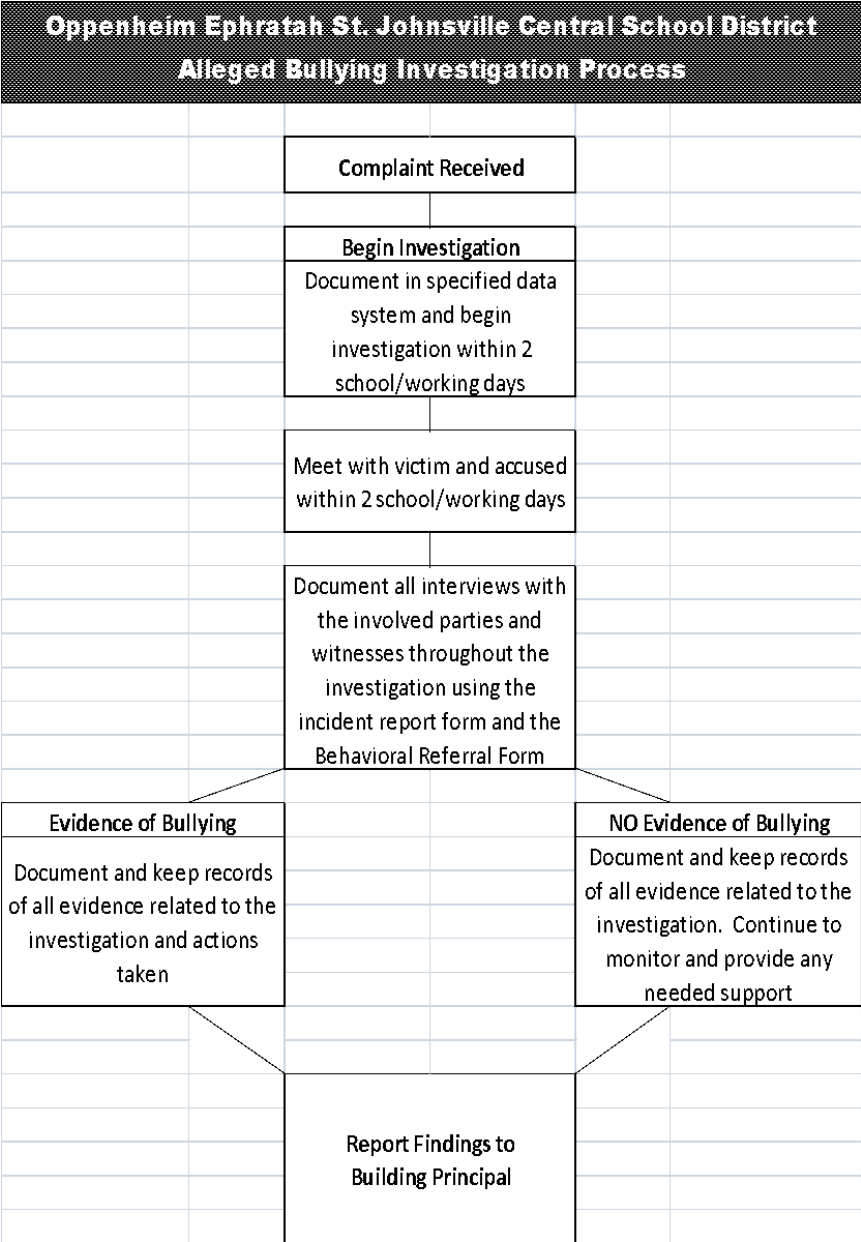
- A.** Appeal procedure for bullying by a student will follow the steps outlined in the Code of Student Conduct – “Right to Appeal Unfair Penalties.”

XIII. Confidentiality

- A.** To the greatest extent possible, all complaints will be treated as confidential and in accordance with the Family Educational Rights and Privacy Act ("FERPA"); the Health Insurance Portability and Accountability Act (“HIPAA”).
- B.** Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy.
- C.** The complainant's identity shall be protected, but absolute confidentiality cannot be guaranteed.
- D.** The identity of the victim of the reported act shall be protected to the extent possible.

XIV. Retaliation Prohibited

- A.** Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this Policy.
- B.** Retaliatory or intimidating conduct against any individual who has made a bullying complaint or any individual who has testified, assisted, or participated in any manner in an investigation is specifically prohibited and as detailed in this Policy shall be treated as another incidence of bullying.



TRANSPORTATION

All pick up and drop off points have to be approved by the transportation dispatcher, Holly Brundage. All notes need to go to the main office and if different pick up and drop off points are needed, Mrs. Brundage needs to be notified through the main office. All notes giving permission for a transportation change must be given to the main office by 11:30. No changes will be accepted after 11:30. If you have a permanent change, a new note needs to be submitted every school year.

IDLING VEHICLES ON SCHOOL GROUNDS

1. On or before July 1, 2008, the commissioner shall promulgate regulations requiring school districts to minimize, to the extent practicable, the idling of the engine of any school bus, as defined in section one hundred forty-two of the vehicle and traffic law, and other vehicles owned or leased by the school district while such bus or vehicle is parked or standing on school grounds or in front of any school. Such regulations shall apply to school districts identified by the

commissioner, in consultation with the department of health, with a significant number of children with asthma and those other school districts deemed by the commissioner as appropriate.

2. Such regulations shall include, but not be limited to, a requirement that the engines of all school buses and vehicles owned or leased by the school district be turned off while waiting for passengers to load or off load on school grounds. When necessary for heating, mechanical or emergency circumstances, the regulations may allow idling to the extent necessary to achieve such purpose. Provided, however, that such regulations shall not conflict with applicable state regulations and local laws.
3. School districts shall be required to annually provide their school personnel with notice of the provisions of this section, and the regulations promulgated pursuant to this section by the commissioner. The commissioner shall provide such notice for school districts to disseminate.

COMMISSIONER'S REGULATIONS

IDLING SCHOOL BUSES ON SCHOOL GROUNDS.

1. General provisions.
 - i. Except as provided in paragraph (2) of this subdivision, each school district shall ensure that each driver of a school bus, as defined in Vehicle and Traffic Law section 142, or other vehicle owned, leased or contracted for by such school district, shall turn off the engine of such a school bus or vehicle while waiting for passengers to off load on school grounds, or while such vehicle is parked or standing on school grounds or in front of or adjacent to any school.
 - ii. School districts shall consider adopting policies which provide for the prompt loading and unloading of individual school buses rather than a policy of waiting for all buses to arrive before loading or unloading.
2. Exceptions. Notwithstanding the provisions of paragraph (1) of this subdivision and unless otherwise required by State or local law, the idling of a school bus or vehicle engine may be permitted to the extent necessary to achieve the following purposes: (i) for mechanical work; or (ii) to maintain an appropriate temperature for passenger comfort; or (iii) in emergency evacuations where necessary to operate wheelchair lifts.
3. Driver requirements. Each school district shall ensure that each driver of a school bus shall:
 - i. instruct pupils on the necessity to board the school bus promptly in the afternoon in order to reduce loading time;
 - ii. whenever possible, park the school bus diagonally in school loading areas to minimize the exhaust from adjacent buses that may enter the school bus and school buildings; and
 - iii. turn off the bus engine during sporting or other events.
4. Notice. Each school district shall annually provide their school personnel, no later than five school days after the start of school, with notice of the provisions of Education Law section 3637 and of this section, in a format prescribed and provided by the Commissioner to such school districts for dissemination.
5. Monitoring and reports. Each school district shall periodically but at least semi-annually monitor compliance with the provisions of this subdivision by school bus drivers and drivers of vehicles owned, leased or contracted for by such school districts. Each school district shall prepare a written report of such review, which shall describe the actions taken to review compliance and the degree of adherence found with the provisions of this subdivision.

6. Private vendor transportation contracts. All contracts for pupil transportation services between a school district and a private vendor that are entered into on or after July 1, 2008, shall include a provision requiring such vendor's compliance with the provisions of the sub division.

LIVE ANIMALS IN SCHOOL FOR INSTRUCTIONAL PURPOSES

Prior approval by the principal is required before an animal enters the school building. The school nurse must be notified and precautionary measures such as notifying teachers of student/staff allergies and/or safety concerns is established prior to entry.

FIELD TRIPS

Oppenheim-Ephratah-St. Johnsville Central School believes field trips are an important part of the educational program. By providing students with hands-on experience and exposure to the larger community, field trips can greatly enhance a student's educational experiences.

A signed permission slip from the parent or guardian is required for each child for each field trip. A child who does not provide a signed permission slip will be prohibited from participating but is expected to come to school, and will be given an alternative assignment on the day of the field trip.

The teacher will provide parents with specific instructions for lunch, appropriate dress, and arrival and departure times. The teacher will also arrange for chaperones.

All students are expected to exhibit proper behavior on field trips. While field trips take place outside of school, school rules still apply. Students are expected to abide by the school's student code of conduct while on a field trip. In addition, students who are unable to maintain appropriate behavior in the classroom may jeopardize their opportunity to go on a field trip. Parents will be notified by their child's teacher at least one week prior to the trip if there are concerns about their child's behavior.

