

Coaches Handbook

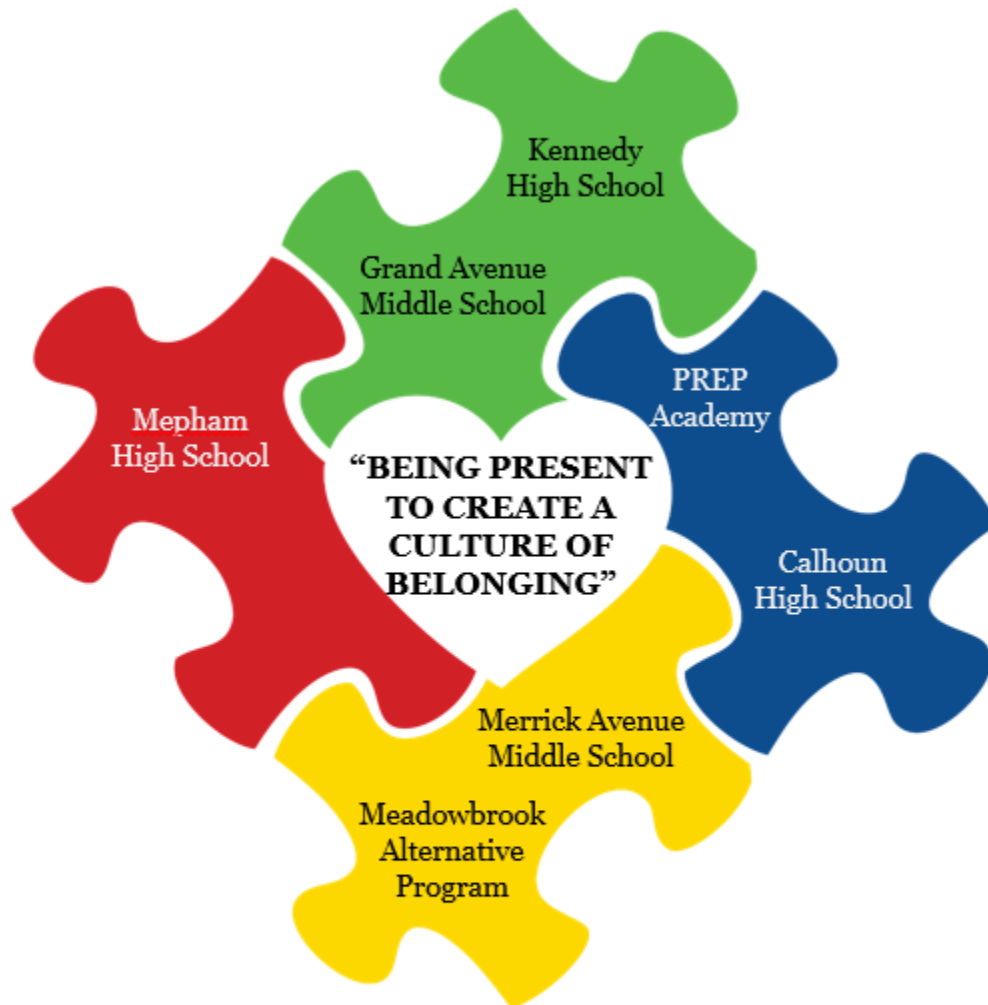
2021-2022

School Year

**Office of Physical Education,
Health and Athletics**

“One Voice, One Message”





“One Voice, One Message”

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**BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
ATHLETIC PHILOSOPHY**

Interscholastic athletics in the Bellmore-Merrick Central High School District is an integral part of our district's total educational program. While recognizing that academic achievement is our district priority, we expect that our interscholastic program will enhance the quality for our student's lives and expand their options for learning and personal growth. We strive to develop and realize individual and team potential by promoting high standards of competence, character, civility and citizenship.

It is the nature of athletic competition to strive for victory. However, the number of victories is only one measure of success. Ultimately, the real challenge is guiding the individual and the team to reach full potential. This is the true measure of achievement. The competitive athletic environment is one that demands respect for a full effort, and applause for those who rise to the challenge and accept the risk of defeat. Those who are successful in life are those who have learned to embrace challenge, and take personal risks. Dedication and self-sacrifice on the athletic field does not always result in victory over the opponent. However, if one strives towards reaching full potential, with a passion and perseverance, personal victories that last a lifetime are the end reward.

The Bellmore-Merrick Central High School Interscholastic Athletic program offers a wide variety of individual and team sports. The experience begins with a modified four sport season program provided for middle school seventh and eighth grade students, progressing to a three sport season high school program, which includes opportunities in a junior varsity program, and culminates in a varsity level experience.

This handbook was written in an effort to assist our coaches to be the best they can be. If you have any questions, feel free to contact the Athletics Office at 516-992-1048.

The Best,

Eric Caballero

Eric Caballero

SCHOOL COUNSELING AND WELLNESS CENTER
(SCWC)

The mission of The Bellmore-Merrick Central High School District is to increase student connectedness and “belongingness” to the school community and promote wellness. Our goal is to provide more direct student and family contact time in order to help students lead healthy lives and meet social emotional growth and academic success.

Ways SCWC Addresses Student and Community Needs:

- Increased time to develop student (college/career) post-secondary plans with school counselors.
- Opportunity for specialized student and parent groups.
- Availability to receive mental health and school counseling services after school hours.
- Availability for walk-in counseling.
- School based crisis intervention teams available to address emergent situations.
- High quality individualized referrals to private mental health services that accept specific insurances, specialize in the area the child needs and is available.
- Access to psychiatric evaluation and referral.
- Universal education to staff, students, and community
- Professional Development to staff

The Bellmore-Merrick Athletic Code of Ethics:

It is the **DUTY** of all concerned with school athletics:

- To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
- To respect the integrity and judgment of sports' officials.
- To achieve a thorough understanding and acceptance of the rules of the game and the standard of eligibility.
- To encourage leadership, interaction and good judgement by the players on the team.
- To recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual player.
- To demonstrate self-control and mutual respect at all times. Uncontrolled emotions can be self-defeating.
- To remember that an athletic contest is not a matter of life and death for players, coaches, officials, home, school or community.
- To be able to accept victory with grace and defeat with dignity. Poor winners or losers do a disservice to themselves and their community.
- The use of crude or abusive language or gestures in dealing with opponents, officials or spectators will **NOT** be permitted at any time.

Available Sports

MIDDLE SCHOOL

FALL SEASON (early Sept. to early Nov.)

Sport	BOYS			GIRLS		
	7	8	7&8	7	8	7&8
Cheerleading					X	
Cross Country			X			X
Football	X	X				
Kickline					X	
Soccer	X	X		X	X	
Tennis		X				

WINTER I SEASON (early Nov. to mid Jan.)

Basketball	X	X				
Volleyball				X	X	

WINTER II SEASON (mid Jan. to mid March)

Basketball				X	X	
Volleyball	X	X				
Wrestling			X			

SPRING SEASON (late March to early June)

Baseball	X	X				
Lacrosse	X	X			X	
Softball				X	X	
Tennis					X	
Track & Field			X			X

HIGH SCHOOL

FALL SEASON (late Aug. to mid Nov.)

Sport	BOYS		GIRLS	
	JV	VAR	JV	VAR
Badminton		X		
Cheerleading *			X	X
Cross Country		X		X
Football	X	X		
Kickline *				X
Soccer	X	X	X	X
Swim District				X
Tennis				X
Volleyball	X	X	X	X

WINTER SEASON (mid Nov. to Late Feb.)

Basketball	X	X	X	X
Bowling District		X		X
Rifle District		X		X
Swim District		X		
Track		X		X
Wrestling	X	X		

SPRING SEASON (early March to early June)

Badminton				X
Baseball	X	X		
Lacrosse	X	X	X	X
Softball			X	X
Tennis		X		
Track		X		X
Golf		X		X

*Cheerleading/Kickline begins early Sept-ends late Feb.



Section VIII Sports Seasons 2021-2022

Fall 2021

Sport	Start Date	Championship
Football	Monday, 08/23/2021	Saturday, 11/27/21
Cheerleading	Monday, 08/30/2021	Saturday, 11/27/21
Boys Soccer	Monday, 08/30/2021	Sunday, 11/14/21
Girls Soccer	Monday, 08/30/2021	Sunday, 11/14/21
Boys Volleyball	Monday, 08/30/2021	Saturday, 11/20/21
Girls Volleyball	Monday, 08/30/2021	Sunday, 11/21/21
Field Hockey	Monday, 08/30/2021	Sunday, 11/14/21
Boys Cross Country	Monday, 08/30/2021	Saturday, 11/13/21
Girls Cross Country	Monday, 08/30/2021	Saturday, 11/13/21
Girls Swimming/Diving	Monday, 08/30/2021	Saturday, 11/20/21
Boys Badminton	Monday, 08/30/2021	Friday, 10/29/21
Girls Tennis	Monday, 08/30/2021	Saturday, 11/06/21
Golf	Monday, 08/30/2021	Monday, 06/06/22
NYSPHSAA Start Date	Monday, 08/23/2021	

Winter 2021-2022

Sport	Start Date	Championship
Boys Basketball	Monday, 11/15/2021	Sunday, 03/27/22
Girls Basketball	Monday, 11/15/2021	Sunday, 03/27/22
Boys Fencing	Monday, 11/15/2021	Tuesday, 2/25/22
Girls Fencing	Monday, 11/15/2021	Tuesday, 2/25/22
Wrestling	Monday, 11/15/2021	Saturday, 02/26/22
Competitive Cheerleading	Monday, 11/15/2021	Saturday, 03/05/22
Boys Swimming/Diving	Monday, 11/15/2021	Saturday, 03/05/22
Gymnastics	Monday, 11/15/2021	Saturday, 03/05/22
Boys Winter Track	Monday, 11/15/2021	Saturday, 03/05/22
Girls Winter Track	Monday, 11/15/2021	Saturday, 03/05/22
Boys Bowling	Monday, 11/15/2021	Sunday, 03/13/22
Girls Bowling	Monday, 11/15/2021	Sunday, 03/13/22
Rifle	Monday, 11/15/2021	Friday, 3/5/22
NYSPHSAA Start Date	Monday, 11/15/2021	

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Section VIII Sports Seasons 2021-2022

Spring 2022

Sport	Start Date	Championship
Boys Lacrosse	Monday, 03/14/2022	Saturday, 06/11/22
Girls Lacrosse	Monday, 03/14/2022	Saturday, 06/11/22
Baseball	Monday, 03/14/2022	Saturday, 06/11/22
Softball	Monday, 03/14/2022	Saturday, 06/11/22
Boys Outdoor T & F	Monday, 03/14/2022	Saturday, 06/11/22
Girls Outdoor T & F	Monday, 03/14/2022	Saturday, 06/11/22
Boys Tennis	Monday, 03/21/2022	Saturday, 06/11/22
Boys Golf	Monday, 03/21/2022	Monday, 06/06/22
Girls Golf	Monday, 03/21/2022	Sunday, 06/05/22
Girls Badminton	Monday, 03/21/2022	Wednesday, 4/25/22
NYSPHSAA Start Date	Monday, 03/14/2022	

Modified Sport Seasons 2021-2022

Sport	Start Date	End Date
Fall	Thursday, 09/09/21	Saturday, 11/06/21
Winter 1	Monday, 11/08/21	Saturday, 01/15/22
Winter 2	Tuesday, 01/18/22	Saturday, 03/26/22
Spring	Monday, 03/28/22	Saturday, 06/11/22

Holidays

September 6 – Labor Day
 September 7-8 - Rosh Hashanah
 September 16 – Yom Kippur
 October 11 – Columbus Day
 November 11 – Veterans Day
 November 25 – Thanksgiving
 December 25 – Christmas
 January 17 – MLK Day
 May 30 – Memorial Day
 June 19 – Juneteenth

Day Light Saving time will end on November 7, 2021
 Day Light Saving time will begin on March 13, 2022

A message from the District Director of Athletics

In the Bellmore-Merrick Central High School District, we understand and appreciate how important it is for families to see their children perform at their best.

As educators, our primary focus is on individual and team improvement with the ultimate goal, not necessarily on winning, but rather a positive experience and the lessons that are associated with healthy participation in sport. However, we all play an integral role, both parents and educators, in developing the student-athlete. Our work together makes for a winning combination in providing successful experiences in athletics, as well as, the classroom.

Many of you may have heard of the “**One Voice, One Message**” initiative held in high regard throughout our district. In applying this message to athletics, it is important to recognize the connection between this initiative and how we all support our student-athletes. Communication amongst parents and coaches is an integral part to successful experiences in sports. For instance, if a coach and parent are offering different suggestions to an athlete simultaneously to improve a particular skill set, naturally, this could result in some confusion. In this scenario, while the support is evident, the message becomes inconsistent.

Please trust in the messages that are communicated daily in the teaching of sound principles and strategies in the sport your child may participate in. It is essential that, in conjunction with your support, our coaches are permitted to establish and build an effective team culture. We encourage you to join us in communicating the message of **Teamwork, Dedication** and **Partnership**. Together, our student-athletes will undoubtedly achieve more, not only on the playing field, but in their academic pursuits.

Finally, remember that positive parental feedback is of the utmost value in the important task of helping your child perform at his or her very best. We look forward to your continued support in maintaining a positive environment for our athletic programs

Regards,

Mr. Eric Caballero

*Director of Physical Education, Athletics,
Drivers Education & Health*

Varsity Program Philosophy

Varsity competition is the culminating experience for each sport's program. Although junior and senior athletes dominate most varsity team rosters, gifted ninth and tenth grade athletes are eligible for varsity level play. Although rare, it is also possible for a middle school student to be included on a varsity roster. Prior participation in the program does not guarantee an athlete a spot on the roster, even if the athlete was a member of the varsity squad the preceding year.

Squad size level is limited in many sports at both the varsity and junior varsity level, although there are a few sports that will accommodate more numbers in practice and in competitive situations than others. However, even in those sports where cuts are not made in a given year, athletes must still understand that they may be denied an opportunity to participate unless they meet the program's expectations, especially with respect to start dates, attendance commitment and the five characteristics of good citizenship. Athletes who do not meet program expectations will not be eligible to earn a letter award and/or could be dismissed from the team.