The District allows one field trip per year per class or grade level. Teachers or classes may have additional field trips as long as special administrative approval is granted. All field trip requests must be approved by the building principal and superintendent. All field trips must have an educational purpose to be considered for approval. A copy of the Field Trip Request Form and Parental Authorization Form are located in the main office. The following are guidelines for field trips:

1. Receive approval from the building principal and superintendent prior to any arrangements or commitments made to an organization.
2. Check well in advance on transportation.
3. Arrange adequate chaperones, although the number depends on the type of trip, one chaperone is a fair average for 10 students.
4. Only school students should be included.
5. Permission slips for students signed by a parent are required.
6. The teacher in charge must send a list of students going to faculty, cafeteria staff, and the main office one week prior to leaving. Update the list the day of departure for all parties listed above. Attendance must be taken prior to departure and any student absent must be reported to the main office before leaving. Attendance must be taken several times throughout the trip and especially when returning.
7. Any important phone numbers for emergency purposes must be left with the main office.
8. The teacher in charge must meet with the school nurse two weeks prior to departure to discuss any health issues related to a student attending the trip.

9. The teacher must inform parents and principal at least one week prior to the field trip if there is a possibility the child will not be allowed on the field trip due to continued behavior concerns.
10. Parent/Guardian Release forms/sign-off by parents need to be in the main office. Approval must be obtained by principal prior to the field trip.

HEALTH SERVICES

We are concerned not only with educating our students but also with their health and safety. Please familiarize yourself with these health services and guidelines.

1. Physical Examinations – are required by NYS Education Dept. for new enterers, students receiving special education evaluations, kindergarteners, and children in grades 2 and 4. Children can receive their physical health during the school year through the school physician or through their own doctor.
2. Dental Exam Certificates –will be requested when the health appraisals are required which would be for new entrants, as well as students in Pre-K, K and Grades 2 and 4.
3. Medication – can be administered by the school nurse when the appropriate medication form is completed by a child’s parent and physician. Medication must be brought to the nurse by the parent in its original container. Students should not bring in their own medications.
4. Vision & Hearing screening – done during each school year. If any problem is found the parent will be notified and requested to have further evaluation done by their physician.
5. Growth rate – height and weight checked each year, parents will be notified of any concerns.
6. Scoliosis screening – Students in grades 5 and 6 will have a visual exam by the school nurse for any back, spine, shoulder, or hip bone growth abnormality and the parent will be notified of any concerns.
7. Physical Education Class/Recess Excuses – students having a minor health problem causing a parent to feel their child should be excused from P.E. classes for up to a week are accepted. Physician excuses are required for any extended time period and students will be assigned a modified P.E. program to meet their individual needs.
8. Health Office Passes – Students seen in the health office for basic problems (First aid, minor illness, soiled clothing, etc.) will be given a form to take home documenting their visit. For issues that require immediate attention, the nurse will contact the parent directly. Documentation will be kept on file in the health office.
9. Change of Clothing – Sometimes accidents occur such as spilled milk at lunch, a fall in the mud at recess, or a “late arrival to the bathroom”.
12. Call-In for Absences – It is our policy that parents call to inform the school when their child will not be coming to school.

AUTOMATED EXTERNAL DEFIBRILLATORS

The Oppenheim-Ephratah-St. Johnsville Central School District maintains on site, in each instructional school facility, at least one functional automated external defibrillator (AED) for use during emergencies. Whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities or a school-sponsored athletic contest is held at any

location, school administrators shall ensure the presence of at least one staff person who is trained in the operation and use of an AED. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site. There are 4 AEDs in our building. We have one AED in the main office to be used for sporting or outside events, one outside of the gym, one outside of the nurse's office and one on the second floor of the elementary wing.

SAFETY PLANS

The Oppenheim-Ephratah-St. Johnsville School District has adopted a district-wide school safety plan and building-level emergency response plan for each building in the district. These plans are intended to define how the district and each school building will respond to acts of violence and other disasters. They provide a framework for identifying and implementing appropriate strategies for creating and maintaining a safe, secure learning environment for all students. A copy of the district-wide school safety plan is available for examination in the district office.

FIRE DRILLS

The Building Principal is responsible for conducting fire drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Fire drills shall be held at least twelve (12) times in each school year; eight (8) of these shall be held between September 1 and December 1. At least one-third (1/3) of all such required drills shall be through the use of the fire escapes on buildings where fire escapes are provided. At least one (1) of the twelve (12) drills shall be held during each of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period. Teachers are expected to advise their students of appropriate exits to use during fire drills and these exits should be reviewed on the first day of school.

All students are expected to cooperate with staff members during fire drills, and to leave the buildings in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior may merit a penalty.

FIRE DRILL PROCEDURES

In the interest of ensuring the safety of all students and school personnel the following procedures are to be followed during all Fire Drills and in the event of an actual emergency that requires the evacuation of the building.

1. Check to see that the poster detailing the Fire Evacuation route for your room is clearly visible. Notify the main office if the poster is missing.
2. Whenever the fire alarm sounds, all individuals in the building must evacuate using assigned exits and report to assigned places. Teachers who have a class at the time of a Fire Drill or Emergency Evacuation of the building are to:
 - a. Remain with their class throughout the drill unless directed by administration to assist somewhere else.
 - b. Bring your attendance register with you and do an attendance check when out of the building. Notify administration of any missing student(s).
 - c. Be sure that all windows and doors are closed when you leave the classroom. The teacher should be the last one to leave the room in order to insure that no student has been left behind.

- d. Keep the class together and sufficiently quiet as to be able to hear and respond promptly to emergency instructions.
 - e. Return to the building with the class when the “all clear” signal has been given.
3. Teachers who do not have a class at the time of a drill are to leave the building and report to the back field with the entire school.
- During an actual emergency, you will be asked to help with supervision of students.

FOOD PRICES AND SERVICES

All OESJ Elementary Pre-K – 6th grade students will enjoy free breakfast and lunch. If you have any questions, please call Rose Mary Hart at 568-2014, ext. 3130. Faculty and Staff breakfast will be \$2.57+tax and lunch will be \$ 4.78 +tax

WEBSITE INFORMATION - www.oesj.org

Teachers are expected to update and maintain their personal teacher “link” to the district’s website on a periodic basis. Such information should address homework, assignments, tests or quizzes, field trips or special events, and curriculum. This will help parents use the information as a reference to help their child become more successful. Information on how to do this will be forthcoming. Parents now have access to their child(ren)'s grades through the parent portal on School Tool. Please be sure to have this information up to date.

EMERGENCY SCHOOL CLOSINGS

The Superintendent of Schools may close the schools or dismiss students/staff early in the event of severe weather, emergency situations, or hazardous road conditions. The district uses an electronic phone messaging system. In the event the electronic phone system is not operating, school closing and two hour delay starting times will be announced over local radio stations. If no report is heard, it can be assumed the schools are opening on time. The following television and radio stations will carry information regarding emergency closings:

<u>Television</u>	<u>Radio</u>
WNYT	WENT

OPEN HOUSE AND PARENT CONFERENCES

An Open House is scheduled for Thursday, September 19th. This is a time for parents to be a part of a specific project, mini-program or activity involving their child. Open House is not a time to discuss individual student issues. It is advisable to have parents sign up for a conference at that time.

Parent/Teacher conferences will be held on Thursday, November 21st from 2:00 – 7:00 pm and Friday, November 22nd as necessary; however, parents should feel free to request a conference at any time. Parents should be notified in advance of the available dates and times so a convenient appointment can be arranged. Every effort should be made to accommodate those families that have more than one student in our building.

PAYDAY

Paychecks are issued every two weeks:

September 12, 26	October 10, 24	November 7, 21	December 5, 19
January 2, 16, 30	February 13, 27	March 13, 27	April 10, 24
May 8, 22	June 5, 18		

CONDUCT ON SCHOOL PROPERTY

The Oppenheim-Ephratah-St. Johnsville Central School District expects a high standard of conduct from its students, faculty and support staff, as well as visitors to the schools. The school will enforce a code of conduct which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the district and used in its teaching, administrative, cultural, recreational, athletic, and other programs and activities.

No person, either alone or with others, shall:

1. Willfully injure any other person or threaten to do so.
2. Willfully damage or remove district property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds that appear obscene, which advocate illegal action, discriminate against race, nationality, religion, or sexual orientation, appear libelous, disruptive to the school program or obstruct the rights of others.
5. Intimidate, harass, or discriminate against any person based on race, color, religion, sex, age or disability.
6. Enter upon any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which these rules apply.
8. Violate traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at any school-related function.
10. Possess or use firearms and/or other weapons, including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property (except in the case of law enforcement officers or except as specifically authorized by the school district).
11. Loiter on or about school buildings or grounds.
12. Gamble on school premises.
13. Refuse to comply with any lawful order of an identifiable school district official acting in the performance of his or her duties.
14. Willfully incite others to commit any of the acts herein prohibited.
15. Violate any federal or state statute, local ordinance, or Board policy.

Penalties: Anyone who violates any of the provisions of these rules is subject to appropriate penalties, up to and including reprimand, suspension, ejection, arrest, and/or prosecution.

MAILBOXES AND EMAIL

Each teacher, assistant and aide is provided with a mailbox in the main office. Staff are to check their email and mailbox daily upon arrival and at least once again during the day. Email is also required to be checked regularly. In an effort to get information out as quickly as possible, the District and its administrators will utilize email regularly.

EXTRA DUTIES AND ASSIGNMENTS

Extra duties and assignments will be made by the Administration in accordance with the terms of the contract that is in effect between the District and the employee group in order to provide an effective program of supervision of the student body.

ANNOUNCEMENTS AND DAILY BULLETIN

Teachers who wish to have an announcement read over the PA must submit the announcement in writing by 7:55 a.m. Announcements are done each day around 8:05 a.m. A “Daily Howl” will be emailed to each teacher. Any information to be included in the “Daily Howl” may be submitted to the building principal via email.

TELEPHONE MESSAGES

Except in cases of genuine emergency, teachers will not be called out of classes or supervisory assignments to receive telephone calls. A teacher who receives a telephone call during a class or supervisory period will be informed via an email or note in your mailbox. When a teacher is not in the building the caller will be advised that they can leave a voice message on their voicemail. **Please be sure to set up your taped voice message so that the caller knows they have reached the correct person.** When the teacher is in their classroom during a free period or lunch the call will be transferred to the room. Likewise, teachers should not be using their cell phones for personal reasons during teaching periods. Teachers are not permitted to use cell phones during class time for non-instructional purposes. (See District cell phone policy)

PURCHASING PROCEDURES

Use a requisition when requesting purchases through FREEVO. Completed requisitions which do not contain all of the information required to complete a purchase transaction, such as name and address of the vendor, use of current school year vendor prices, all item numbers and shipping charges, will be returned to the teacher. All ordering of materials, supplies and equipment is to be authorized by the building principal, purchasing agent in the business office and the Superintendent. Any purchases not authorized become the responsibility of the ordering individual.

TEACHER OBSERVATION AND EVALUATION

Teacher observation and evaluations will be the responsibility of the administration. These procedures will be conducted according to the procedures described in the contract between the District and the Teachers' Union, along with State regulations for APPR and SLOs.

SCHOOL EQUIPMENT POLICY

District equipment may not be removed from the District without Administrative authorization. All District equipment must be signed out with the Building Principal. No District equipment may be transferred to different buildings or rooms without Administrative authorization. The Building Principal will record the name of the individual borrowing or moving the equipment and forward this information to the Business Office.

SCHOOL KEYS/KEY CARDS

Teachers must report the loss or suspected loss of a school key immediately to the main office. No student is to be given the use of any school key.

TEACHER CHECKLIST

Before leaving school on the last day for teachers, your checklist is due to the main office. A copy of the checklist will be provided.

ACCIDENT REPORT PROCEDURES

During School Hours:

An employee in whose presence an accident occurs shall be responsible for:

- a. Completing an accident report and forwarding it to the school nurse before the end of that day.
- b. Following the filing of the accident report, direct anyone who has a question about the incident to the Principal. If all inquiries are directed toward the Principal, he/she can ensure that only what is said on the accident report constitutes the sole and official information regarding the accident.

Outside School Hours

Any athletic coach or other employee of the district in whose presence an accident occurs, shall be responsible for making out the accident report and returning it to the nurse the next day.

SUPERVISION AND SECURITY THROUGHOUT THE DAY

1. Students are never to be left in your classroom or in the hallways unattended. Whenever you are not in your room the door should be locked.
2. All classroom doors should be locked and closed after 3:10 unless you are in your room.
3. Computer use by students must be supervised very closely. When using a computer lab be sure to monitor the printed material students print from the computer.
4. Teachers are to check desks before dismissing students to ensure that the desks have not been defaced.
5. Teachers are to accompany and supervise their class when in the hallway.
6. All outside doors must remain locked at all times. If you leave the building be sure the door latches when you reenter. Take your keys/pass card with you so you can re enter the building. **DO NOT** prop doors open for any reason.
7. During assemblies, teachers with classes during the assembly time must remain in the assembly to supervise students. Classroom teachers are required to remain with their students during assemblies unless they have a special, then the special area teacher would supervise.

FACULTY MEETINGS 2024- 2025

Faculty meetings are held the 2nd Wednesday of each month. If school is not in session on that day, it will be the 2nd Thursday of the month. Please make note of these dates when scheduling other appointments as it is contractual that you attend. Faculty meetings will most likely be rescheduled the following Thursday in the event of a cancellation.

DATE	TIME
September 13	3:00
October 09	3:00
November 13	3:00
December 11	3:00
January 8	3:00
February 12	3:00
March 12	3:00
April 9	3:00
May 14	3:00
June 11	3:00
June 26 (Last Day of School)	12:00

*Every effort will be made to conclude faculty meetings by 4:00

QUE CENTRE

The Que Centre is a system where staff can log in their repair requests for technology and maintenance as well as building use and transportation. We will also be using it to schedule the use of the computer labs and mobile ipad/laptop carts. The web address for login is <http://quecentre2.neric.org/oesjschools/Login>. The link is also listed on the District's website under "Quick Links".

PROTECTIVE SERVICES ACT AND PROCEDURES

We should all be advised that a Child Protective Service in Fulton County has been established in accordance with the amendment to the Social Services Law (1973) and is ready to receive and investigate referrals of suspected child neglect or abuse on a 24 hour, 7 day a week basis. Any school official is required by law to report any suspected child abuse or mistreatment. After the child is cared for, the Principal should be informed and he/she will report by phone to the Child Protective Services Offices for the Department of Social Services, the call should go to the Fulton County Sheriff or Central Registry in Albany (1-800-342-3270.)

An abused child is one who is under 18 years old, whose parent or other person legally responsible for his care, inflicts or allows to be inflicted upon the child, or creates or allows to be created, a physical injury or a substantial risk thereof by other than accidental means which causes or creates a substantial risk of death, serious or protracted loss or impairment of the functions of a bodily organ.

An abused child is one whose parents or other persons legally responsible for his care commits or allows to be committed a sex offense as defined in Article 130 of the Penal Law.

A maltreated child is one who is under 18 years old whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of the parent or other person legally responsible for his care to exercise a minimum degree of care.

Teachers/employees must immediately notify the person in charge (administration) if child abuse is suspected. You should provide the following information, if known, when making an oral report: names and addresses of child and parents or responsible adult, and family composition, child's age, sex, race, the nature and extent of the child's injuries, abuse or maltreatment, including any evidence of prior injuries, abuse or maltreatment to the child or his siblings, name of person or person responsible for causing injury, abuse, or maltreatment to the child or his siblings, name of person or persons responsible for causing injury, abuse, or maltreatment, source of report, actions taken by reporting source, including taking of photographs or X-rays, removal or keeping of child, any additional information which may be helpful. A signed, written report (DSS-2221-A) must be filed within 48 hours of an oral report. To encourage prompt and complete reporting of suspected child abuse and maltreatment, the Social Services Law, Section 419, affords you certain legal protection from liability. Any person, official, or institution required by law to report a case of suspected child abuse or maltreatment, who willfully fails to do so, may be guilty of a Class A misdemeanor.

ALL HOTLINE CALLS ARE TO BE COORDINATED THROUGH THE SCHOOL NURSE OR SCHOOL SOCIAL WORKER. THE ADMINISTRATION MUST BE NOTIFIED AS SOON AS THE CALL IS MADE.

CHILD ABUSE/MANDATED REPORTER REFERENCE GUIDE

What Should I Look For?

The following are some of the signs and indicators of child abuse and maltreatment:

Physical Signs/Indicators of Child Abuse

- bruises, welts, bite marks, lacerations or abrasions (especially if they are in different stages of healing)
- injuries to the eyes or both sides of the face or body (typically only one side of the face or body is injured in an accident)
- burns from cigarettes/cigars, from scalding water, or from an object like a curling or steam iron (especially on the hands, feet, back or buttocks)
- grab marks or impressions/marks caused by other devices or instruments (e.g., a belt, a belt buckle, a rope, an electrical cord, etc.)
- fractures (especially of the nose or facial structure) or dislocations
- injuries for which the child is unable to provide an adequate explanation

Emotional Signs/Indicators of Child Abuse

- patterns of aggressive, disruptive or destructive behaviors
- patterns of passive, withdrawn or emotionless behaviors
- extreme or inappropriate mood or mood swings
- fear of going home at the end of a school day or an expressed fear of his/her parents or guardians

Signs/Indicators of Sexual Abuse

- injury, bruises, pain or itching in the genital area
- difficulty and/or pain when walking or sitting
- torn, stained or bloody underclothing
- sexually suggestive, inappropriate/promiscuous behavior or verbalizations
- expressing age-inappropriate knowledge of sexual relations

To Whom Should I Report My Suspicion?