The number of participants on most varsity teams is a function of those needed to conduct an effective and meaningful practice, and to play the contest. It is vital that each member understands and accepts their role on the team, as the number of roster positions is relative to their acceptance of the students' individual roles in pursuit of team goals. While contest participation over the course of a season is desirable, a specified amount of playing time at varsity level is never guaranteed, since the outcome of the contest becomes a prime consideration at this level.

A sound attitude and advanced level of skill are prerequisites for varsity play. Athletes will be expected to practice 2 to 3 hours per day, six days per week, with commitment often extended into vacation periods for all sports seasons. While practices are not held on religious holy days and Sundays, except on rare occasions during playoffs, the dedication and commitment needed to conduct a successful varsity program should be taken seriously. The expectation is the same for the starting player as it is for the limited role player, as every athlete involved on the team has a role in preparing the team for a demanding competitive schedule. The achievement of individual and team goals requires a full commitment on the part of every athlete on the roster.

Junior Varsity Program Philosophy

The junior varsity program is intended for those who display the potential for continued development into productive varsity level players. Junior varsity programs are comprised of ninth and tenth grade athletes. At this point in the athlete's development, the level of expectation increases substantially from the middle school experience. The high school sport season (three seasons per year) is longer than the middle school sport season (four seasons per year). The practice sessions are longer and more intense, and the skill requirements for participation in contests are greater. The atmosphere is more competitive and in many cases athletes who were able to meet the demands of play at the modified program may not be able to meet the expectations of participation at the junior varsity level. Athletes must be prepared for a competitive tryout situation, and should not assume that they will automatically make the team because they were involved in the program at the modified level. Each and every season is treated as a new year, and tryouts are conducted accordingly.

Skill, conditioning, work ethic, character, reliability and attitude are big factors in an athlete's quest to move up. At this level, athletes are expected to have visibly committed themselves to the program and continued self-development. To this end, increased emphasis is placed on physical conditioning, refinement of fundamental skills, elements and strategies of team play and social, emotional and character development. Junior varsity programs work towards achieving a balance between continued team and player development and the quest for victory. The outcome of the contest does become a consideration at this level.

The realization that practice sessions are important is a premise that is vital to a successful junior varsity program and player. For all team members, meaningful contest participation will exist over the course of a season, providing the athlete meets program expectations. A specified amount of playing time, however, is never guaranteed. Athletes are expected to compete for a position, and earn their position in the starting line-up.

The time commitment of a participant involved in a junior varsity program is similar to that at the varsity level. Athletes and parents should be prepared for a six-day-week commitment for games and practices. While practices are not held on certain religious holy days, and rarely on Sundays, the athlete will be expected to make a full commitment to scheduled team practices during vacation periods. With the goal of becoming a varsity athlete clearly in sight, a high level of dedication and commitment is expected at the junior varsity level.

Modified Program Philosophy

Middle school “modified” programs, in general, offer an introduction to the world of competitive athletes. Sport activities offered are determined by the existence of leagues, student interest, facility availability, financial resources, and the relationship to the high school program. At this point, the focus is on learning basic skills and game rules, fundamentals of team play, social and emotional growth, and healthy competition. The emphasis is to provide an opportunity for children, through physical participation in a positive competitive environment, to learn about their capabilities and appreciate human physical potential. Athletes are introduced to the benefits of physical conditioning, and encouraged to become responsible for maintaining an appropriate fitness level. The “modified” program allows for game rules and requirements of play to be adapted to match the competitive abilities of young, inexperienced, middle school athletes, who have not yet reached emotional, social, physiological, and physical maturity.

While we would like to provide an opportunity for every athlete who expresses interest in a program, this is not always possible. While we try to avoid cuts at the middle school level, certain factors exist that must be dealt with by imposing a limitation on the number of students that can be accommodated in specific programs. If the number of students trying out for a team creates a situation that is difficult to manage, poses a safety problem, or is problematic because of facility consideration, reducing team size may be necessary.

While winning is a goal of all interscholastic teams, it is not the primary function of modified sports. Although specific amounts of playing time are never guaranteed, athletes should receive meaningful contest participation whenever possible.

Coaches expect athletes to regularly attend five to six practices a week, two hours in duration, in preparation for the six to twelve contests that are scheduled against opponents from other school districts. Occasionally, practices or contests will be scheduled on Saturdays and vacation dates. Opportunities for meaningful contest participation for each team member will exist over the course of a season, providing that the athlete meets program expectations.

Athletes in all programs, regardless of level, are expected to be committed and give a full effort to practice sessions and games, maintain a positive and cooperative attitude, and show a willingness to meet the team’s needs with respect to position and role. Every athlete is expected to demonstrate respect for others and promote positive sportsmanship. In addition, the athlete must have enough skill and physical maturity to safely participate in the competitive climate.

**BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT
CODE OF CONDUCT FOR ATHLETICS**

Student-athletes who participate in interscholastic sports should recognize that they have an obligation to themselves, their teammates, and the school community to strive for excellence on and off the field. Participation in athletics will enable the athlete to develop appropriate sportsmanship skills, civil behavior, and respect for others and mature judgment.

The following are expectations for all athletes.

Athletes Must:

1. Understand that participation in athletics is a privilege and should be valued.
2. Understand and abide by the rules and regulations of the game. Respect for others is paramount. This includes respect for the integrity and judgment of all officials.
3. Set an example in word and deed, both on and off the playing area.
4. Understand and abide by the rules and regulations of the Bellmore- Merrick CHSD, as set forth in the District's Code of Conduct. This includes being removed from the team if I violate the District's drug/alcohol policy.
5. Use appropriate language and refrain from crude or abusive language or gestures when dealing with opponents, officials, spectators, or classmates.
6. Accept victory with grace, and defeat with dignity.
7. Refrain from disorderly, disruptive or insubordinate behaviors including bullying or harassment.
8. Never engage in any form of hazing or rite of initiation in school activities, including interscholastic athletics. Students who have knowledge of a hazing incident must report it to a coach, athletic administrator, or any other responsible school official (teacher, administrator, etc.).
9. Refrain from any activity that violates the Dignity Act and Board of Education policies addressing hazing, bullying, harassment and sexual harassment. Policies are available on our website.
10. Be responsible for their behaviors. Therefore, students who are found to have violated district policy and/or the Code of Conduct will face disciplinary actions.
11. Place athletic competition in its perspective. It represents only one part of the learning process and should not be pursued to the exclusion of everything else.

We ask that you keep the Code of Conduct for Athletics visible in your home as a continual reminder that participation in athletics is a privilege and that the experience should be valued. The Code of Conduct will be reviewed with your child by his or her coach; we ask you to discuss its importance with your child and help reinforce these positive behaviors with him/her.

Thank you for your support.

I have read the above and agree to the terms.

Parent's or Guardian's Signature

Student Signature

Date

Print Parent's or Guardian's Name

Print Student Name

Responsibilities of Sportsmanship Goals for Everyone

THE PLAYER

1. Treats opponents with respect.
2. Plays hard, but plays within the rules.
3. Exercises self-control at all times, setting the example for others to follow.
4. Respects officials and accepts their decisions without gesture or argument.
5. Wins without boasting, loses without excuses, and never quits.
6. Always remembers that it is a privilege to represent the school and community.

THE COACH

1. Treats own players and opponents with respect and dignity.
2. Inspires in the athletes a love for the game and the desire to compete fairly.
3. Is the type of person he/she want the athletes to be, promotes character.
4. Addresses those on the team who display unsportsmanlike behavior.
5. Respects the judgment and interpretation of the rules by the officials.
6. Knows he/she is a teacher and understands the athletic arena is a classroom.

THE OFFICIAL

1. Knows the rules and their interpretations.
2. Places welfare of the participants above all other considerations.
3. Treats players and coaches courteously and demands the same from them.
4. Works cooperatively with fellow officials, timers and/or scorers for an efficient contest.
5. Is fair and firm in all decisions, never compensating for a previous mistake.
6. Maintains confidence, poise and self-control from start to finish.

THE SPECTATOR

1. Attempts to understand and be informed of the playing rules.
2. Appreciates a good play no matter who makes it.
3. Cooperates with and responds enthusiastically to cheerleaders.
4. Shows compassion for an injured player; applauds positive performances; does not heckle, jeer or distract players, and avoids use of profane and obnoxious language and behavior.
5. Respects the judgment and strategy of the coach and does not criticize players or coaches for loss of a game.
6. Respects property of others and authority of those who administer the competition.
7. Censures those whose behaviors are unbecoming.

SPORTSMANSHIP

Students learn myriad unique lessons through interscholastic athletic participation.

Educators universally agree that of all the goals established as outcomes for secondary students involved in school sports, **sportsmanship is primary.**

Students who learn the value of and practice sportsmanlike behavior are developing the characteristics of good citizenship: honesty, generosity, self-discipline, a sincere concern for others, ethical behavior, and a commitment to fair play demonstrated in sportsmanship.

Nassau County Public High School Athletic Association member schools make sportsmanship a premier concern.

SECTION VIII SPORTSMANSHIP PHILOSOPHY

The Section VIII Athletic Associations are committed to promoting the ideals of sportsmanship. These include the concepts of ethical conduct and fair play by all who participate in, officiate, or attend our events and activities. We stand in opposition to all instances and activities which do not support the high standards of athletic competition and do not ensure the well-being of our participants. We expect that a high standard of citizenship and respect for others will be evident at all interscholastic events.

We are also committed to the belief that all schools participating in Section VIII activities will be held responsible for the conduct of their players, coaches, faculty members and spectators. Conduct deemed detrimental to the values supported herein may be deemed just cause for reprimand, probation, suspension from a particular sport, or suspension from Section VIII activities.

Section VIII Sportsmanship Codes

Spectators

It is the responsibility of the spectator to:

1. Cheer positively. Profanity and/or degrading language and gestures are prohibited.
2. Avoid actions which offend visiting teams, individual players, and/or officials.
3. Show appreciation of good play by both teams.
4. Treat all visiting teams and officials in a respectful, professional and appropriate manner.
5. Abide by all rules and regulations of the game.

6. Accept victory and defeat with grace and dignity.
7. Recognize that improper behavior reflects negatively on yourself, your school, your team and your community.

Student Athletes

It is the responsibility of the athletes to:

1. Demonstrate self-control and respect for other athletes, officials, coaches and spectators at all times.
2. Remember that participation in interscholastic athletics is a privilege that is not to be abused by unsportsmanlike conduct.
3. Treat all opponents with respect and dignity. Shake hands after the event and congratulate them on their performance.
4. Respect the integrity and judgment of the officials
5. Remember that you are a representative of your school. Improper behavior reflects negatively on yourself, your school, your family and your community.
6. Understand and abide by all rules and regulations of the game.
7. Accept victory and defeat with grace and dignity.
8. Remember that the use and/or abuse of drugs, including tobacco and alcohol is a detriment to the game and its participants, and is therefore strictly prohibited.

Coaching Staff

It is the responsibility of the coaching staff to:

1. Promote good sportsmanship by setting a positive example while coaching your student-athletes.
2. Respect the integrity and judgment of all sports officials.
3. Approach the athletic competition as a healthy and constructive exercise, not as a life and death struggle that requires victory at any price.
4. Recognize that the student-athletes in any individual or team sport are young men and women with human frailties and limitations, who are capable of making mistakes.
5. Refrain from the use of crude or abusive language with players, opponents, officials, or spectators.
6. Instruct players on the importance of sportsmanlike behavior and remove players from competition who demonstrate unsportsmanlike behavior.
7. Avoid behaviors that will incite players, opponents, or spectators.
8. Instruct players as to the prohibition placed on the use of drugs, including alcohol and tobacco.
9. Provide for a safe environment for all athletic events by making sure that there is adequate supervision to enforce the codes of conduct.

School Districts/Schools

It is the responsibility of the School District/School to endorse the following concepts:

Participating school districts in Section VIII:

1. Will be expected to share the Section VIII codes of conduct with their students and spectators in an effective manner.
2. Are encouraged to have all coaches distribute approved, written codes of conduct to all athletes and spectators.

3. Are asked to post Section VIII spectator codes of conduct at all athletic venues where possible. Such postings should be in areas where they are easily visible to all in attendance.
4. Are encouraged to update their coaching staff on all sportsmanship rules, regulation, guidelines and procedures.
5. Will be held responsible for the conduct of their players, coaches, faculty, spectators and cheerleaders.
6. Must provide adequate supervision when the visiting team buses arrive and depart.
7. Should have an adequate and appropriate number of easily identifiable supervisors at contest sites. All supervisors would receive instruction at every site as to reporting procedures for any infraction which require their intervention. This should include identification of the person(s) ultimately responsible for supervision at the given site. In the event of a lack of such supervisory personnel, the coach will assume all such supervisory responsibilities.
8. Will ensure that all banners and signs are positive in nature and approved by the supervisor in charge of the event. Placement of banners should never interfere with the safety of those participating in the event.
9. Shall be reminded that in the event that a school group such as the marching band, cheerleading or pep squad, etc. is attending an athletic contest, it is the responsibility of the school/district to provide transportation, supervision and to request a seating/performing area for all such groups. This is to be done so that they do not interfere with the athletic contest.
10. Should know that if violations occur at the athletic events, it is the responsibility of the school district (or designated employee) to report all such infractions to Section VIII in accordance with established regulations.

Endorsed by Athletic Council March 25, 2002

SELECTION of COACHES

Selection of coaches for interscholastic teams will follow these policies:

1. All coaching assignments are subject to the approval of the Building Principal and or designee, District Director of Athletics, the Superintendent of Schools, and the Board of Education.
2. Wherever possible, coaching assignments will be filled by staff members within the district, as long as they are the most qualified for the position as defined by the District's Athletic Director and Building Principal. The end of year evaluation is an essential factor but not the sole criteria in the final hiring determination.
3. All coaching assignments will be for one year's duration. Reassignment will be based on recommendation of the District Director of Athletics, Building Principal and or designee with the approval of the Superintendent of Schools and or designee and the Board of Education.