Every school and educational agency has written procedures for the reporting of child abuse and maltreatment within its facility. As a mandated reporter working in a school or agency, be familiar with those procedures and to whom you are obligated to report your suspicion. Whether you are responsible to report to your building principal or to a pupil services staff member (i.e., social worker, psychologist), Chapter 193 of the Laws of 2007 which amended Section 413, requires that you, as the mandated reporter who has the reasonable cause to suspect, must personally make the initial report to the New York State Central Registry.

Who Do I Call To Make A Report?

Immediately upon a reasonable cause to suspect abuse or maltreatment, you must report your concerns by telephone to the:

**New York State Central Register (SCR) of
Child Abuse and Maltreatment at:**

1-800-635-1522

(Open 24 hours / 7 days per week)

Do not delay. The timeliness of your call is critical to the local Child Protective Services (CPS) investigation. You and your school/agency are not required to notify the parents or others legally responsible either before or after your call to the SCR. Alerting the parents/guardians may greatly hinder the CPS investigation and adversely affect its ability to assess the safety of the child.

Remember:

Reporting a suspicion of child abuse or maltreatment solely to a school official is inadequate. The mandated reporter

How Do I Report The Suspicion?

Share clearly and directly the information upon which you base your suspicion. A trained SCR specialist will determine if the information you are providing can be registered as a report. Form LDSS-2221A can be used to help organize your information and can be downloaded at:

<http://www.ocfs.state.ny.us/main/forms/cps/>

Be certain to ask the SCR specialist for the "Call I.D." assigned to the report you have made. If the SCR staff **does not** register the child abuse or maltreatment report, the reason should be clearly explained to you. Request the SCR Specialist's name and record the name and date to protect yourself from any accusation that you failed to report. You may also request to speak to a supervisor who can help make determinations in difficult or unusual cases.

You will also be asked to report any individuals or colleagues in your school or agency believed to have direct knowledge of the allegations contained in your report.

Please Note:

Once you have fulfilled your responsibility to report a suspicion to the SCR, your school official can be involved in providing follow-up information, including the submission of Form LDSS-2221A.

What Happens After A Report Has Been Made?

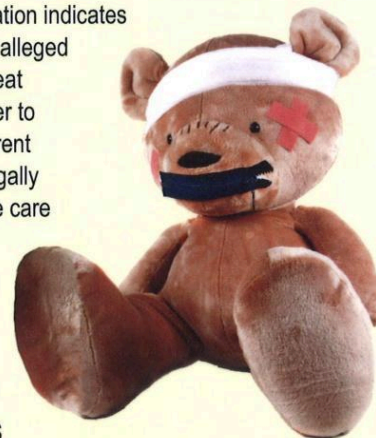
After a report is registered at the SCR, your local Department of Social Services is immediately notified. A CPS caseworker will be assigned to initiate an investigation within 24 hours. This fact-finding process consists of an evaluation of the child and other siblings in the home, as well as the development of a safety plan to address the needs of the child and family, as appropriate. CPS may remove the child from the home if, in their judgment, there is an imminent threat to the child's life or health.

Upon request, CPS may obtain from the mandated reporter and the school/agency those records which are essential to a full investigation of the alleged abuse or maltreatment, including critically important school records.

CPS must make a determination as to whether the report of abuse or maltreatment is indicated or unfounded within 60 days of initiating the investigation.

When is Law Enforcement Involved?

If the SCR information indicates that the individual alleged to be posing a threat or imminent danger to a child is not a parent or other person legally responsible for the care of the child, a referral to a law enforcement agency will be made by SCR. Based on their investigation, CPS can also determine that a referral to local law enforcement needs to be made.



What Legal Protection or Liability Do I Have?

Confidentiality

Social Services Law provides confidentiality for mandated reporters and all sources of child abuse/ maltreatment reports. Office of Children & Family Services (OCFS) and local CPS are not permitted to release any data on the source of a report. Only in certain circumstances can source information be shared with court officials, police or district attorneys who are all bound by strict confidentiality requirements.

Immunity from Liability

If a mandated reporter makes a report "in good faith" with concern for the welfare of a child, he/she is immune from any criminal or civil liability that might result.

Penalties for Failure to Report

Any mandated reporter who fails to report the suspicion of child abuse or maltreatment could be charged with a Class A misdemeanor and subject to criminal penalties. Furthermore, mandated reporters can be sued in civil court for monetary damages for any harm caused by the abuse and/or neglect for which the mandated reporter's failure to make a report to the SCR.



The Art of Listening to Children

When a child discloses or shares feelings, he/she may be very anxious, confused or fearful. Follow these guidelines to ensure a supportive and caring response:

- **Be Non-Judgmental**—listen carefully, take what the child is saying seriously and demonstrate understanding in your response.
- **Support the “Telling”**—express that the disclosure was the “right thing to do.” Assure the child that this is not the type of secret to keep and try to address any feelings of fear about the disclosure.
- **Ask Open-Ended Questions**—do not ask questions that have “yes” or “no” answers, such as: “*Were you hit by your parent?*” It is better to ask, “*What happened next?*” or “*Then what happened?*”
- **Try to Address Any Guilt**—a child may feel that he/she is the cause for the abuse or “deserves” this punishment. Emphasize that he/she is not “the blame”.
- **Do Not Promise Anything**—either that you will keep the secret or that you will make sure that mom or dad will never hurt him/her again.
- **Report the Suspicion**—the most important step in the process. Follow the process identified earlier.
- **Seek Professional Support**—most educators are not trained therapists and a child needs support in re-establishing his/her trust in adults.

Where Can I Receive Training as a Mandated Reporter?

The New York State Education Department (SED) Office of Professions oversees the training requirements for mandated reporters. It is a required part of licensing for teachers, school administrators, medical professionals, and pupil services staff. OCFS is one of 200 providers authorized by SED to offer mandated reporter training; it has developed a comprehensive curriculum with content customized to various professionals (medical professionals, educators, law enforcement personnel, day care providers, etc.).

This reference guide contains information based on laws and regulations as of July 1, 2009.

Prepared by: **Joseph Casbarro, Ph.D.**

Price: \$12.95 Layout & Design: Andrea Cerone

All rights reserved. No part of this publication may be reproduced or transmitted in any form, or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission from the publisher.
© 2009 Dude Publishing, an imprint of National Professional Resources, Inc.

DUDE
PUBLISHING

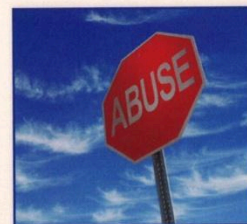
ISBN 978-0-9819919-0-0



9 780981 991900

Important Reminders for Mandated Reporters

- ▶ Be keenly aware and sensitive to any disclosures or verbalizations that children make to you.
- ▶ Familiarize yourself with the signs/indicators of child abuse and maltreatment.
- ▶ It is not your job as a mandated reporter (or the school's) to investigate a suspicion; it is your duty to report it.
- ▶ Remember, when making a report to the SCR you are not making an accusation but only that an investigation take place.
- ▶ Regardless of a school district's internal procedures, as a mandated reporter you must, under NYS law, ensure that a report of a suspicion of child abuse/maltreatment to the SCR is made.
- ▶ No administrator or other school official can prevent you as a mandated reporter from exercising your duty under NYS law. Your employment cannot be jeopardized for making such a report in good faith and you are protected by confidentiality laws and immunity from liability under Social Services Law.
- ▶ Your notes and other critical school records related to the suspicion need to be made available to CPS (if so requested) as part of the investigation process.
- ▶ No record or notes of the allegation or report to the SCR should be placed in a student's cumulative record or any student file.
- ▶ You must maintain strict confidentiality at all time.



References & Resources

New York State Department of Education
www.nysed.gov

Office of Children & Family Svcs
www.ocfs.state.ny.us

NY Department of Health
www.health.state.ny.us

Order From:

National Professional Resources, Inc.
25 South Regent Street
Port Chester, NY 10573
1-800-453-7461
www.NPRinc.com

**Oppenheim Ephratah St. Johnsville Central School District
Communicable Disease/Pandemic Plan 2020-2021**

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operational plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with both the Fulton County and Montgomery County Departments of Health to determine the

need for activation of our Plan. The following procedures will be followed by administrators, principals, and school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:

- Report suspected and confirmed cases of influenza on the monthly school's Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit to: Fulton County and Montgomery County Departments of Health.
- Report the daily number of teachers, staff and students who tested positive for COVID-19 and the counties in which they live, as well as the number of people referred for testing and submit to: NYS Department of Health.
- The Fulton County and/or Montgomery County Departments of Health will monitor county-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort, working closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the District Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district Director of Technology will also be an important Team member. The District Treasurer, Director of Facilities, Food Service Director, Transportation Dispatcher, Public Information Officer (Superintendent), Director of Student Support Services and School Building Principals will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of The Plan. The CDC School District Pandemic Influenza Planning Checklist was reviewed on 12/2/20, 1/6/21, 1/20/21 for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Section 1: Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in-district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. Title – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. Description – brief description of job function.

3. Justification - brief description of critical responsibilities that could not be provided remotely.
4. Work Shift – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. Protocol – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized)?

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Business Office	District Treasurer, Account Clerks	Payroll, Bookkeeping, Budget, Accounts Payable- Receivable	Staggered days/shifts to meet CDC guidelines	Time Sheets
Administrative Assistants	General Clerical/Office Operations, Superintendent’s Secretary	Assist with misc. office operations (filing, communicating with staff and families, attendance, student records, etc.; Monitoring communication via phone, email, and mailings.	Staggered days/shifts to meet CDC guidelines	Time Sheets
Transportation	Bus Drivers	Coordinate transportation of students, services, and resources. (food distribution, delivery of student materials, etc.)	Staggered days/shifts to meet CDC guidelines	Time Sheets
Food Service	Head Cook	Meal Prep for Students	Staggered days/shifts to meet CDC guidelines	Time Sheets
Technology	Director of Technology, Tech Support Personnel	Managing mobile devices and technology needs of the district	Staggered day/shifts to meet CDC guidelines	As Needed
Facilities	Director of Facilities, Maintenance, Cleaners	Messenger and mail services, upkeep of buildings and grounds	Staggered day/shifts to meet CDC guidelines	Time Sheets

Section 2: Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- o Mobile Device Assessments:
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- o Internet Access Assessments:
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service

- Conduct a cost analysis of Internet access needs

o **Providing Mobile Devices and Internet Access:**

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- o To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- o To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- o Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed Internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- o Communication (e-mail, phone, online conferencing, social media)
- o Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- o Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- o Learning Materials and Content (digital content, online learning activities)
- o Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- o Providing Multiple Ways for Students to Learn:
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see .

"Instructional Packets" heading on the Remote Instruction Schedule page.

Section 3: Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the OESJ School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection/Preparedness:

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Fulton County and Montgomery County Departments of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic-related issues.

- The District-wide Command Center and its alternative are listed in the building level safety plan and will be activated at the direction of the School District Incident Commander. Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- The school district has designated the building principals as the COVID-19 safety coordinator (administrator) for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school. The Coordinators will work directly with their school nurses.

School/Program	COVID-19 Safety Coordinator/Administrator	Contact #
OESJ Elementary School	Kyle O’Brien, Principal	518-568-2014 x2101

OESJ Jr/Sr High School	Michael Beatty, Principal	518-568-2011 x3114
------------------------	---------------------------	--------------------

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. The Superintendent of Schools, as the school district's Public Information Officer (PIO), has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Director of Technology to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The district will use the School Messenger call system (including text messages and email) as well as postings on the District's website and Facebook page, mass mailings and local television and radio announcements.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district Superintendent, District Treasurer, Building Principals, Director of Technology, Director of Facilities, Director of Student Support Services and Transportation Dispatcher. Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by cell phones/texting, e-mail, hand-held radios, video conferencing, and district-automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: Account Clerks. Recognizing the need for job cross-training, we have trained individuals with the following job titles: Account Clerks, District Treasurer and Guidance Secretary. We have also established the ability to maintain these essential functions off-site from remote locations as follows: We have also established the ability to maintain these essential functions off-site from remote locations as follows: Using VPS connections to access vital financial and other district systems. All functionality has been tested repeatedly since April 2019.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the Business Office informed of such status and of the point at which buildings can no longer be maintained. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided in September 2020. At no time will products not approved by the school district be utilized.
 - The Superintendent's Secretary, Director of Technology, Director of Facilities, Transportation Dispatcher and Building Secretaries will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by the Superintendent, building administration, or office staff. Cross-training of staff to ensure essential functions are operational is reviewed and regularly implemented in each department. The Superintendent will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in

non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Superintendent will determine if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. [We will work closely with the New York State Education Department and DCS Instructional Teams throughout the crisis period.](#) Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - [Use of Google Classroom to provide opportunities for synchronous or asynchronous instructional opportunities, including live Google Meets, recorded instructional videos, daily lessons and assignments for self-directed or interactive learning.](#)
 - SeeSaw will be used in prekindergarten through 3rd grade.
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives)
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages: e-mail, automated notification systems, website and social media postings

Section 4: Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees and students with an acceptable face covering at no cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases, will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals who are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. [We will work in partnership with the Fulton County and Montgomery County Departments of Health to provide this capability.](#) Parents will also be encouraged to provide face coverings for students; however, face coverings will be provided for any student who cannot provide their own. [Masks will be available on our school buses.](#)

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per week per Staff
Disposable Gowns	10	120	10 per week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per week per Staff

*Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

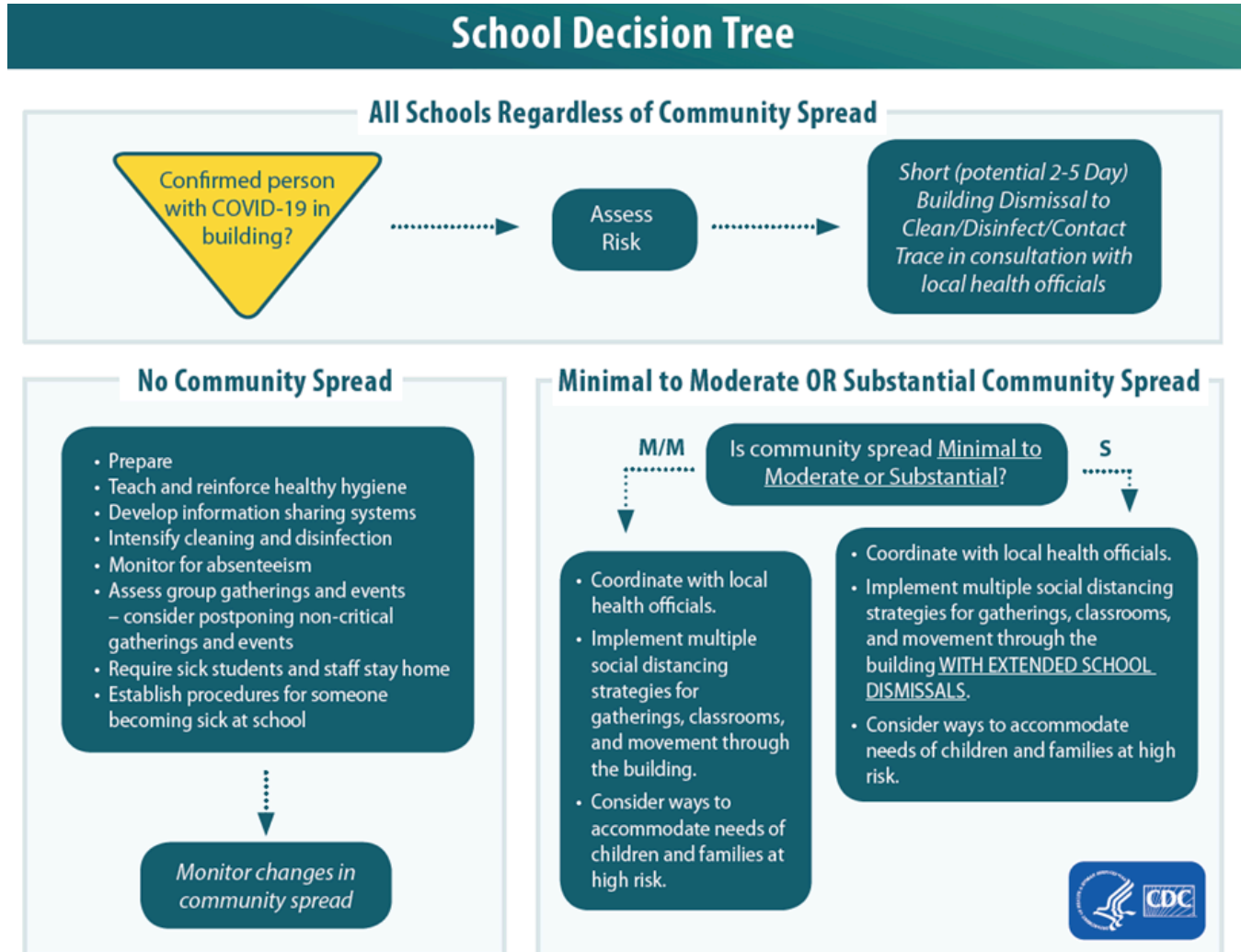
Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with [the Fulton County and Montgomery County Departments of Health](#), [NYS Department of Health](#) and the NYS Education Department and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Director of Technology to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Building Principals and command chain. Sanitizing procedures will be reviewed with teachers and other staff. The Director of Facilities will work closely with the District Treasurer or designee to implement different phases of the Plan as necessary.
- The [Superintendent of Schools](#) will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building in consultation with Fulton County and Montgomery County Departments of Health, the school district will notify the NYS Education Department and District Superintendent at HFM BOCES.

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events that occur in their facilities, regardless of the level of community transmission. The CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area;
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and

disinfection.