HEAD ATHLETIC COACH JOB DESCRIPTION

TITLE: Head Athletic Coach

QUALIFICATIONS:

1. Has the ability and knowledge to organize as well as supervise a total sports program.
2. Has previous successful coaching experience in assigned sport, and/or must have substantial knowledge of the technical aspects of the sport and, at the same time, must continue to examine new theories and procedures pertinent to the field.

REPORTS TO:

The first level of communication is the building coordinator and the building Assistant Principal. The next level of supervision is the Building Principal and District Athletic Director. The Assistant Principal provides overall objectives and the final evaluation in conjunction with the high school principals and District Athletic Director.

COORDINATES:

In several instances, the head coach must advise, coordinate and support a staff of high school assistant coaches and middle school coaches in conjunction with the Athletic Director and respective Principal or designee.

JOB GOAL:

To instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline and self-confidence. To upgrade his/her knowledge and skills through coaching clinics, observations, consultation, etc.

GENERAL:

1. The success of athletic programs has a strong influence on the community's image of the entire system. The public exposure is a considerable responsibility and community/parent pressure for winning performance is taxing, but must not override the objectives of good sportsmanship and good mental health.
2. It is the express intent of this job description to give sufficient guidance to function appropriately. In cases not specifically covered, it shall be assumed that a coach shall exercise common sense and good judgment

DUTIES AND RESPONSIBILITIES:

1. Has a thorough knowledge of all the athletic policies affecting both staff and students, as outlined in this handbook approved by the Bellmore-Merrick Central High School District's Community Schools' Board of Education and is responsible for their implementation by the entire staff of the sport program.
2. Has knowledge of existing system, state and league regulations; implements same consistently and interprets them for staff.

3. Understands the proper administrative line of command and refers all requests or concerns through proper channels. Is aware of all section/staff/departmental meetings that require attendance.

ADMINISTRATIVE DUTIES:

1. Coordinates with the Athletic Coordinator in scheduling, providing transportation and requirements for tournament and special sport events.
2. Assists in the necessary preparation to hold scheduled sport events or practices and adheres to scheduled facility times. Coordinates program with maintenance and school employees.
3. Provides documentation to fulfill state and system requirements concerning physical examinations, parental consent and eligibility.
4. Provides proper safeguards for maintenance and protection of assigned equipment sites.
5. Advises the Athletic Coordinator and recommends method or procedural changes.

RESPONSIBILITIES TO STUDENTS:

1. Provides training rules and any other unique regulations for the sport to each athlete who is considered a participant.
2. Gives constant attention to our student athlete's grades and conduct.
3. By his/her presence at all practices, games and while traveling, provides assistance, guidance and safeguards for each participant.
4. Follows programs and policies concerning injuries, medical attention and emergencies and conduct.
5. Completes paperwork on all disabling athletic injuries on proper forms and submits to nurse's office within 24 hours.
6. Directs student managers, assistants and statisticians.
7. Assists athletes in their college or advanced educational selection, when appropriate.
8. Sets appropriate guidelines for student behavior. When rules are violated in a significant manner, should discuss appropriate measures with an administrator or athletic coordinator.
9. Takes accurate attendance daily.

FINANCE AND EQUIPMENT:

1. Participates in the budgeting function with the Athletic Coordinator by establishing requirements for the next season. Recommends equipment guidelines as to type, style, color or technical specifications. Is responsible for operating within budget appropriations.
2. Is accountable for all equipment and collects the cost of any equipment lost or not returned. Arranges for issuing, storing and reconditioning of equipment and submits annual inventory and current records concerning same.
3. Properly marks and identifies all equipment before issuing or storing.
4. Monitors equipment rooms and coaches' office, authorizes who may enter, issue or requisition equipment.
5. Permits the athletes to only be in authorized areas of the building at the appropriate times.

6. Examines and monitors locker rooms before, during and after practices and games, checking on the general safety of the facility. Responsibility for cleanliness and maintenance of specific sport equipment.
7. Instills in each player a respect for equipment and school property, its care and proper use.

PUBLIC RELATIONS:

1. Organizes parents, coaches, and players for preseason meeting.
2. Promotes the sport within the school through recruiting athletes who are not in another sports program and promotes the sport outside the school through news media, little league programs, or in any other feasible manner.
3. Responsible for the quality, effectiveness and validity of any oral or written release to local media.
4. Responsible for maintaining good public relations with news media, booster club, parents, officials, volunteers and fans.
5. Presents information to news media concerning schedules, tournaments and results.

PRE-SEASON RESPONSIBILITIES:

Major planning should be meticulously developed before the season begins and should include:

1. Knowing what equipment and supplies are available
2. Notifying Athletic Director of any special or unique equipment needs.
3. Outline practice schedule.
4. Completion of scrimmage and game schedule.
5. Organizational meeting with assistant coaches where applicable.
6. Establish criteria for awards.
7. Scheduling of non-league games and scrimmages. These schedules should be reported to the Athletic Coordinator well in advance of the season so that arrangements for officials and transportation can be made.
8. Sign-up meeting.
9. Attend pre-season county coaches meetings.
10. Transportation request forms for away contests/practices.
11. Selection of student managers.
12. Secure keys from appropriate school administrator.
13. Obtain, fill and organize a medical kit.

IN-SEASON RESPONSIBILITIES:

1. Each coach is responsible for seeing that the Code of Behavior is fully explained (not just merely distributed) and properly signed by each athlete's parents. Athletes should not be allowed, where possible, to practice with a team until a signed copy of the Code of Behavior is returned. Signed copies for all squad members should be forwarded to the Athletic Coordinator or Assistant Principal to be kept on file.
2. Before an athlete can participate on an interscholastic athletic team the coach must ensure that each athlete has the appropriate medical and permission paper work (Physical/E.C. card/Parent consent). There are **no exceptions** to this rule.
3. Fill out roster form to be sent to BOCES.

4. All team coaches are responsible for the care and condition of team equipment. Coaches are responsible for securing equipment after use, to be sure quantity is sufficient and that all equipment can be safely used.
5. All coaches are urged to establish any team rules they think necessary and fair but not contrary to existing department or building administration rules. These rules must be reviewed with the appropriate school administrator.
6. Coaches and school staff members who use our athletic facilities and or equipment are responsible for the security of both. Practice does not start until a coach is present to supervise the locker room and gym. Practice or game responsibility, for both home and away games does not end until players under the coach's jurisdiction have left the locker room and gym area. Coaches leaving last must secure all storeroom, locker room, and gym doors and, if necessary, turn off lights.
7. Practices for high school teams should last between 2 to 3 hours, six days a week. Teams should practice through vacation periods during the season. Middle School practices should last approximately two hours, five to six days a week. Practices during holidays are at the coaches' discretion. If practices will be held, parents should be notified as early in the season as possible.
8. All coaches are expected to behave in a professional, courteous and respectful manner during all contests. It is realized that disagreement with officials may occur. If there is an expression of disagreement by the coach, it should be done without further exciting players or spectators. Opinions expressed to officials should be presented in proper language and should not be in the form of personal attack. At no time shall a coach verbally or physically harass opposing players. Coaches are expected to be in control of bench players and players on the field at all times. Their behavior will have a direct effect on determining a person's effectiveness as a coach as viewed by the Athletic Director and school administration.
9. Team coaches are responsible for non-league scheduling. These schedules should be cleared with Athletic Coordinators, who will then submit formal schedules to the Executive Director (BOCES). The Athletic Director will provide deadlines for schedule completions. The canceling or rescheduling of games, especially league games, should be avoided unless circumstances leave no other alternative.
10. Attend in-season coaches meetings.

END OF SEASON:

1. Complete all appropriate end of season reports.
2. Collect all uniforms and equipment. Report to athletic coordinator all uniforms not returned or returned in unusable fashion.
3. Prepare list for next year's equipment and uniform needs and any suggestions for submission to athletic coordinators.
4. Attend all-star meeting, end of the season coaches meetings and playoff seeding meeting. It is essential to celebrate your team and players.
5. Attend end of season award dinner and banquet.
6. Attend post season meeting in preparation for the following season.

REASONABLE ASSURANCE:

According to the reasonable assurance letter you sign for each school year, your reasonable assurance will continue for periods of employment immediately before and after vacation and/or holiday periods during the current school year, in accordance with the approved school calendar. You are expected to return to work at the conclusion of each vacation period.

GENERAL COACHING PROCEDURES:

1. **Certifications:** All coaches must complete and have updated mandated First Aid, CPR AED training DASA training and the specified concussion management course. Coaches also must complete appropriate coach's certification as outlined in the N.Y.S.P.H.S.A.A. handbook.
2. **Student Attendance:** In order for a student athlete to participate in practice(s) or game(s), he/she must be in school for a minimum of 4 class periods during the day. Parental notes will be honored to excuse the lateness to school, but the rule stated above will still apply. College interviews or visitations and school-sponsored trips are considered school attendance as long as they are approved by attendance office.
3. **Selective Classification:** It is possible to bring a middle school player to a varsity team; the middle school student must be projected to be an "impact" player on varsity. No child may be selectively classified to a junior varsity team. Please speak to the athletic coordinator for the specific details and requirements of this program.
4. **The Recruiting Process:** Assisting and advising your student-athletes about playing at the next level is part of your coaching responsibility. Make every effort to fairly evaluate the students' potential and share your feeling with both the students and their parents. If a student has the potential to compete at the college level, the coach should facilitate in any way reasonable.
5. **Professional Development:** will be provided, as per the district Director of Athletics on Superintendent's Conference Day. John Danowski, Head Coach of Men's Lacrosse at Duke University, will conduct the importance of creating positive team culture.
6. **Holidays:** On certain holidays the district sets restrictions and forbids practices or games to be scheduled. Since the calendar changes yearly, please see your athletic coordinator for details.
7. **Out Of Town Trips:** See Trip Policy
8. **Spectator Code of Conduct:** Every coach should distribute the message from the district's Director of Athletics which can be found on page 76. There are also spectator goals for sportsmanship on pages 9 and 11 in this handbook. The expectations should be reviewed with parents and their importance should be emphasized.
9. **Phone Chain List:** Every coach should have and distribute a phone chain list. This list can be useful in emergencies or to share information, related to athletics.

All phone or text communication should be used for practice and game information only.

10. **Training Camps:** Teams may not attend school sponsored overnight training camps.
11. **Fund Raising:** No coach is to handle cash from students. Fund raising ventures should be cleared through all appropriate building administrators as well as the District Athletic Director. A building fund will be established for the purpose of securing and keeping a record of funds.
12. **Cuts:** The cutting of students from teams during the pre-season can be a traumatic experience for the student. Cutting must be handled as tactfully as possible. Lists are not to be used to communicate cuts. If there are only a handful of students to cut from a team, the coach is expected to consult with the building coordinator prior to cutting. Remember, some teams do not cut – if you are not sure if you do cut, please consult with the building coordinator.
13. **Transportation to Events:** All team members are to travel to and from an away practice or contest on school designated transportation. Under NO circumstances is a student athlete allowed to drive to a contest and be permitted to play. (Please make all players aware of this policy.) Coaches are not to transport students using their private vehicles. The only exception to this is in a medical emergency.

Only squad members, bonfire scorekeepers and managers are permitted on the bus in either direction, unless authorized by a school or district administrator. In the event cheerleaders are making the trip as a scheduled event, with the athletic squad, they must be accompanied by the faculty advisor assigned to supervise that squad.

In the event that a parent or guardian makes a request for alternate transportation from an away sporting event, the student should only be released to their own parent/guardian. The request must be made in writing. Upon arrival, the parent must see the coach in person prior to the student leaving the supervision of the coach. If a student attends a contest in an illegal fashion (within or outside this district), they should NOT be permitted to participate. At no time should a coach allow a parent to take anyone except his/her own child from a game or practice.

14. **Practice Participants:** New York State Public High School Athletic Association expressly prohibits games and practices between students and adults, including alumni or faculty. There are no exceptions to this rule.
15. **First Aid Kit:** Each team must have a complete first aid kit with them at every practice and game. These items should be included in your FIRST AID Checklist:
 - Check your kit on a daily basis for supplies that need to be replaced.
 - Request new supplies before they are needed so that you have them on hand.
 - Have all the emergency cards up-to-date and with you in the first aid kit.
 - Have all the emergency telephone numbers with you or in the kit (school, bus, ambulance, Principal, coordinator and Director of Athletics).
 - Please ask your supervisor for the emergency contact number for the local Fire Department or the Bellmore-Merrick EMS. This is to be used prior to calling 911.

16. **Volunteer Coaches:** Volunteers must be an employee of the district. No one outside the district can volunteer for any program or sport. A volunteer who works with a team is not expected to work the hours of the coach but should be working with the team consistently throughout the season. Volunteers working with athletic teams should have their name submitted to the Athletic Coordinator by the employed coach at the building level. The individual should be a certified teacher with a coaching certificate or a district employee who holds a valid New York State Coaching Certificate. Principals/Directors can deny an individual from being a volunteer. Unless the person is a certified volunteer as described above, no individual is allowed on the bench or sidelines. Administrators can be on the bench and side lines at any time.
17. **Coaches Missing Games or Practices:** Any coach unable to attend his or her practice or game must notify the building Athletic Coordinator as early as possible. No team should be allowed to practice without an appropriate supervisor at the practice.
18. **Consultants:** It is possible to hire outside consultants for a team under certain circumstances. However, this request must be approved by both the District Athletic Director and the Building Principal. In addition, fundraised money cannot be used to pay for this consultant. Any consultant, paid or unpaid, must be approved.
19. **Sponsorship:** District policy and state laws prohibit many types of “giveaways” by commercial corporations. Please check with the school administrator prior to accepting any kind of giveaway.
20. **Reporting of injuries:** If an injury occurs during a practice or game, the coach must have the trainer assess the injury immediately. If no trainer is available, the coach must contact the parent as soon as possible. On the morning of the next school day, the incident should be reported to the school nurse and an accident/incident report must be completed. Any student who has seen a doctor or other medical professional must get a medical clearance prior to resuming athletic participation.
21. **Visitors:** Visitors for a game, both employee and non-employee are not permitted to sit with players on the bench or spend time on the side-lines. They should remain with the crowd.