- Refer to NYS Department of Health’s *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure* for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end:

Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine

after exposure based on the time it may take to develop illness, if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested. Teachers will leave detailed plans and safety protocols for substitutes to follow.
- The Directors will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.

- The Building Principals will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department Business Office will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Superintendent and School Nurses will continue to handle medical and COVID-19 accommodations.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The school district will assist with contact tracing by keeping accurate attendance records of students, staff and visitors. The information below is provided by the New York State Contact Tracing Program and will be disseminated to staff :

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- ***NEVER ask for your Social Security number***
- ***NEVER ask for any private financial information***
- ***NEVER ask for credit card information***
- ***NEVER send you a link without proper authentication procedures***

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection. The District has purchased Clorox 360 Electrostatic Sprayers to use on deep cleaning days or as needed.

Routine cleaning of school settings includes:

- o Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles
- o Dust- and wet-mopping or auto-scrubbing floors
- o Vacuuming of entryways and high traffic areas
- o Removing trash
- o Cleaning restrooms
- o Wiping heat and air conditioner vents
- o Spot cleaning walls
- o Spot cleaning carpets
- o Dusting horizontal surfaces and light fixtures
- o Cleaning spills

Classroom/Therapy Rooms:

District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- o Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.

- o Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.

- o Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

- o Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.

- o Regular cleaning and disinfection of restrooms will be performed.

- o Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID- 19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

- o Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.

- o Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on-the-spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include, but are not limited to:

- o Bus seats and handrails
- o Buttons on vending machines and elevators
- o Cafeteria Tables
- o Classroom desks and chairs
- o Door handles and push plates
- o Handles on equipment (e.g., athletic equipment)
- o Handrails
- o Water fountains
- o Kitchen and bathroom faucets
- o Light switches
- o Lunchroom tables and chairs
- o ISS Room
- o Related Services Spaces
- o Shared computer or piano keyboards and mice

- o Shared desktops/tables
- o Plastic partitions/shields
- o Shared telephones

Hand Sanitizing:

- o Hand sanitizer dispensers will be located and installed in approved locations.
- o Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- o All existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance to the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash Removal:

- o Trash will be removed daily.
- o Garbage cans or the process for collecting trash during breakfast/lunch periods in classrooms will be increased where necessary.
- o No-touch trash receptacles will be utilized, where possible.

Section 6: Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified, it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Refer to Section 2 for a list of employees and the protocols used for tracking their location.

Section 7: Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. If deemed necessary, school districts will work closely with the Office of Emergency Management and Fulton County and Montgomery County Departments of Health to determine housing options.

Section 8: Recovery

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Director of Technology, Building Principals, Director of Student Support Services and Director of Facilities will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum and social/emotional activities that may address the crisis will be developed and implemented.

Section 9: Resources to Reference

CDC COVID-19 Information: [HERE](#)

NYS DOH Novel COVID-19 Information: [HERE](#)

CDC School District Pandemic Influenza Planning Checklist: [HERE](#)

CDC K-12 Schools Mitigation Tool Kit: [HERE](#)

NYS DOH COVID-19 In-Person Decision Making Flowchart for Student Attendance: [HERE](#)

POLICY

2009 6110

1 of 3

Personnel

CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL POLICY

General Provisions

Pursuant to the provisions of General Municipal Law Section 806, the Board of Education of the Oppenheim-Ephratah-St. Johnsville Central School District recognizes that there are rules of ethical conduct for members of the Board and employees of the District that must be observed if a high degree of moral conduct is to be obtained in our unit of local government. It is the purpose of this policy to promulgate these rules of ethical conduct for the Board members and employees of the District. These rules shall serve as a guide for official conduct of the Board members and employees of the District. The rules of ethical conduct of this policy, as adopted, shall not conflict with, but shall be in addition to any prohibition of General Municipal Law Sections 800-809 or any other general or special law relating to ethical conduct and interest in contracts of Board members and employees.

Standards of Conduct

Every Board member or employee of the Oppenheim-Ephratah-St. Johnsville Central School District shall be subject to and abide by the following standards of conduct:

Gifts

Pursuant to General Municipal Law Section 805-a, he/she shall not, directly or indirectly, solicit any gift or accept or receive any gift having a value of seventy-five dollars (\$75) or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence him/her in the performance of official duties or was intended as a reward for any official action on his/her part.

Confidential Information

He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.

Disclosure of Interest in Contracts

Any District officer or employee, as well as his/her spouse, who has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the District shall publicly disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board of Education as soon as he/she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the Board minutes.

(Continued)

POLICY

2009

6110

2 of 3

Personnel

CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

Representation before one's own agency

He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he/she has the power to appoint any member, officer or employee.

Representation before any agency for a contingent fee

He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality, whereby his/her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of services rendered.

Disclosure of interest in resolution

To the extent that he/she knows thereof, a member of the Board of Education or employee of the Oppenheim-Ephratah-St. Johnsville Central School District, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board of Education on any resolution before the Board of Education shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in such resolution.

Investments in conflict with official duties

He/she shall not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction that creates a conflict with his/her official duties.

Private employment

He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

Future employment

He/she shall not, after the termination of service or employment with the School District, appear before any board or agency of the Oppenheim-Ephratah-St. Johnsville Central School District in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration.

(Continued)

2009

6110

CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

Legal Remedies

District Officers

In accordance with the Penal Law Section 60.27(5), if a District officer is convicted of a violation against the District under Penal Law Article 155 relating to larceny, the courts may require an amount of restitution up to the full amount of the offense or reparation up to the full amount of the actual out-of-pocket loss suffered by the District.

Board Members and Employees

Nothing herein shall be deemed to bar or prevent the timely filing by a present or former Board member or employee of any claim, account, demand or suit against the Oppenheim-Ephratah-St. Johnsville Central School District, or any agency thereof on behalf of himself/herself or any member of his/her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution/Posting of Code of Ethics

The Superintendent of the Oppenheim-Ephratah-St. Johnsville Central School District shall cause a copy of this code of ethics to be distributed to every Board member and employee of the School District within thirty (30) days after the effective date of this policy. Each Board member and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his/her office or employment. The Superintendent shall also cause a copy of General Municipal Law Sections 800-809 to be kept posted in each building in the District in a place conspicuous to its Board members and employees. Failure to distribute any such copy of this code of ethics or failure of any Board member or employee to receive such copy, as well as failure to post any such copy of General Municipal Law Sections 800-809, shall have no effect on the duty of compliance with such code of ethics or General Municipal Law Sections 800-809, nor with the enforcement of provisions thereof.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Effective Date

This resolution shall take effect immediately.

Education Law Section 410

General Municipal Law Article 18 and Sections 800-809

Labor Law Section 201-d

Penal Law Article 155 and Section 60.27(5)

Adoption Date: 7/1/2013

2014

6121

1 of 4

POLICY

Personnel

SEXUAL HARASSMENT OF DISTRICT PERSONNEL POLICY

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District employees an environment that is free of sexual harassment, including sexual violence and intimidation. Sexual harassment, including sexual violence, is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises and in another state. Since sexual violence is a form of sexual harassment, the term "sexual harassment" as used in this policy will implicitly include sexual violence even if it is not explicitly stated.

Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such an announcement will be the name, address and telephone number of the Civil Rights Compliance Officers.

Sexual Harassment

Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a) Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- b) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; and

c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual Violence

Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence as defined by New York Penal Law includes but is not limited to acts such as:

- a) Rape;
- b) Sexual assault;
- c) Sexual battery;
- d) Sexual coercion.

(Continued)

POLICY

Personnel

SEXUAL HARASSMENT OF DISTRICT PERSONNEL (Cont'd.)

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances should be evaluated. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from co-workers as well as supervisors, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. The District will designate, at a minimum, four (4) Compliance Officers, two (2) of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee who believes he/she has been a victim of sexual harassment in the work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to the District's designated Compliance Officers through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly, thoroughly and equitably investigated in accordance with the terms of this policy. In the event that the Compliance Officer is the alleged offender, the employee should report his/her complaint to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough, prompt and equitable investigation of the charges. However, even in the absence of a complaint, if the District has knowledge of or has reason to know of or suspect any occurrence of sexual harassment, the District will investigate such conduct promptly, equitably and thoroughly. All procedures developed by the District will provide for the prompt and equitable resolution of the sexual harassment.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis. The Superintendent will inform the Board of Education of investigations involving findings of harassment.

Based upon the results of the investigation, if the District determines that an employee has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken, as warranted, up to and including termination of the offender's employment in accordance with legal guidelines, District policy and regulation, the District's Code of Conduct, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

(Continued)

POLICY

2014

6121

3 of 4

Personnel

SEXUAL HARASSMENT OF DISTRICT PERSONNEL (Cont'd.)

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Compliance Officer will notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that sexual harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who knowingly make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Privacy Rights

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

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Compliance Officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees, express the District's condemnation of such conduct, and explain the sanctions for harassment.

Training programs will be established for employees to help ensure awareness of the issues pertaining to sexual harassment in the workplace, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

(Continued)

POLICY

2014

6121

4 of 4

Personnel

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL (Cont'd.)

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks and/or school calendars.

Civil Rights Act of 1991, 42 USC Section 1981(a)

29 CFR Section 1604.11(a)

Civil Service Law Section 75-B
Education Law Section 2801(1)
Executive Law Sections 296 and 297

Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
34 CFR Section 100 et seq.

NOTE: Refer also to Policy #3420 – Non-Discrimination and Anti-Harassment in the School District
Adopted: 7/1/2013

Revised: 8/7/2014

Revised: 9/4/2014

POLICY

2014

3420

1 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation as required by Federal and State law. Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of discrimination and harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, including those that take place at locations off school premises and in another state.

It is intended that this policy applies to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status that:

- a) Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;
- b) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- c) Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

(Continued)

POLICY

2014

3420

2 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Complaints and Grievances by Employees

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all District personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination or reprisal. The District shall provide at least two (2) procedural stages and an appellate stage for the settlement of any grievance.

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Superintendent is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances by Students

While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal.

Administration shall be responsible for establishing rules and regulations for the redress of complaints or grievances through proper administrative channels. In addition, the administration shall be responsible for developing an appeals process, ensuring that students have full understanding and access to these regulations and procedures, and providing prompt consideration and determination of student complaints and grievances.

Investigation of Complaints and Grievances

The School District will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment. The District will designate, at a minimum, two (2) Compliance Officers, one (1) of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated Compliance Officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the Compliance Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

(Continued)

POLICY

2014

3420

3 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a prompt, equitable and thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. The Superintendent will inform the Board of Education of investigations involving findings of discrimination or harassment.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Compliance Officer will notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

(Continued)

POLICY

2014

3420

4 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of discrimination or harassment may also face appropriate disciplinary action.

Privacy Rights

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

Civil Rights Compliance Officers (Title IX/Section 504/ADA Compliance Officer)

The Civil Rights Compliance Officers are the District/Building Compliance Officers. The Civil Rights Compliance Officers shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990) for any student, parent, employee or employment applicant.

There will be four Compliance Officers, two of each gender. The Compliance Officers will be responsible for handling complaints unless the complaint involves one of the officers. If that is the case the situation will be handled by the Superintendent of Schools. If the complaint is against the Superintendent of Schools, it will then be handled by the BOCES District Superintendent.

Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such an announcement will be the name, address and telephone number of the Civil Rights Compliance Officers.

The Civil Rights Compliance Officers shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, veteran status, marital status, predisposing genetic characteristics, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status.

(Continued)

POLICY

2014

3420

5 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Compliance Officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities. However, different treatment of any member of the above named group which has a legitimate, legal and nondiscriminatory reason shall not be considered a violation of District policy.

Age Discrimination in Employment Act, 29 United States Code (USC) Section 621

Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.

Prohibits discrimination on the basis of disability.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.

Prohibits discrimination on the basis of disability.

Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.

Prohibits discrimination on the basis of race, color or national origin.

Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000e et seq.

Prohibits discrimination on the basis of race, color, religion, sex or national origin.

(Continued)

POLICY

2014

3420

6 of 6

Community Relations

SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.

Prohibits discrimination on the basis of sex.

Civil Rights Law Section 40-c

Prohibits discrimination on the basis of race, creed, color, national origin, sex, sexual orientation, marital status or disability.

Education Law Section 2801(1)

Executive Law Section 290 et seq.

Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation, disability, military status, marital status, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status.

Military Law Sections 242 and 243

NOTE: Refer also to Policies #6121 -- Sexual Harassment of District Personnel
#7551 -- Sexual Harassment of Students

Adopted: 7/1/2013

Revised: 9/4/2014

ALLEGATIONS OF FRAUD POLICY

Reporting and Investigations of Allegations of Fraud

All Board members and officers, District employees and third party consultants are required to abide by the District's policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of District operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School System is to disclose such information according to the reporting procedures established by the District. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the District's Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official, the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable, to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board of Education. The District's prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the District has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the District determines that a school official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, District policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. *The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.*

(Continued)

POLICY

2009

5571
2 of 2Non-Instructional/Business
Operations

ALLEGATIONS OF FRAUD (Cont'd.)

An appeal procedure will also be provided, as applicable, to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable investigating officer(s).

Protection of School Employees who Report Information Regarding Illegal or Inappropriate Financial Practices

Any employee of the School District who has reasonable cause to believe that the fiscal practices or actions of an employee or officer of the District violates any local, state, federal law or rule and regulation relating to the financial practices of the District, and who in good faith reports such information to an official of the District, or to the Office of the State Comptroller, the Commissioner of Education, or to law enforcement authorities, shall have immunity from any civil liability that may arise from the making of such report. Further, neither the School District, nor employee or officer thereof, shall take, request, or cause a retaliatory action against any such employee who makes such a report.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle Blower" Protection)

The Board also prohibits any retaliatory behavior directed against any witnesses and/or any other individuals who participate in the investigation of an allegation of illegal or inappropriate fiscal practices or actions. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Any individual who *knowingly* makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action.

Education Law Section 3028-

Adoption Date: 7/1/2013

POLICY

2009

6551
1 of 5

Personnel

FAMILY AND MEDICAL LEAVE ACT POLICY

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (as amended) (FMLA), gives "eligible" employees of the District the right to take unpaid leave for a period of up to twelve (12) workweeks in a twelve-month period as determined by the District.

The School District must compute the time frame of the twelve (12) month period for which FMLA leave is being requested. The District uses a fixed leave year, based on its fiscal year, July 1 through June 30 as its method for calculating the leave year period for the commencement of the FMLA leave period. In certain cases, FMLA leave may be taken on an intermittent basis rather than all at once, or the employee may work a part-time schedule.

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250 hour test. However, a break in employment for military service (i.e., call to active duty) should not interrupt the twelve (12) month/1,250 hours of employment requirement and should be counted toward fulfilling this prerequisite. The law covers both full-time and part-time employees.

Qualified employees may be granted leave for one (1) or more of the following reasons:

- a) The birth of a child and care for the infant;
- b) Adoption of a child and care for the infant;
- c) The placement with the employee of a child in foster care;
- d) To care for a spouse, child or parent who has a "serious health condition" as defined by the FMLA; and/or
- e) A "serious health condition" of the employee, as defined by the FMLA, that prevents the employee from performing his/her job. A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider that renders the employee incapacitated for more than three (3) consecutive calendar days and where the employee is required to see the health care provider at least twice. A "serious health condition" is also defined as any period of incapacity related to pregnancy or for prenatal care.

Military Family Leave Entitlements

Military Caregiver Leave

An eligible employee who is the spouse, son, daughter, parent, or next of kin (defined as the nearest blood relative of that individual) of a "covered service member" who is recovering from a serious illness or injury sustained in the line of duty while on active duty is entitled to up to twenty-six

(Continued)

POLICY

2009

6551
2 of 5

Personnel

FAMILY AND MEDICAL LEAVE ACT (Cont'd.)

(26) weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single 12-month period during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA leave. Military Caregiver Leave may be combined with other forms of FMLA-related leave providing a combined total of twenty-six (26) weeks of possible leave for any single twelve (12) month period; however, the other form of FMLA leave when combined can not exceed twelve (12) of the twenty-six (26) weeks of combined leave.

Military Caregiver Leave has a set "clock" for calculating the twelve (12) month period for when FMLA leave begins and tolling starts at the first day of leave taken.

The term "covered servicemember" means a member of the Armed Forces, including a member of the National Guard or Reserves.

"Qualifying Exigency" Leave/Call to Active Duty

An "eligible" employee is entitled to FMLA leave because of "a qualifying exigency" arising out of circumstances where the spouse, son, daughter, or parent of the employee is serving in either the National Guard or the Reserves and is on active duty during a war or national emergency called for by the President of the United States or Congress, or has been notified of an impending call to active duty status, in support of a contingency operation.

A "qualifying exigency" related to families of the Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve and Coast Guard Reserve personnel on (or called to) active duty to take FMLA protected leave to manage their affairs is defined as any one of the following reasons:

- a) Short-notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) Financial and legal arrangements;
- e) Counseling;
- f) Rest and recuperation;
- g) Post-deployment activities; and
- h) Any additional activities where the employer and employee agree to the leave.

(Continued)

POLICY

2009

6551
3 of 5

Personnel

FAMILY AND MEDICAL LEAVE ACT (Cont'd.)

In any case in which the necessity for leave due to a qualifying exigency is foreseeable, the employee shall provide such notice to the employer as is reasonable and practicable. This military-related leave is for up to twelve (12) weeks during a single 12-month period.

Medical Treatment for Serious Health Conditions

The first visit to a health care provider for an employee claiming a "serious health condition" under FMLA must occur within seven (7) days of the aforementioned incapacity with the second required visit occurring within thirty (30) of the incapacitating event.

If the employee claiming FMLA under the "serious health condition" rationale is sustaining continuous treatment, their first visit to a health care provider must take place within seven (7) days of the claimed incapacitating event.