Permission for Special Accommodations



Every situation requesting permission for special accommodations (including religious apparel) is evaluated on an individual basis.

The procedure is as follows:

SPECIAL DEVICES AND PROSTHESIS

1. Written approval by the school physician to participate in a specific sport while wearing the device.
2. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
3. The member school requests, in writing from the Athletic Director on school stationery, a review and evaluation by the Assistant Director responsible for safety. All requests are to be accompanied by photos of the device being worn by the student taken from several different angles. Additionally, documentation of school physician approval is to be sent.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

RELIGIOUS ACCOMMODATIONS

1. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
2. For a special accommodation the member school requests, in writing, a review and evaluation by the Assistant Director responsible for safety.
3. Written explanation of the special accommodation needed from the student's religious leader.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

SPECIAL ACCOMMODATIONS

1. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
2. The member school requests, in writing, a review and evaluation by Assistant Director responsible for safety.
3. Written documentation from school physician outlining the student's physical limitations and need for a special accommodation.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

The NYSPHSAA will provide written notice of approval or denial to the school district in a timely manner.

INTRODUCTION

THE DIGNITY FOR ALL STUDENTS ACT

New York State’s Dignity for All Students Act (The Dignity Act or DASA) seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012. Amendments to the act are effective as of July 1, 2013

The Dignity Act’s provisions, requires that all public school districts (districts) and Boards of Cooperative Educational Services (BOCES) include provisions in their Codes of Conduct prohibiting the discrimination and harassment against students by students and/or school employees on school property or at a school function, as well as provisions for responding to acts of discrimination and harassment against students by students and/or school employees on school property or at a school function .1 By building on the 2000 Safe Schools Against Violence in Education Act (SAVE), which focuses primarily on guiding districts, BOCES and charter schools on how to report and respond to violent and disruptive incidents, the Dignity Act is designed to assist districts, BOCES and charter schools in strengthening their existing policies, and developing new policies as needed in order to protect students. The Dignity Act upholds New York State’s commitment to provide safe and orderly schools for its students.

The original 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 concepts 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.

As of July 1, 2013 the new regulations were amended and include the following:

Definitions of terms:

- **Bullying**
Bullying is described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet. Bullying generally involves the following characteristics:
 - An Imbalance of Power
 - The Intent to Cause Harm

- Repetition
- Coercion
- **Harassment**
Harassment is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse. Moreover, harassment may annoy, alarm, or put an individual in fear for their safety. Harassment may have the following effects on students:
 - reasonably and substantially interfering with a student’s educational performance, opportunities or benefits; or
 - be expected to cause a student to fear for his or her physical safety.
- **Cyberbullying:**
Cyberbullying will be defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment. May include sending, posting or sharing negative, harmful, private or false content about another individual in order to cause embarrassment or humiliation.
- **Discrimination**
Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs, or characteristics they may possess.

Reports of Harassment, Bullying and Discrimination:

The principal, superintendent, or designee must be charged with receiving reports.

Investigation of Reports:

The principal, superintendent, or designee must lead or supervise the prompt and thorough investigation of reports.

Response to Verified Reports:

The school must take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.

Employee Reporting:

School employees who witness or receive a report of harassment, bullying or discrimination must notify the principal, superintendent or designee. Incidents must be reported within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

Notification of Law Enforcement:

The Principal, Superintendent or designee will be required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.

Professional Certification:

Professionals applying for a certificate or license, including but not limited to classroom teachers, school counselors, school psychologists, school social workers, school administrators or supervisors, and superintendents of schools, must complete training on the social patterns of harassment, bullying and discrimination, identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing exclusion, bias and aggression in educational settings.

Curriculum:

Curriculum must include instruction in safe and responsible use of the internet and electronic communications and emphasize discouraging acts of harassment, bullying and discrimination.

Guidance and Educational Materials:

The State Education Department will provide guidance and educational materials, including best practices in addressing cyberbullying, and best practices in helping families and communities to work cooperatively with schools in addressing cyberbullying.

The original 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 concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to:

- Race
- Color
- Creed
- Age
- Perceived Age
- National Origin
- Alienage
- Citizenship Status
- Gender (including sexual harassment)
- Gender Identity and Expression
- Sexual Orientation
- Disability
- National Origin
- Military Status
- Marital Status
- Partnership Status
- Pregnancy
- Caregiver Status

Protection is not limited to the groups or characteristics listed above. For example, individuals are protected if they are harassed because of their socioeconomic status even though “socioeconomic”

is not explicitly listed. An individual harassed for their height in either direction or their accent or speech style would be considered protected even though “height” and “accent” are not explicitly listed. The intent of the Dignity Act is to protect ALL individuals in schools. ([New York State Center for School Safety](#))

Transgender and Gender Nonconforming Students

On July 14, 2015 The United States Department of Education Office for Civil Rights has issued guidance recognizing that “Title IX” of Education Amendments protects transgender students against discrimination based on their gender identity.

The New York State Education Department (NYSED) is committed to providing all public school students, including transgender and gender nonconforming (GNC) students, with an environment free from discrimination and harassment, to fostering civility in public schools, and to ensuring that every student has equal access to educational programs and activities. The Dignity for All Students Act (DASA) illustrates that State’s commitment to ensuring that all students are educated in a safe and supportive school environment.

On May 13, 2016 the U.S Departments of Education and Justice released joint guidance to help schools ensure the Civil Rights of Transgender Students (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>) to help provide educators the information they need to ensure that all students, including transgender students, can attend school in an environment free from discrimination based on gender.

The guidance also explains schools’ obligations to:

- Respond promptly and effectively to sex and gender based harassment of all students, including harassment based on a student's actual or perceived gender identity, transgender status, or gender transition;
- Treat students consistent with their gender identity even if their school records or identification documents indicate a different sex;
- Allow students to participate in sex-segregated activities and access sex-segregated facilities consistent with their gender identity; and
- Protect students' privacy related to their transgender status under Title IX and the Family Educational Rights and Privacy Act.

Understanding School Climate and Transgender Students

Research indicates that transgender and GNC students are targeted with physical violence and experience a hostile school environment at an even higher rate than their lesbian, gay and bisexual peers, both nationally and in New York State. In one 2013 national survey, 74.1% of LGBT students reported having been verbally harassed in the previous year, 36.2% physically harassed, and 16.5% physically assaulted. These high rates of bullying correspond to adverse health and educational consequences. Transgender and GNC experienced higher rates of verbal harassment and were twice as likely to report feeling unsafe at school than their cisgender peers. A different national survey, also conducted in 2011, found that 51% of respondents who were harassed or bullied in school

reported attempting suicide, compared to 1.6% of the general population. Students also suffered harassment so severe that it led almost one-sixth (15%) to leave school in K-12 settings or in higher education. Moreover, LGBTQ students who are bullied and harassed are more likely to miss days of school, feel excluded from the school community, and have lower academic achievement and stunted educational aspirations.

DASA, including its implementation regulations and guidance, reflect the reality that transgender and GNC students are enrolled in New York's public schools. These students, because of the possibility of misunderstanding and lack of knowledge about their lives, may be at a higher risk for peer ostracism, victimization, and bullying. Educators play an essential role in advocating for the well-being of students and creating a supportive school culture. This is often promoted by educators through asking for the pronouns of all students rather than singling out individuals whose gender may not match their biological sex. Also, by referring to an individual by their desired pronoun, it serves to validate their identity in a social setting, an important part of transgender life.

In February 2017, the Commissioner again issued a joint memorandum with the Attorney General to remind school districts of the obligation to protect transgender students from bullying, discrimination, and harassment in their schools and at all school functions, despite actions taken by the United States Department of Education (USDOE) and the United States Department of Justice (USDOJ) to rescind previously issued guidance surrounding the protection of transgender and gender non-conforming students. In response to USDOE's confirmation in February 2018 that it would no longer investigate civil rights complaints from transgender students denied access to bathrooms consistent with their gender identity, the Commissioner and the Attorney General issued another joint memorandum to school districts in which they reiterated New York's commitment to creating safe and supportive learning environments for all New York students and school district's obligation to comply with DASA.

(NYSED, letter dated April 26, 2018 from Jhone M. Ebert)

Understanding Gender Identity

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their "gender-related identity"), and GNC youth are those whose gender-related identity lies on a spectrum of "male" and "female" attributes, rather than conforming to the gender binary. A transgender boy, for example, is a youth who identifies as male, but was assigned the sex of female at birth (would use he/him pronouns). A transgender girl is a youth who identifies as a female, but was assigned the sex of male at birth (would use she/her pronouns). GNC youth vary in the ways in which they identify as male, female, some combination of both, or neither (often uses they/them pronouns)

Common Areas of Concern Relating to Transgender Students

1. Names and Pronouns

The matter of determining which name and pronoun to use in referring to a transgender student may be one of the first that schools must address in their efforts to create an environment in which the student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues

involved in creating a safe and supportive environment for transgender students, the best course is to engage the student, and possibly parent, with respect to name and pronoun use, and agree on a plan to reflect the individual needs of each student to initiate that name and pronoun use within school. The plan also could include when and how this is communicated to students and their parents.

2. Privacy, Confidentiality, and Student Records

New York State Education Law 2-d prohibits the unauthorized release of student's personally identifiable information, including but not limited to the student's name, indirect identifiers, and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community to identify the student. The federal Family Educational Rights and Privacy Act (FERPA) also protects the privacy of student educational records and places restrictions on the release of students' personally identifiable information. For more information on student privacy, in general, see NYSED's Parents' Bill of Rights for Data Privacy and Security at <http://www.p12nysed.gov/docs/parents-bill-of-rights.pdf>.

3. Amended Commissioner's Regulations

The research shows that bullying and school climate are both linked to children's academic achievement, learning, and development. Specifically, children who are bullied are more likely to avoid school, more likely to drop out of school, have lower academic achievement, have lower self-esteem and higher levels of anxiety, depression and loneliness, and are more likely to attempt suicide, both during childhood and later in life. A recent national survey of school climate found that more than 80 percent of lesbian, gay, bisexual, and transgender (LGBT) youth reported some form of bullying or harassment at school. These concerns are especially urgent for transgender students for whom the data indicates that 1 in 2 attempt suicide at least once before their twentieth birthday.

As a result of these developments, Department staff proposes to amend Commissioner's Regulation §100.2(kk)(1) to include illustrative examples of the types of incidents of harassment, bullying and/or discrimination which must be reported to the principal, superintendent or designee when reported to or witnessed by a school employee. Specifically, the proposed amendment includes a definition of "report of harassment, bullying, and/or discrimination" to include, but not be limited to, the following examples:

- A report regarding the denial of access to school facilities including, but not limited to, restrooms, changing rooms, locker rooms, and/or field trips, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or
- A report regarding application of a dress code, specific grooming or appearance standards that is based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or
- A report regarding the use of name(s) and pronoun(s) or the pronunciation of name(s) that is based on a person's actual or perceived race, color, weight, national origin, ethnic group,

religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex; or

- A report regarding any other form of harassment, bullying, and/or discrimination, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex.

The NYSED remains committed to working with all partners throughout the State to ensure that all students have an opportunity to thrive in a school environment that is safe, supportive and free from bullying, harassment, and/or discrimination. We will continue to support district administrators and school staff as they continue to take proactive steps to create a positive school culture in which students feel safe and supported, and fully included. The proposed amendment to Commissioner's Regulations §100.2(kk)(1) is intended to support these efforts by clarifying and assisting in DASA implementation statewide. The proposed amendments are expected to be presented for adoption as a permanent rule at the July 16-17, 2018 Regents Meeting. They will be included in the next printed version of the DASA Plan. However can be found after the respective dates on the NYSED website under "DASA Commissioners Regulation Amendment §100.2(kk)(1)".

(NYSED, letter dated April 26, 2018 from Jhone M. Ebert)

On Monday, February 12, 2018, the United States Department of Education ("USDOE") confirmed that it would no longer investigate civil rights complaints from transgender students denied access to bathrooms consistent with their gender identity. In the light of this announcement, and the February 2017 decision by USDOE and the federal government to rescind guidance that clarified protections for transgender students under federal statutory law, the New York State Office of the Attorney General ("OAG"), the New York State Education Department ("SED") and across New York State that – irrespective of the federal government's recent announcement – they have independent duties to protect transgender students from discrimination and harassment in their schools and at all school functions.

Through NYSED offices; joint efforts, they have committed to ensuring that all students in New York State attend school in safe and supportive environments in which they can learn and thrive. NYSED offices will continue to use all the existing tools of federal, state, and local law to ensure that transgender students are safe in their schools and have equal access to all programming and facilities consistent with their gender identity. Simultaneously, NYSED offices also seek to provide school districts guidance to assist them with legal compliance.

(NYSED Amended Commissioner's letter dated February 28, 2018 from Eric T. Schneiderman and MaryEllen Elia)

DISTRICT PLAN

Please refer to the link below to access the district plan for the Dignity for All Students Act.

<http://www.bellmore-merrick.k12.ny.us/district/dasa>



What is it and what can I do?



DIGNITY: being respectful of who you are and what you believe in.

<p><u>Sexual Harassment</u> ...is serious or perceived behavior of a sexual nature which makes someone uncomfortable. That person may become upset or avoid coming to school because of the behavior aimed at them. These behaviors include, but are not limited to:</p> <ul style="list-style-type: none"> • Unwelcome sexual advances asking for sexual favors • Jokes, comments, rumors, threats • Physical touching, pinching, grabbing • Sending texts, emails, posting on Facebook or other social networks comments or pictures that are sexual <p>What can I do?</p> <ul style="list-style-type: none"> • Tell an adult as soon as possible • Stop friends who are treating others poorly • Ask for help <p>Who can I report to?</p> <ul style="list-style-type: none"> • Dignity Act Coordinator • Title IX Coordinator • Building Administrator • PPS Staff (Guidance Counselor, Social Worker, Psychologist) 	<p><u>Hazing & Bullying</u> ...are mean, inappropriate words that are spoken, written or electronically sent to someone that are hurtful. The behavior is aimed at one person or a group that usually feels intimidated, upset, anxious or threatened. These behaviors may include:</p> <ul style="list-style-type: none"> • Daring someone to do something inappropriate to a person • Being forced to do something you do not want to • Name calling, sarcasm • Ignoring someone; leaving them out of the group • Touching, hitting, starting fights <p>What can I do?</p> <ul style="list-style-type: none"> • Tell an adult as soon as possible • Stop your friends from participating • Make friends aware that they may be hurting someone if they do not realize it <p>Who can I report to?</p> <ul style="list-style-type: none"> • Dignity Act Coordinator • Building Administrator • PPS Staff (Guidance Counselor, Social Worker, Psychologist)
<p><u>Harassment</u> ...is treating someone who is different because of their color, religion, religious practice, gender, sex, sexual orientation, ethnic background poorly because they are different. Some behaviors may include:</p> <ul style="list-style-type: none"> • Making fun of specific characteristics • Physically taunting, hitting, touching so the person feels uncomfortable • Texts, phone calls, Facebook comments, emails that are negatively related to their background, even if it appears to be a joke <p>What can I do?</p> <ul style="list-style-type: none"> • Tell an adult as soon as possible • Do not joke about peoples' backgrounds, dress, practices, music • Respect differences, ask questions if you are curious rather than tease <p>Who can I report to?</p> <ul style="list-style-type: none"> • Dignity Act Coordinator • Building Administrator • PPS Staff (Guidance Counselor, Social Worker, Psychologist) 	<p><u>Code of Conduct</u> ...is a set of rules and procedures that were written to keep our schools safe so that it is a good environment for learning. Areas included are:</p> <ul style="list-style-type: none"> • Dressing appropriately • Behaving in a positive manner • Making good decisions • Treating teachers, students and everyone in the school community respectfully <p>What can I do?</p> <ul style="list-style-type: none"> • Review Student Responsibilities • Understand that rules keep us safe and help keep us focused • Try talking to someone who may not be following the rules • Reach out to adults for help if you are faced with a difficult situation <p>Who can I report to?</p> <ul style="list-style-type: none"> • Building Administrator • Dean • PPS Staff (Guidance Counselor, Social Worker, Psychologist)

ACCEPTANCE: to show regard or consideration for.

RESPECT: to show regard or consideration for.

SELECTED BOARD OF EDUCATION POLICIES

ANTI-HAZING

#0114

The Bellmore-Merrick Board of Education recognizes the importance of co-curricular activities and athletic participation as being a vital component of the total educational experience. The Board encourages student participation in activities that foster physical, emotional and social growth.

To ensure the welfare and safety of all growth, the Board does not condone any form of intimidation or harassment, known as hazing. Hazing, for the purpose of this policy, is a prohibited conduct, and includes, but is not limited to, committing an act against a student(s) or coercing a student(s) into committing an act that creates a substantial risk of emotional, physical, or psychological harm to a person and is for the purpose of intimidating, harassing, humiliating, harming, threatening, ridiculing, ostracizing, degrading, or embarrassing another student or students. No student, coach, advisor, volunteer, or district and/or contracted employee shall plan, direct, encourage, assist, or engage in any hazing activity, as defined above. The Board directs that no administrator, coach, advisor, volunteer, or district employee shall permit, condone, or tolerate hazing, in any form.

The Board recognizes that in addition to being abusive and inappropriate behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, and intimidation, hazing of students and staff, as defined in this policy, could also lead to violation of law. The Board is committed to providing and promoting a safe, orderly, civil, positive and productive learning and working environment. To this end, hazing acts committed by students, staff, volunteer, or contracted employee on school grounds, school buses, and/or at all school sponsored activities, programs, and events, including those that take place at locations outside the district, are strictly prohibited and shall not be tolerated, regardless of the actor's intention. In addition, any omission or failure to act to prevent hazing, and/or failure to report its occurrence is likewise prohibited.

The Superintendent of Schools shall establish administrative procedures to provide guidelines for the implementation of this policy. The procedures shall include descriptions of prohibited conduct, reporting and investigative procedures, as needed, and provisions to ensure notice of this policy is provided to all applicable parties as stated above.

Approved: 05/04/2011
2nd reading (replacing 5116): 05/04/2011
1st reading (replacing 5116): 04/06/2011

ANTI-HAZING REGULATION

#0114-R

I. Definition

For purposes of policy 0114 and this regulation, hazing is a prohibited conduct and includes, but is not limited to, committing an act against a student(s) or coercing a student(s) into committing an act that creates a substantial risk of emotional, physical, or psychological harm to a person and is for the purpose of intimidating, harassment, humiliating, harming, threatening, ridiculing, ostracizing, degrading, or embarrassing another student or students.

The term “hazing” ***does not include*** the ordinary activities of customary athletic events, tryouts, intramural activities, clubs, or other similar student contests or competitions.

II. The term “hazing” includes, but is not limited to, any act that:

1. Involves brutality of a physical nature, such as whipping, beating, branding; unreasonable and/or excessive forced calisthenics; forced exposure to the elements; forced consumption of any food, alcoholic or non-alcoholic beverage or liquid, tobacco, drug, controlled substance, or other potentially dangerous chemical or substance; sleep deprivation; sexual assault; forced conduct which could result in degradation or humiliation; forcing, requiring or permitting another to be subject to wearing or carrying any embarrassing, obscene or physically burdensome article; requiring personal servitude; or any other forced physical activity, sexual in nature, that creates a servitude; or any other forced physical activity that creates a substantial risk of emotional, physical, or psychological harm or that could adversely affect the safety of another person; or
2. Requires, coerces, or compels a student to violate local, state, or federal law or school district policies.

III. Roles

A. Students

1. Students shall be expected to understand all aspects of this hazing policy and regulation.
2. Students shall not engage in the hazing of any student or staff member.
3. Students shall actively engage in positive team-building and character building activities.
4. Students shall report any instances of hazing to the appropriate staff member (e.g. teacher, school counselor, etc.) or administrator (assistant principal, principal).

B. Parents/Guardians

1. Parents/Guardians shall be expected to understand all aspects of this hazing policy and regulation.
2. Parents/Guardians shall be expected to reinforce this policy and regulation by discussing the inappropriateness of hazing with their children.

3. Parents/guardians shall not encourage students to initiate or participate in hazing activities.
4. Parents/guardians shall explain the dangers of hazing activities.
5. Parents/guardians shall support the school district in the enforcement of this policy and regulation.
6. Parents/guardians shall report instances of hazing to the appropriate law enforcement and school authorities.

C. Staff Members

1. Staff members shall be expected to understand all aspects of this hazing policy and regulation.
2. Staff members selected by the Principal or his/her designee shall teach students about this policy and regulation and explain the dangers of hazing.
3. All staff members shall promptly report to the appropriate administrator any instances of hazing that has been brought to their attention, they observed or have knowledge of.
4. Staff members shall work with students to develop positive team-building and character-building activities.
5. Staff members shall not permit, condone, tolerate, cause to happen, or participate in any type of hazing activity.

D. Administrators

1. Administrators shall be expected to understand all aspects of this hazing policy and regulation.
2. Administrators shall review this policy with staff annually and assure that it is understood and enforced.
3. Administrators shall inform parents and members of groups established to support various aspects of the educational or co-curricular program about this policy.
4. Administrators shall work with staff, parents, and students to create positive team-building and character-building activities.
5. Administrators shall act promptly to investigate any and all reported allegations of hazing and, if applicable, report any violation of this policy that constitutes a crime to the applicable, report any violation of this policy that constitutes a crime to the appropriate law enforcement authorities.
6. Administrators shall report the findings of any investigations concerning hazing to the Superintendent of Schools.

E. Superintendent of Schools

1. The Superintendent of Schools shall establish appropriate staff development opportunities so that staff members can educate students about the details of this policy and regulation.
2. The Superintendent shall take such steps to assure that the hazing policy and its accompanying administrative procedures are publicized.
3. The Superintendent shall keep the Board of Education apprised, as necessary, of confirmed incidents of hazing.

IV. Publicizing Policy to Students, Staff, and Parents

Under the direction of the Superintendent of Schools, Administrators will publicize the hazing policy and regulation through written communications, faculty meetings, and various student assemblies. Such communication will:

1. Clearly define hazing and examples thereof.
2. Establish the roles of students, parents, staff members, administrators, and the Superintendent in preventing hazing.
3. Explain the roles of students, parents, staff members, administrators, and the Superintendent in preventing hazing.
4. Describes procedures for reporting hazing allegations.

V. Reporting and Investigation of Complaints

Allegations of hazing are serious accusations and complaints of hazing should be made after careful and due consideration.

- A. Any student who believes he/she has been the victim of a hazing action shall report the incident to a teacher, administrator, school counselor/psychologist/social worker, or coach.
- B. The staff member receiving the complaint shall provide the complainant with the Hazing Complaint Form (Exhibit 0114-E.1) and assist him/her in completing the form, as necessary.
- C. The teacher, school counselor/psychologist/social worker, coach, or administrator must immediately report the incident to the appropriate building administrator.
- D. The administrator, after investigation of the alleged hazing incident, shall notify the parent/guardian of the complainant, the parent/guardian of the student alleged to have hazed, and the parent/guardian of any student who witnessed the hazing activity.
- E. Any staff member who believes he/she has been the victim of a hazing action shall report the incident to an administrator and complete the Hazing Complaint Form (Exhibit 0114-E.1).
- F. Any student or staff member who learns of a hazing allegation shall immediately report the incident to the appropriate building administrator.
- G. Any student who witnesses a hazing action shall immediately report the incident to the appropriate building administrator.
- H. Reported allegations of hazing shall be investigated promptly by the appropriate administrator.
- I. The administrator conducting the investigation, if not the Building Principal, shall report the allegation to the Principal. The Superintendent shall be informed immediately that an investigation has been initiated.
- J. Upon completion of the investigation, the administrator conducting the investigation shall submit a written report to the Superintendent (Exhibit 0114-E.2, Hazing Investigation Report Form).
- K. Once completed, the person(s) against whom the hazing charge has been brought, the complainant(s), and parent/guardian of all parties involved shall be advised of the results of the investigation.

VI. Disciplinary and Corrective Actions

- A. Appropriate disciplinary action will be taken against any student who violates this policy in accordance with Education Law §3214 and the District's Code of Conduct. Disciplinary action may range from a verbal or written reprimand to suspension, including permanent suspension, and/or the loss of privileges.
- B. If an employee is found to be in violation of this policy, appropriate corrective action will be taken in accordance with negotiated contracts, Civil Service Law, and Education Law.
- C. Any retaliatory conduct by the person against whom the complaint is lodged or anyone cooperating with the investigation will result in disciplinary and/or corrective action against the person.
- D. If a student or employee is found to have filed a frivolous hazing complaint, appropriate disciplinary and/or corrective action will be taken in accordance with applicable rules, regulations, policies and/or law.

HARASSMENT, BULLYING & DISCRIMINATION

#0115

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, bullying and discrimination are detrimental to student learning and achievement. It interferes with the mission of the district to educate its students and disrupts the operation of the schools. Such behavior affects not only the students or employees who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, bullying and discrimination on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Harassment is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety. The harassing behavior may be based upon an individual's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (identity or expression) and genetics.

Bullying includes systematic and intentional infliction of physical harm or psychological distress on an individual or group of individuals. Bullying can also encompass unwanted purposeful written, verbal, nonverbal, social or relational, or physical behavior (e.g. threatening, insulting or dehumanizing gestures by an adult or student) that has the potential to create long term damage, cause discomfort, or humiliation or unreasonably interfere with the individual's school performance. Bullying is often characterized by an imbalance of power. Unwanted teasing, touching, threatening, intimidating, stalking, cyber-stalking, cyber-bullying, physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of school or personal property, social exclusion including incitement and/or coercion, and rumor or spreading of falsehoods are also forms of bullying.

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Adopted: 03/06/2019
2nd Reading (Revised): 03/06/2019
1st Reading (Revised): 02/06/2019
Adopted (Revised): 10/03/2018
2nd Reading (Revised): 10/03/2018
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2nd Reading (Revised): 08/05/2015
1st Reading (Revised): 07/14/2015
Adopted: 06/06/2012
2nd Reading (Revised): 06/06/2012
1st Reading (Revised): 05/02/2012
Approved: 07/13/2010
2nd Reading: 07/13/2010
1st Reading: 06/02/2010

Harassment and bullying shall also refer to posting false and malicious comments, photographs and records on social networking and other internet sites as well as any other electronic device.

If the harassment or discrimination is of a sexual nature, policy/regulation 0110-R provides additional information and clarification on the district's responsibilities in this area.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims and persons with knowledge of harassment, bullying or discrimination report such behavior immediately to the Dean, Dignity Act Coordinator, Assistant Principal or the Principal. The district will promptly investigate all reported incidents, either formal or informal, verbal or written. The building level Dignity for All Students Act Coordinator will investigate each report. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

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

All complainants and those who participate in the investigation of a complaint have the right to be free from retaliation of any kind.

The Superintendent of Schools and the District Dignity Act Coordinator shall maintain and implement regulations for reporting, investigating and remedying allegations of harassment, bullying and discrimination. These regulations are to be attached to this policy. In addition, training programs shall be established to raise employees' awareness and sensitivity of the issues surrounding harassment, bullying and discrimination and to implement preventative measures to help reduce incidents of harassment, bullying and discrimination.

The district shall ensure that the course of instruction in grades seven through twelve includes a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For purposes of this Policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, and sexes.

In accordance with state law, the Superintendent shall ensure that at least one staff member at every school will be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and genetics. There will be a Dignity Act Team that may include but is not limited to: the building Deans, the building Dignity Act Coordinator, PPS team member and Assistant Principal.

This policy shall be posted in a prominent place in each district facility and shall also be published in student registration materials, student, parent and employee handbooks and other appropriate school publications.

- District calendar
- District website
- Mailing
- Student handbooks

Each year, a committee of administrators, teachers, parents, and students shall be convened to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Cross-ref: 0110, Sexual Harassment
5300, Code of Conduct
0100 Equal Opportunity

Ref: Education Law, Article 2 (Dignity for All Students)
Education Law § 801-a

Committee

1. Postings
2. Printed materials

HARASSMENT, BULLYING & DISCRIMINATION REGULATION

#0115-R

This regulation sets forth detailed guidelines for reporting, investigating and remedying allegations of harassment, bullying and discrimination.