Chronic "serious health conditions" require periodic visits; the employee must see a health care provider a minimum of two (2) times per year.

Implementation/Benefits/Medical Certification

At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

The Board of Education has a right to thirty (30) days advance notice from the employee where practicable. In addition, the Board may require an employee to submit certification from a health care provider to substantiate that the leave is due to the "serious health condition" of the employee or the employee's immediate family member. Under no circumstance should the employee's direct supervisor contact any healthcare provider regarding the employee's condition; all contact in this manner must be made by a healthcare provider (employed at the employer), a human resource professional, a leave administrator or a management official. If the medical certification requested by the employer is found to be deficient, the employer must indicate where the errors are, in writing, and give the employee seven (7) days to provide corrected materials to cure any deficiency prior to any action being taken.

Special Provisions for School District Employees

An instructional employee is an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting (e.g., teachers, coaches, driving instructors,

(Continued)

POLICY

2009

6551
4 of 5

Personnel

FAMILY AND MEDICAL LEAVE ACT (Cont'd.)

special education assistants, etc.). Teaching assistants and aides who do not have instruction as the principal function of their job are not considered an "instructional employee."

Intermittent Leave Taken By Instructional Employees

FMLA leave that is taken at the end of the school year and resumes at the beginning of the next school year is not regarded as intermittent leave but rather continuous leave. The period in the interim (i.e., summer vacation) is not counted against an employee and the employee must continue to receive any benefits that are customarily given over the summer break.

Intermittent leave may be taken but must meet certain criteria. If the instructional employee requesting intermittent leave will be on that leave for more than twenty percent (20%) of the number of working days during the period for which the leave would extend, the following criteria may be required by the employer:

- a) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

Appropriate notice for foreseeable FMLA leave still applies and all employees must be returned to an equivalent position within the school district. Additional work-related certifications, requirements and/or training may not be required of the employee as a contingent of their return to work.

Leave Taken by Instructional Employees Near the End of the Instructional Year

There are also special requirements for instructional employees taking leave and the leave's relation to the end of the term. If the instructional employee is taking leave more than five (5) weeks prior to the end of the term, the District may require that the employee take the leave until the end of the term if the leave lasts more than three (3) weeks and the employee was scheduled to return prior to three (3) weeks before the end of the term.

If the instructional employee is taking leave less than five (5) weeks prior to the end of the term for any of the following FMLA-related reasons except qualifying exigency, the District may require that the employee remain out for the rest of the term if the leave lasts more than two (2) weeks and the employee would return to work during that two (2) week period at the end of the instructional term.

(Continued)

FAMILY AND MEDICAL LEAVE ACT (Cont'd.)

If the instructional employee begins taking leave during the three (3) weeks prior to the end of the term for any reason except qualifying exigency, the District may require that the employee continue leave until the end of the term if the leave is scheduled to last more than five (5) working days.

Any additional time that is required by the employer due to the timing of the end of the school year, will not be charged against the employee as FMLA leave because it was the employer who requested that the leave extend until the end of the term.

FMLA Notice

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building and a notice of an employee's FMLA rights and responsibilities shall be either placed in the employee handbook of the employer or furnished to each new employee upon hire. The employer has five (5) days to supply such notice from the date of hire.

Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Family and Medical Leave Act of 1993 (as amended), Public Law 103-3

National Defense Authorization Act of 2008, Public Law 110-181

10 United States Code (USC) 101(a) (13)

29 Code of Federal Regulations (CFR) Part 825

Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191

45 Code of Federal Regulations (CFR) Parts 160 and 164

NOTE: Refer also to Policy #6552 - Uniformed Services Employment and Reemployment Rights Act (USERRA)/Military Leaves of Absence

Adoption Date: 7/1/2013

CONFIDENTIAL DISCLOSURE POLICY

CONFIDENTIAL DISCLOSURE POLICY

The New York State School Supportive Health Services Program Compliance Agreement, entered into on July 20, 2009, by the New York State Department of Health, the New York State Education Department and the New York Office of the Medicaid Inspector General (hereinafter "Compliance Agreement") provides:

The State and local school districts shall establish a confidential disclosure mechanism enabling employees to disclose anonymously any practices or billing procedures, deemed by the employee to be inappropriate, to the State's Compliance Officer. The State shall make the confidential disclosure mechanism known to each employee as part of his or her training. The State and local school district shall, as part of the confidential disclosure program, require the internal review of any such credible disclosure and ensure that proper follow-up is conducted. The State shall include in its annual compliance report to CMS a summary of communications concerning inappropriate billings or any other inappropriate conduct under the confidential disclosure program, and the results of any internal review and follow-up of such disclosures.

The Confidential Disclosure Policy required by the foregoing Compliance Agreement provision consists of the following:

1. An employee of the State Education Department, State Department of Health ("DOH") (collectively "state agencies"), or any local school district, including New York City and, with respect to the Preschool Supportive Health Services Program, any county in the State ("local school district"), who believes that any practice or billing procedure related to Medicaid reimbursement of School or Preschool Supportive Health Services is inappropriate, may send information concerning such practice or billing procedure in writing to the State Compliance Officer by U.S. mail, courier service, e-mail or facsimile transmission. Disclosures may be made anonymously. An employee's verbal communication of any such allegation will not be sufficient to require any further action to be initiated under the Confidential Disclosure Policy procedures set forth below.
2. The Compliance Officer will send any disclosures to the relevant state agency and to the implicated local school district, if any. If the Compliance Officer is aware of the employee's identity, he/she will not reveal it to any other person without the employee's written consent, provided by U.S. mail, courier service, e-mail or facsimile transmission.
3. The relevant state agencies and local school district shall undertake a review of the practice described in the employee's disclosure without attempting to uncover the identity of the complaining employee and shall determine: (a) whether the employee's allegations are credible, (b) whether any federal or state statute, regulation or policy pertaining to any practice or billing procedure related to Medicaid reimbursement of School or Preschool Supportive Health Services has been violated and (c) whether any such violation is systemic or was limited to one or a small number of cases.

4. The relevant state agencies and local school districts shall address any violation found during the review, whether systemic or limited, in a manner designed to avoid a similar violation in the future and to remedy the effect of the violation in the cases in which it was found to have occurred. If the review determines the violation was systemic, the relevant state agencies and local school district shall take all steps necessary to identify the cases in which the violation occurred and then to remedy the effect of the violation in those cases.

5. Within 90 days of receiving notice from the Compliance Officer of the information provided by an employee, the relevant state agencies and local school district shall: (a) complete the review of such allegations and any remedial plan required as a result of such review and (b) provide to the Compliance Officer a written description of the review, the remedial plan and all actions taken pursuant to such plan. In the event the relevant state agencies and local school district determine the employee's allegations are not credible, the written response shall describe the bases for such determination. The written document shall identify the individual(s) at the relevant state agencies and local school district who was(were) responsible for approving the review, the remedial plan and all actions taken pursuant to such plan, including the person's name, job title, telephone number, mailing address, e-mail address and fax number.

6. If the Compliance Officer is not satisfied with the review, the remedial plan, or the actions taken pursuant to such plan, he/she may discuss the matter with the relevant state agencies and local school district to resolve these concerns. In addition, the Compliance Officer may, if he/she considers it necessary to assure the State's compliance with the Compliance Agreement, request that the Audit Unit of DOH's Division of Administration undertake an audit to determine: (a) whether a violation occurred, (b) whether any such violation has been remedied and (c) whether the remedial action is sufficient to prevent similar violations in the future.

7. In the event the employee's identity becomes known to a relevant state agency or local school district or to an employee of such agency or district, no adverse employment action of any type shall be taken against such employee because he/she provided information to the Compliance Officer or to a person conducting a review of the disclosure.

8. The relevant state agencies and the local school districts shall include in every training any of them provides pursuant to the Compliance Agreement: (a) a description of the Confidential Disclosure Policy procedures described above, (b) the name, mailing address, e-mail address and fax number of the Compliance Officer, and (c) an assurance that no adverse employment action of any type will be taken against an employee because he/she provided information to the Compliance Officer or to a person conducting a review concerning alleged inappropriate practices or billing procedures related to Medicaid reimbursement of School or Preschool Supportive Health Services.

Approved By:

Deborah Bachrach, Deputy Commissioner
Office of Health Insurance Programs
New York State Department of Health

CODE OF CONDUCT

Please refer to the District's Code of Conduct updated in June 2021 which can be found on the website.

Parking

Parking spaces 101-106 are reserved for 12 month employees (except custodians). The rest of the front parking lot is reserved for parents picking up their child(ren). The spaces in front of the bus garage closest to Route 29 and behind the bus garage to the right of the dumpsters and oil tank are reserved for bus drivers/bus monitors only. The spaces in front closest to Route 29 are strictly for visitors and disabled persons with proper documentation. All other parking is on a "first come" basis.

Changes to this Handbook may be made throughout the school year. If you find that the information contained in this handbook is incorrect or needs updating, please notify Mr. O'Brien prior to the end of the 202 - 2024 school year so our next year's handbook will be correct. Thanks!