Definitions

“Harassment” means the creation of a hostile environment by conduct or verbal threats, intimidation or abuse, including but not limited to, acts shown to be motivated by actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) sex, or genetics when the conduct or communication:

- Unreasonably and substantially interferes with a student's educational performance, opportunities or benefits, or participation in school-sponsored activities; or
- Unreasonably and substantially interferes with a student's mental, emotional or physical well-being.

“Bullying” is a form of harassment that consists of systematic and intentional behavior including but not limited to, verbal, non-verbal, social, relational or physical threats or intimidation of others, hazing, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others. Bullying has the potential to create long term damage, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance. Bullying is often characterized by an imbalance of power. Unwanted teasing, touching, threatening, intimidating, stalking, cyber-stalking, cyber-bullying, physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of school or personal property, social exclusion, including incitement and/or coercion, and rumor or spreading of falsehoods are also forms of bullying.

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

Unacceptable Conduct

School-related conduct that the district considers unacceptable and which may constitute harassment, bullying or discrimination includes, but is not limited to, the following:

1. taking pictures or recording a student or employee without their permission
2. posting false and malicious pictures, comments or recordings on social networking and other internet sites
3. making verbal taunts or written statements, including anonymous statements, or threats that put a student in reasonable fear of physical, emotional or psychological harm or intimidation

Reporting Complaints

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims and person with knowledge of harassment, bullying or discrimination report such behavior immediately to a school staff member, preferably a building administrator (i.e. the dean, Assistant Principal, or the Principal of the affected school building). In the event any victim and person with knowledge of harassment, bullying or

discrimination reports such conduct to a non-administrative school staff member, the staff member must report immediately such behavior to a building administrator. The district will promptly investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation. For the purposes of this policy school days will be defined as days' classes are in session.

Confidentiality

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

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

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

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

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

Whenever a complaint of harassment, bullying or discrimination is received whether verbal, written or electronic, it will be subject to a preliminary review and investigation. Except in the case of severe or criminal conduct, the Dignity for All Students Act Building Coordinator, the Dean, Assistant Principal or Principal should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the harassment, bullying or discrimination and obtain a prompt and equitable resolution to a complaint.

As soon as possible but no later than three school days following receipt of a complaint, the Dignity for All Students Act Building Coordinator and the Dignity Act Building Team should begin an investigation of the complaint by:

- Reviewing any written or electronic documentation or material provided by the victim(s).
- Conducting separate interviews of the victim(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notify him/her that if objectionable behavior has occurred, it must cease immediately and that the individual may be subject to discipline.

Employees, parents of student victims and accused students should be notified within one school day of allegations that are serious or involve repeated conduct.

Where appropriate, informal methods may be used to resolve the complaint, including but not limited to:

- a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
- b. suggesting counseling and/or sensitivity training;
- c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
- d. mediation;
- e. requesting a letter of apology to the victim;
- f. writing letters of caution or reprimand; and/or
- g. separating the parties.

Appropriate disciplinary action shall be recommended and imposed in accordance with district policy, the applicable collective bargaining agreement or state law.

The Dignity for All Students Act Building Coordinator and the Dignity Act Building Team shall report back to both the victim and the accused, notifying them in writing, and/or in person as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. The victim shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her.

If a complaint contains evidence or allegations of serious or extreme harassment, bullying or discrimination, the complaint shall be referred promptly to the District Dignity Act Coordinator and/or the Superintendent. In addition, where the Dignity for All Students Act Building Team has a reasonable suspicion that the alleged harassment, bullying or discrimination incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and law enforcement authorities.

Any party who is not satisfied with the outcome of the investigation by the Dignity Act Building Team or the Building Dignity Act Coordinator, the person must file an appeal to the Superintendent within 15 school days of receipt of the outcome of the building level investigation.

B. District-level Procedure

The Superintendent or his/her designee, or District Dignity Act Coordinator shall promptly investigate and resolve all harassment, bullying and discrimination complaints that are referred to him/her directly, as well as those appealed from after an initial investigation by the Dignity Act Building Coordinator and/or the Dignity Act Building Team. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to the District Dignity Act Coordinator, or another appropriate individual for investigation in the event the Dignity Act Coordinator is also named in the complaint.

The district level investigation shall begin no later than three school days following receipt of the complaint by the Superintendent or Board President.

If the Superintendent or his/her designee's investigation results in a determination that harassment, bullying or discrimination did occur, prompt corrective action will be taken to end the misbehavior. Where appropriate, district investigators may suggest disciplinary action or mediation as a means of exploring options of corrective action and informally resolving the complaint.

The District will notify the victim and accused, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the appeal and/or complaint.

Where incidents involve violations of civil rights, the victim and the alleged perpetrator have the right to be represented by a person of their choice, at their own expense, during investigations and hearings. In addition, victims have the right to register complaints with the U.S. Department of Education's Office for Civil Rights.

Retaliation Prohibited

Any act of retaliation against any person who opposes any form of harassing, bullying or discriminating behavior, or who has filed a complaint, is prohibited and illegal, and, therefore, subject to disciplinary action. Likewise, retaliation against any person who has reported, initiated, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a harassment, bullying or discrimination complaint is prohibited.

For purposes of this policy, retaliation includes, but is not limited to: verbal or physical threats, written notes or statements, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, harassing electronic communication and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Discipline/Penalties

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

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

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

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

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

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

Training

All students and employees shall be informed of this policy in student and employee handbooks and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school and on the district's website.

All employees shall receive information about this policy and regulation at least once a year. Administrative employees who have specific responsibilities for investigating and resolving complaints of harassment, bullying and discrimination shall receive yearly training on this policy, regulation and related legal developments. The district will also provide training to staff, in accordance with state law and the Regulations of the Commissioner of Education, to raise awareness and sensitivity to acts of bullying, harassment or discrimination, to enable staff to prevent bullying, harassment and discrimination and to provide intervention and reporting.

Principals in each school shall be responsible for informing students and employees on a yearly basis of the terms of this policy, including the procedures for filing a complaint and the impact of harassment, bullying or discrimination on the victim and the bystander.

SEXUAL HARASSMENT

#0110

Sexual harassment is against federal and state law. The Board is committed to maintaining an educational and working environment free from such harassment, and therefore prohibits sexual harassment of students and employees in the district. The district will establish detailed policies and regulations for both students and employees which address definitions, protections, prohibited behavior (including retaliation), prevention activities, training/education, complaint reporting, investigations, and consequences.

Cross-ref:

0110.1, Sexual Harassment of Students

0110.2, Sexual Harassment of Employees

Ref:

Education Amendments of 1972, Title IX, 20 U.S.C. §1681 et seq.; 34 CFR 106 et seq.

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

Education Law §§10-18 (Dignity for All Students Act)

Executive Law §296-d (prohibition of sexual harassment of employees and non-employees)

Labor Law §201-g (required workplace sexual harassment policy and training)

Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)

General Obligations Law §5-336 (nondisclosure agreements optional)

Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Faragher v. City of Boca Raton, 524 U.S. 775 (1998)

Burlington Industries v. Ellerth, 524 U.S. 742 (1998)

Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Cannon v. University of Chicago, 441 U.S. 677 (1979)

Office for Civil Rights Revised Sexual Harassment Guidance (January 19, 2001)

Office for Civil Rights, Dear Colleague Letter: Sexual Harassment Issues (2006)

Office for Civil Rights, Dear Colleague Letter: Bullying (October 26, 2010)

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2nd Reading (Replacing 4157 and 5020) (Revised): 06/06/2012

1st Reading (Replacing 4157 and 5020) (Revised): 05/02/2012

SEXUAL HARASSMENT OF STUDENTS

#0110.1

The Board of Education recognizes that harassment of students and staff on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively.

Sex-based harassment can be comprised of two types of behavior: sexual harassment and/or gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature (see regulation 0110-R for examples). Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes (see regulation 0110-R for examples). Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment including sexual violence. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district, or outside the school setting if the harassment impacts the individual's education in a way that violates their legal rights, including when harassment is done by electronic means (including on social media). Since sexual violence is a form of sexual harassment, the term "sexual harassment" in this policy will implicitly include sexual violence, even if not explicitly stated.

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

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal, via electronic communication or written. Technology includes but is not limited to texting, e-mail, social networks or any electronics formats. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

Sexual harassment is a form of employee misconduct and sanctions will be enforced against those who engage in sexual harassment and against supervisors who knowingly allow such behavior to continue.

0110.1

If, after appropriate investigation, the district finds that a person has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy, state and federal law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they do so with a good faith belief that sexual harassment has occurred. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy, or a simplified version, will be posted in a prominent place in each district facility and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications and posted on the District website.

Periodic review of this policy should be established by the Superintendent in order to determine the policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to the Board of Education.

Cross-ref:

0115, Student Harassment and Bullying Prevention and Intervention

Ref:

Education Amendments of 1972, Title IX, 20 U.S.C. §1681 et seq.; 34 CFR 106 et seq.

Education Law §§10-18 (The Dignity for All Students Act)

Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Cannon v. University of Chicago, 441 U.S. 677 (1979)

Office for Civil Rights Revised Sexual Harassment Guidance (January 19, 2001)

Office for Civil Rights, Dear Colleague Letter: Sexual Harassment Issues (2006)

Office for Civil Rights, Dear Colleague Letter: Bullying (October 26, 2010)

SEXUAL HARASSMENT OF STUDENTS REGULATION

#0110.1-R

This regulation is intended to create and preserve an educational and working environment free from unlawful sexual harassment on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression, in furtherance of the district's commitment to provide a healthy and productive environment for all students and employees that promotes respect, dignity and equality.

Sexual Harassment Defined

Sexual harassment is a form of sex discrimination and is unlawful under federal and state law. Sexual harassment includes harassment on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's actual or perceived sex, gender, or sexual orientation when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education (including any aspect of the student's participation in school-sponsored activities, including athletics, extra curriculum, academic achievement or any other aspect of the student's education); or
2. Submission to or rejection of that conduct or communication by an individual is used as the basis in decisions affecting an employee's employment or a student's education; or
3. The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment, even if the complaining individual is not the intended target of the sexual harassment.

Sexual harassment can include unwelcomed sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on sex, gender and sexual orientation stereotypes.

Sexual Violence Defined

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A person may be incapable of giving consent due to age, drug or alcohol use, or an intellectual or other disability. Sexual violence includes, but is not limited to, acts such as rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment.

Unacceptable Conduct

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

1. Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. Unwelcome sexual advances or invitations or requests for sexual activity, including but not limited to those in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework etc., or when accompanied by implied or overt threats concerning the target's school evaluations, other benefits or detriments;.
3. Unwelcome or offensive public sexual display of affection, including kissing, hugging, making out, groping, fondling, petting, inappropriate touching of one's self or others (e.g., pinching, patting, grabbing, poking), sexually suggestive dancing, and massages;
4. Any unwelcome communication that is sexually suggestive, sexually degrading or derogatory or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc;
5. Unwelcome and offensive name calling or profanity that is sexually suggestive or explicit, sexually degrading or derogatory, implies sexual intentions, or that is based on sexual stereotypes or sexual orientation, gender identity or expression;
6. Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading or derogatory, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. Unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," (running naked in public), "mooning" (exposing one's buttocks), "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "panting" or "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. Unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or derogatory or imply sexual motives or intentions;
9. Clothing with sexually obscene or sexually explicit slogans or messages;
10. Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading or derogatory, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. Unwelcome written or pictorial display or distribution (including via electronic devices) of pornographic or other sexually explicit materials such as signs, graffiti, calendars, objects, magazines, videos, films, Internet material, etc.;
12. Other hostile actions taken against an individual because of that person's actual or perceived sex, sexual orientation, gender identity or expression, such as interfering with, destroying or damaging a person's work or school area or equipment; sabotaging that person's work or school activities; bullying, yelling, or name calling; or otherwise interfering with that person's ability to work or participate in school functions and activities; and
13. Any unwelcome behavior based on sexual stereotypes and attitudes that is offensive, degrading, derogatory, intimidating, or demeaning, including, but not limited to:

- a. Disparaging remarks, slurs, jokes about or aggression toward an individual because the person displays mannerisms or a style of dress inconsistent with stereotypical characteristics of the person's sex;
- b. Ostracizing or refusing to participate in group activities with an individual during class projects, physical education classes or field trips because of the individual's actual or perceived sex, sexual orientation, and/or gender identity or expression;
- c. Taunting or teasing an individual because they are participating in an activity not typically associated with the individual's actual or perceived sex, sexual orientation, or gender.

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

Sexual harassment may occur on school grounds, school buses and at all school-sponsored activities, programs and events, including those that take place at locations outside the district, or outside the school setting if the harassment impacts the individual's education in a way that violates their legal rights, including when the harassment is done by electronic means (including on social media).

Determining if Prohibited Conduct is Sexual Harassment

Complaints of sexual harassment will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should, therefore, be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment. If the behavior doesn't rise to the level of sexual harassment, but is found to be objectionable behavior, the individual will be educated and counseled in order to prevent the behavior from continuing.

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

1. The degree to which the conduct affected the ability of the student to participate in or benefit from his or her education or altered the conditions of the student's learning environment or altered the conditions of the employee's working environment;
2. The type, frequency and duration of the conduct;
3. The identity of and relationship between the alleged harasser and the subject of the harassment (e.g., sexually based conduct by an authority figure is more likely to create a hostile environment than similar conduct by another student or a co-worker);
4. The number of individuals involved;
5. The age and sex of the alleged harasser and the target of the harassment;
6. The location of the incidents and context in which they occurred;
7. Other incidents at the school; and
8. Incidents of gender-based, but non-sexual harassment.

Reporting Complaints

Any person who believes he or she has been the target of sexual harassment related to the school setting is required to report complaints as soon as possible after the incident in order to enable the district to promptly and effectively investigate and resolve the complaint. Any person who witnesses or is aware of sexual harassment of a student is also encouraged to report the incident or behavior to the district. Targets are encouraged to submit the complaint in writing; however, complaints may be filed verbally.

Complaints must be filed with the Principal, or Title IX coordinator. However, students may go to any district employee with sexual harassment complaints.

Any school employee who receives a reported complaint of sexual harassment from a student will inform the student of the employee's obligation to report the complaint to the school administration, and must then immediately notify the Principal and/or the Title IX coordinator.

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

Confidentiality

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

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

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

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

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

The Principal or Title IX coordinator will conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the Principal or Title IX coordinator should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint. All persons involved in an investigation (complainants, witnesses and alleged harassers) will be accorded due process to protect their rights to a fair and impartial investigation. This investigation will be prompt and thorough, and will be completed as soon as possible.

As soon as possible, but no later than **two** working days following receipt of a complaint, the Principal or Title IX coordinator should begin an investigation of the complaint according to the following steps:

1. Interview the target and document the conversation. Instruct the target to have no contact or communication regarding the complaint with the alleged harasser. Ask the target specifically what action they want taken in order to resolve the complaint. Refer the target, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the target. If the target has not prepared written documentation, instruct the target to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation. If the complainant refuses to complete a complaint form or written documentation, the Principal or Title IX coordinator will complete a complaint form (see exhibit 0115-E, Student Bullying and Harassment Complaint Form) based on the verbal report.
3. Request, review, obtain and preserve relevant evidence of harassment (e.g., documents, emails, phone records, etc.), if any exist.
4. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.
5. Instruct the alleged harasser to have no contact or communication regarding the complaint with the target and to not retaliate against the target. Warn the alleged harasser that if he/she makes contact with or retaliates against the target, he/she will be subject to immediate disciplinary action.
6. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential. Staff may be required to cooperate as needed in investigations of suspected sexual harassment.
7. Review all documentation and information relevant to the complaint.

8. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
 - a. Discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
 - b. Suggesting counseling and/or sensitivity training;
 - c. Conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
 - d. Requesting a letter of apology to the complainant;
 - e. Writing letters of caution or reprimand; and/or
 - f. Separating the parties.
9. Parent/Student Involvement and Notification
 - a. Parents/guardians of student targets and accused students will be notified within one school day of allegations that are serious or involve repeated conduct.
 - b. The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.
 - c. If either the target or the accused is a disabled student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the Committee on Special Education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law will be followed.
 - d. The Principal or Title IX Coordinator (i.e., the investigator) will submit a copy of all investigation and interview documentation to the Superintendent.
 - e. The investigator will report back to both the target and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator will instruct the target to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
 - f. The investigator will notify the target that if he/she desires further investigation and action, he/she may request a district level investigation by contacting the Superintendent of Schools. The investigator will also notify the target of his/her right to contact the New York State Division of Human Rights, the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.
10. Create a written documentation of the investigation, kept in a secure and confidential location, containing:
 - a. A list of all documentation and other evidence reviewed, along with a detailed summary;
 - b. A list of names of those interviewed along with a detailed summary of their statements;
 - c. A timeline of events;
 - d. A summary of prior relevant incidents, reported or unreported; and
 - e. The final resolution of the complaint, together with any corrective action(s).

If the initial investigation results in a determination that sexual harassment did occur, the investigator will promptly notify the Superintendent, who will then take prompt disciplinary action

in accordance with district policy, the applicable collective bargaining agreement, state or federal law.

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

Any party who is not satisfied with the outcome of the initial investigation by the Principal or the Title IX coordinator may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District-level Procedure

The Superintendent will promptly investigate and resolve all sexual harassment complaints that are referred to him/her by a Principal or Title IX coordinator, as well as those appealed to the Superintendent following an initial investigation by a Principal or Title IX coordinator. In the event the complaint of sexual harassment involves the Superintendent, the complaint will be filed with or referred to the Board President, who will refer the complaint to a trained investigator not employed by the district for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President.

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

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

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

The target and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings.

External Remedies

In addition, targets have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights (OCR) and the New York State Division of Human Rights (DHR). The OCR can be contacted at (800) 421-3481, 400 Maryland Avenue SW, Washington, DC 20202-1100, or at <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The DHR can be contacted at (888) 392-3644, www.dhr.ny.gov/complaint, or at 1 Fordham Plaza, Fourth Floor, Bronx, NY 10458.

Nothing in these regulations limits the right of the complainant to file a lawsuit in either state or federal court, or to contact law enforcement officials if the sexual harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, or other acts which may constitute a crime. Targets of acts of sexual violence have the right to file a criminal complaint against the accused. Nothing in these regulations shall be construed to limit the right of the complainant to file a criminal complaint or police report.

Retaliation Prohibited

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint in good faith, is prohibited and illegal and, therefore, subject to disciplinary action. Likewise, retaliation against any person who has, in good faith, testified, assisted or participated in any manner in an investigation, proceeding or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, discipline, discrimination, demotion, denial of privileges, any action that would keep a person from coming forward to make or support a sexual harassment claim, and any other form of harassment. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Discipline/Penalties and Consequences:

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

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

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

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

Non-employees: (i.e., contractors, subcontractors, vendors, consultants and other persons providing services pursuant to a contract, or their employees): Penalties may range from a warning up to and including loss of district business.

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

False Complaints

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

Training

All students and employees will be informed of this policy in student and employee handbooks, student registration materials and on the District's website. The policy will be easily accessible via the main office in each school building and the Superintendent of Schools' office at the Central Administration offices. All secondary school student body officers will receive district training about the policy at the beginning of each school year.

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

In addition, age-appropriate curricular materials will be made available so that it can be incorporated in instruction K-12 to ensure that all students are educated to recognize and report sexual harassment, and on appropriate and inappropriate behavior.

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

SEXUAL HARASSMENT OF EMPLOYEES

#0110.2

The Board of Education recognizes that harassment of employees (including all staff, applicants for employment, both paid and unpaid interns, exempt and non-exempt status, part-time, seasonal, and temporary workers, regardless of immigration status) and certain “non-employees” (which includes contractors, subcontractors, vendors, consultant and other persons providing services pursuant to a contract, or their employees) on the basis of actual or perceived sex, sexual orientation, and/or gender identity and expression is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in the workplace is essential to ensure a healthy, nondiscriminatory environment in which employees and “non-employees” can work productively.

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. For purposes of this policy, sexual harassment includes harassment on the basis of perceived or self-identified sex, sexual orientation, gender identity and expression, and transgender status.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions or privileges of employment. Such harassment need not be severe or pervasive to be unlawful, and can be any harassing conduct that consists of more than petty slights or trivial inconveniences.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex, sexual orientation, gender identity and expression, and transgender status, when:

1. Submission to that conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
3. The conduct has the purpose or effect of unreasonably interfering with an employee's or “non-employee's” work or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature or verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes (see regulation 0110.2-R for examples).

The Board is committed to providing a working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment including sexual violence. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district, or outside the work setting if the harassment impacts the individual's employment in a way that violates their legal rights, including when employees and “non-employees” travel on district business, or when harassment is done by electronic means

(including on social media). For employees, sexual harassment is considered a form of employee misconduct. Sanctions will be enforced against all those who engage in sexual harassment or retaliation, and against supervisory and managerial personnel who knowingly allow such behavior to continue.

Sexual harassment may subject the district to liability for harm done to targets. Harassers may also be individually subject to civil liability if sued in a court of law or criminal liability if prosecuted.

Under various state and federal laws, students, employees and “non-employees” have legal protections against sexual harassment in the school environment as described above. Those laws are listed in the references section. Additionally, local laws (e.g., county, city, town, village) may apply to the district. The district’s Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal, via electronic communication or written. Technology includes but is not limited to texting, e-mail, social networks or any electronics formats. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

If, after appropriate investigation, the district finds that a person has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy, state and federal law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they do so with a good faith belief that sexual harassment has occurred. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job-related, or occur in the workplace, to constitute unlawful retaliation.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, the board directs that training programs be established for students and annually for employees, to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy, or a simplified version, will be posted in a prominent place in each district facility and will also be published in employee handbooks and other appropriate school publications and posted on the District website.

Periodic review of this policy should be established by the Superintendent in order to determine the policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to the Board of Education.

Cross-ref:
0115, Student Harassment and Bullying Prevention and Intervention

Ref:
Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*; 34 CFR 106 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Executive Law §296-d (prohibition of sexual harassment of employees and non-employees)
Labor Law §201-g (required workplace sexual harassment policy and training)
Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)
General Obligations Law §5-336 (nondisclosure agreements optional)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

SEXUAL HARASSMENT OF EMPLOYEES REGULATION

#0110.2-R

This regulation is intended to create and preserve a working environment free from unlawful sexual harassment on the basis of self-identified sex, sexual orientation, and/or gender identity and expression, in furtherance of the district's commitment to provide a healthy and productive environment for all employees (including all staff, applicants for employment, both paid and unpaid interns, exempt and non-exempt status, part-time, seasonal, and temporary workers, regardless of immigration status) and “non-employees” (i.e., contractors, subcontractors, vendors, consultant and other persons providing services pursuant to a contract, or their employees) that promotes respect, dignity and equality.

Sexual Harassment Defined

Sexual harassment is a form of sex discrimination and is unlawful under federal and state law. Sexual harassment includes harassment on the basis of perceived or self-identified sex, sexual orientation, gender identity, gender expression, and transgender status.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions or privileges of employment. Such harassment need not be severe or pervasive to be unlawful, and can be any harassing conduct that consists of more than petty slights or trivial inconveniences.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's perceived or self-identified sex, sexual orientation, gender identity or expression, and transgender status, when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's or "non-employee's" employment; or
2. Submission to or rejection of that conduct or communication by an individual is used as the basis in decisions affecting an employee's or "non-employee's" employment; or
3. The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's or "non-employee's" work performance, or creating an intimidating, hostile or offensive working environment, even if the complaining individual is not the intended target of the sexual harassment.

Sexual harassment can include unwelcomed sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on sex, gender and sexual orientation stereotypes.

Sexual Violence Defined

Sexual violence means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A person may be incapable of giving consent due to age, drug or alcohol use, or an intellectual or other disability. Sexual violence includes, but is not limited to, acts such as rape, sexual assault, sexual battery and sexual coercion. All such acts of sexual violence are forms of sexual harassment.

Unacceptable Conduct

Conduct that the district considers unacceptable and which may constitute sexual harassment includes, but is not limited to, the following:

1. Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. Unwelcome sexual advances or invitations or requests for sexual activity, including but not limited to those in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework etc., or when accompanied by implied or overt threats concerning the target's school evaluations, other benefits or detriments;
3. Unwelcome or offensive public sexual display of affection, including kissing, hugging, making out, groping, fondling, petting, inappropriate touching of one's self or others (e.g., pinching, patting, grabbing, poking), sexually suggestive dancing, and massages;
4. Any unwelcome communication that is sexually suggestive, sexually degrading or derogatory or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc.;
5. Unwelcome and offensive name calling or profanity that is sexually suggestive or explicit, sexually degrading or derogatory, implies sexual intentions, or that is based on sexual stereotypes or sexual orientation, gender identity or expression;

6. Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading or derogatory, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. Unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," (running naked in public), "mooning" (exposing one's buttocks), "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "pantsing" or "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. Unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or derogatory or imply sexual motives or intentions;
9. Clothing with sexually obscene or sexually explicit slogans or messages;
10. Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading or derogatory, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. Unwelcome written or pictorial display or distribution (including via electronic devices) of pornographic or other sexually explicit materials such as signs, graffiti, calendars, objects, magazines, videos, films, Internet material, etc.;
12. Other hostile actions taken against an individual because of that person's actual or perceived sex, sexual orientation, gender identity or expression, such as interfering with, destroying or damaging a person's work or school area or equipment; sabotaging that person's work or school activities; bullying, yelling, or name calling; or otherwise
13. interfering with that person's ability to work or participate in school functions and activities; and
14. Any unwelcome behavior based on sexual stereotypes and attitudes that is offensive, degrading, derogatory, intimidating, or demeaning, including, but not limited to:
 - a. Disparaging remarks, slurs, jokes about or aggression toward an individual because the person displays mannerisms or a style of dress inconsistent with stereotypical characteristics of the person's sex;
 - b. Ostracizing or refusing to participate in group activities with an individual (including but not limited to, projects or trips) because of the individual's perceived or self-identified sex, sexual orientation, gender identity or expression or transgender status;
 - c. Taunting or teasing an individual because they are participating in an activity not typically associated with the individual's sex, sexual orientation, or gender.

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

Sexual harassment may occur on school grounds, school buses and at all school-sponsored activities, programs and events, including those that take place at locations outside the district, or outside the school setting if the harassment impacts the individual's education or employment in a way that violates their legal rights, including when employees or "non-employees" travel on district business, or when the harassment is done by electronic means (including on social media).

Determining if Prohibited Conduct is Sexual Harassment

Complaints of sexual harassment will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should, therefore, be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment. If the behavior doesn't rise to the level of sexual harassment, but is found to be objectionable behavior, the individual will be educated and counseled in order to prevent the behavior from continuing.

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

1. The degree to which the conduct affected the ability of the student to participate in or benefit from his or her education or altered the conditions of the student's learning environment or altered the conditions of the employee's working environment;
2. The type, frequency and duration of the conduct;
3. The identity of and relationship between the alleged harasser and the subject of the harassment (e.g., sexually based conduct by an authority figure is more likely to create a hostile environment than similar conduct by a peer);
4. The number of individuals involved;
5. The age and sex of the alleged harasser and the target subject of the harassment;
6. The location of the incidents and context in which they occurred;
7. Other incidents at the school; and
8. Incidents of gender-based, but non-sexual harassment.

Reporting Complaints

Employees and “non-employees” who believe they have been the target of sexual harassment in the workplace is required to report complaints as soon as possible after the incident in order to enable the district to promptly and effectively investigate and resolve the complaint. Any person who witnesses or is aware of sexual harassment of an employee or “non-employee” is also encouraged to report the incident or behavior to the district. Targets are encouraged to submit the complaint in writing; however, complaints may be filed verbally.

Complaints must be filed with the Principal, or Title IX coordinator. However, employees and “non-employees” can report complaints to any supervisor or manager.

Any school employee who receives a reported complaint of sexual harassment from employees and “non-employees” must either direct the complaint to the Principal and/or the Title IX coordinator, or may report the incident themselves. Supervisory and managerial personnel are required to report complaints of sexual harassment received by employees and “non-employees” to the Principal or Title IX coordinator, and will be subject to discipline for failing to report suspected

or reported sexual harassment, knowingly allowing sexual harassment to continue or engaging in any retaliation. .

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

Confidentiality

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

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

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

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

Investigation and Resolution Procedure

A. Initial (Building-level) Procedure

The Principal or Title IX coordinator will conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the Principal or Title IX coordinator should make all reasonable efforts to resolve complaints informally at the school level. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint. All persons involved in an investigation (complainants, witnesses and alleged harassers) will be accorded due process to protect their rights to a fair and impartial

investigation. This investigation will be prompt and thorough, and will be completed as soon as possible.

As soon as possible, but no later than two working days following receipt of a complaint, the Principal or Title IX coordinator should begin an investigation of the complaint according to the following steps:

1. Interview the target and document the conversation. Instruct the target to have no contact or communication regarding the complaint with the alleged harasser. Ask the target victim specifically what action they want taken in order to resolve the complaint. Refer the target victim, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the target victim. If the target victim has not prepared written documentation, instruct the target victim to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation. If the complainant refuses to complete a complaint form or written documentation, the Principal or Title IX coordinator will complete a complaint form (see exhibit 0110.2-E) based on the verbal report.
3. Request, review, obtain and preserve relevant evidence of harassment (e.g., documents, emails, phone records, etc.), if any exist.
4. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing.
5. Instruct the alleged harasser to have no contact or communication regarding the complaint with the target and to not retaliate against the target. Warn the alleged harasser that if he/she makes contact with or retaliates against the target, he/she will be subject to immediate disciplinary action.
6. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential. Employees may be required to cooperate as needed in investigations of suspected sexual harassment.
7. Review all documentation and information relevant to the complaint.
8. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
 - a. Discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
 - b. Suggesting counseling and/or sensitivity training;
 - c. Conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
 - d. Requesting a letter of apology to the complainant;
 - e. Writing letters of caution or reprimand; and/or
 - f. Separating the parties.
9. Involvement and Notification

- a. If the alleged harasser is a student, their parents/guardians will be notified within one school day of the allegations that are serious or involve repeated conduct.
 - b. If either the alleged harasser is a student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the Committee on Special Education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law will be followed.
 - c. The Principal or Title IX Coordinator (i.e., the investigator) will submit a copy of all investigation and interview documentation to the Superintendent.
 - d. The investigator will report back to both the target and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator will instruct the target to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against them.
 - e. The investigator will notify the target that if he/she desires further investigation and action, they may request a district level investigation by contacting the Superintendent of Schools. The investigator will also notify the target of their right to contact the New York State Division of Human Rights, the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.
10. Create a written documentation of the investigation, kept in a secure and confidential location, containing:
- a. A list of all documentation and other evidence reviewed, along with a detailed summary;
 - b. A list of names of those interviewed along with a detailed summary of their statements;
 - c. A timeline of events;
 - d. A summary of prior relevant incidents, reported or unreported; and
 - e. The final resolution of the complaint, together with any corrective action(s).

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

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

Any party who is not satisfied with the outcome of the initial investigation by the Principal or the Title IX coordinator may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

B. District-level Procedure

The Superintendent will promptly investigate and resolve all sexual harassment complaints that are referred to him/her by a Principal or Title IX coordinator, as well as those appealed to the Superintendent following an initial investigation by a Principal or Title IX coordinator. In the event the complaint of sexual harassment involves the Superintendent, the complaint will be filed with or referred to the Board President, who will refer the complaint to a trained investigator not employed by the district for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President.

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

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

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

The target and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings.

External Remedies

Employee targets have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights (OCR) and the New York State Division of Human Rights (DHR). The OCR can be contacted at (800) 421-3481, 400 Maryland Avenue SW, Washington, DC 20202-1100, or at <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The DHR can be contacted at (888) 392-3644, www.dhr.ny.gov/complaint, or at 1 Fordham Plaza, Fourth Floor, Bronx, NY 10458.

Employee targets also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing

in these regulations will be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

Nothing in these regulations limits the right of the complainant to file a lawsuit in either state or federal court, or to contact law enforcement officials if the sexual harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, or other acts which may constitute a crime. Targets of acts of sexual violence have the right to file a criminal complaint against the accused. Nothing in these regulations shall be construed to limit the right of the complainant to file a criminal complaint or police report.

Retaliation Prohibited

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint in good faith, is prohibited and illegal and, therefore, subject to disciplinary action. Likewise, retaliation against any person who has, in good faith, testified, assisted or participated in any manner in an investigation, proceeding or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, discipline, discrimination, demotion, denial of privileges, any action that would keep a person from coming forward to make or support a sexual harassment claim, and any other form of harassment. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

Discipline/Penalties:

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

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

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

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

Non-employees: (i.e., contractors, subcontractors, vendors, consultants and other persons providing services pursuant to a contract, or their employees): Penalties may range from a warning up to and including loss of district business.

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

False Complaints

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

Training

All employees will be informed of this policy and regulation in employee handbooks, on the District's website and other appropriate materials. A poster summarizing the policy will also be posted in a prominent location at each school. The district will provide all existing employees with either a paper or electronic copy of the district's sexual harassment policy and regulation, and will provide the same to new employees before the employee starts their job. These materials will be provided in English and in an employee's primary language, for those languages for which the NYS Department of Labor has provided a translated template policy.

All students will be informed of the basic provisions of this policy and regulation (e.g., that sexual harassment of employees and "non-employees" is prohibited, as well as what is appropriate and inappropriate behavior) in students handbooks, on the district website and student registration materials. In addition, age-appropriate curricular materials will be made available so that it can be incorporated in instruction K-12 to ensure that all students are educated on appropriate and inappropriate behavior.

All new employees will receive training on this policy and regulation at new employee orientation or as soon as possible after starting their job, unless they can demonstrate that they have received equivalent training within the past year from a previous employer. All other employees will be provided information at least once a year regarding this policy and the district's commitment to a harassment-free learning and working environment. Principals, Title IX coordinators, and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment will receive yearly training on this policy, regulation and related legal developments. Training will be provided in English and in an employee's primary language, for those languages for which the NYS Department of Labor has provided translated model training.

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

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

**BELLMORE-MERRICK CHSD
DASA BULLYING OR HARASSMENT FORMAL COMPLAINT FORM**

The Bellmore-Merrick Central High School District is committed to providing a safe, supportive environment free from harassment, bullying, intimidation and discrimination for all students. The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act (“DASA”).

If you believe you, or someone else, has been the target of harassment, bullying, cyber-bullying, and/or discrimination, please use this form to report all allegations.

All complaints will be treated in a confidential manner. Anonymous reports may limit the district’s ability to respond to the complaint. A prompt and thorough investigation will be conducted for all incident reports. Please complete this form and return it to the Building Principal who is the Dignity Act Coordinator.

School Building _____ Today’s Date _____

Type of Referral (check all that apply): Bullying/Harassment _____ Sexual Harassment _____

Name and Title of person(s) reporting the incident _____

Reporting person(s) Phone # _____ Email _____

Name of alleged target(s) _____

Name of alleged offender(s) _____

Date and Time of incident(s) _____

Location of incident(s) _____

Description of incident _____

Type of Inappropriate Behavior (check all that apply):

Called Mean Names _____ Sexual Jokes _____ Hit, Kicked, Punched _____
Told Lies/False Rumors _____ Threatened _____ Racial Comments _____
Sexual Comments _____ Excluded _____ Took/Damaged Possessions _____
Physical Touching _____ Electronic Communication _____
Other (explain): _____

Comments/Actions were based on actual or perceived (please check all that apply):

Race _____ Color _____ Weight _____ National Origin _____ Religion _____
Ethnic Group _____ Religious Practice _____ Disability _____ Sex _____
Sexual Orientation _____ Gender Identity/Expression _____ Genetics _____
Other (specify): _____

Were any injuries reported? ____ No ____ Yes

If yes, please describe:

Name of witnesses/bystanders (if any) _____

Has the target spoken to school personnel? If yes, name/title: _____

Has an incident with the same offender been reported before? _____

If yes, when? _____ To whom? _____

What was the resolution? _____

Signature of Complainant: _____

Name/Signature of Person Receiving this Complaint: _____

----- **FOR OFFICE USE ONLY** -----

Repeat Offender: Yes _____ No _____ **DASA Incident:** Founded _____ Not Founded _____

Parent Contact: Yes _____ No _____ If yes, by who/date: _____

Referral: Yes _____ No _____ **Date:** _____

CONCUSSION MANAGEMENT

#5420.1

A concussion is a mild traumatic injury to the brain resulting in temporary loss of normal brain function. Concussions can be caused by a direct blow to the head, neck, face, or any where else on the body with forces transmitted to the head. Symptoms may be cognitive, emotional, or physical and can include

- Headache
- Nausea
- Vomiting
- Dizziness
- Loss of balance
- Vision problems
- Sensitivity to light
- Sensitivity to noise
- Fatigue
- Irritability
- Feeling like “in a fog”
- Mental status change or confusion
- Problem concentrating
- Disoriented
- Seizures

Proper care and management of a concussion is essential for a safe return to athletic competition. If the return to play plan included in this document is not followed appropriately, there will be an increased risk of suffering from second-impact or post-concussion syndrome.

- Second-impact syndrome (SIS) is a condition in which the brain swells rapidly and catastrophically after a person suffers a second concussion before symptoms from an earlier one have subsided. This deadly second blow may occur days, weeks or minutes after an initial concussion, and even the mildest grade of concussion can lead to SIS. The condition is often fatal, and almost everyone who is not killed is left severely disabled.
- Post-concussion syndrome (PCS) occurs when any sign or symptom persists for weeks, months, or occasionally up to a year or more after the initial injury. PCS can occur after one or multiple concussions and does not depend upon severity of the concussion.

References:

McCrory, P.; Et Al. Consensus statement on concussion in sport, 3rd International Conference on Concussion in Sport held in Zurich, November 2008. Clin J Sport Med. 19, 3, 2009.

Concussion guidelines/ procedures- NYS public high school athletic association website; www.nysphsaa.org/safety.

N.Y. Education Law §305
8 NYCRR §136.5

Adopted: 01/06/2016
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1st reading (New): 09/05/2012

CONCUSSION MANAGEMENT PROCEDURES

#5420.1-P

Once a concussion is suspected, regardless of venue (home or away), the coach is obligated to remove the injured athlete from activity and report the injury to the certified athletic trainer, school nurse, or parent. Thus, the chain of communication is as follows:

High Schools

During all home events (practice or game), the coach must report all suspected head injuries to the ATC or nurse at the time of injury. At away events (practice or game) suspected head injuries must be reported to the athlete's parents/guardian by the coach, and then reported to the ATC or school nurse the following day. Any athlete with a suspected head injury will **NOT** be allowed to return to play on the same day.

Middle Schools

All suspected head injuries sustained during any athletic event (home or away) must be reported by the coach to the school nurse at the time of injury. If the nurse is not present, the coach must notify the athlete's parent/ guardian at the time of injury, and then report to the school nurse the following day. Any athlete with a suspected head injury will **NOT** be allowed to return to play on the same day.

Outside School

State Law requires our school district to treat all concussions in the same fashion whether they occur inside or outside of school. Parents should notify the school of any concussions their child has incurred as soon as possible.

The injured athlete must go through the following steps before returning to activity.

1- Evaluation by the school's Certified Athletic Trainer or Nurse

Day of injury (or after, if necessary) – The ATC or Nurse will use the Sport Concussion Assessment Tool 2 (**SCAT3**) to examine signs and symptoms, balance, and cognitive function. If it is suspected that an athlete has sustained a concussion, that athlete will be removed from practice or competition and parents and coaches notified.

2- Evaluation and clearance by a physician

After a concussion is suspected by the ATC or school Nurse, the athlete must be evaluated by a licensed physician and receive the license physician's written, signed authorization clearing them before beginning the return to play plan. Any athlete who has sustained a previous concussion must be evaluated and cleared by a neurologist before beginning the return to play plan. The ATC and school Nurse reserve the right to hold any athlete who remains symptomatic past the date of physician clearance from activity until re-evaluated by a licensed physician.

3- Return to play (RTP) plan

RTP plan will commence on the date of clearance by a licensed physician.

The RTP plan is a six step progression where the athlete will proceed to the next step if asymptomatic at the current step. If an athlete remains symptomatic and cannot proceed to the next step they must be re-evaluated and cleared by a licensed physician regardless of where they are in the RTP plan.

RETURN TO PLAY PLAN – Step 3

Athletes will **NOT** be returned to play same day as the injury

Athletes returning to play MUST follow this 6-step process.

This plan will be implemented after an athlete has been diagnosed with a concussion. Step one begins on the date of clearance by a licensed physician. Final authority for clearance rest with the school doctor.

In the middle school, coaches' documentation of signs and symptoms must be reviewed by the nurse after completion of each stage of the return to play plan.

Each stage consists of at least 24 hours and if symptoms occur, then athlete goes back to stage 1.

1. NO activity, complete rest. Once asymptomatic (**NO SYMPTOMS**) for **24** hours, proceed to stage 2.
2. **LIGHT** aerobic exercise such as stationary bike or walking. (**NO RESISTANCE TRAINING**)
3. Sport specific exercise (i.e.—running)
4. Non-contact training drills and resistance training
5. Full contact practice
6. Return to normal game play

VOLUNTEERS

#4532

The Board of Education is committed to a safe environment that supports the use of carefully selected volunteers to supplement the efforts of regular employees in Board of Education selected activities and programs, when it is deemed necessary by the coach or advisor in collaboration with the principal or director. The appointment of a volunteer will not supplant but will support the district employee(s) overseeing the program. Volunteers shall not be recommended or approved if related to an employee of the district or a member of the Board of Education.

All identified volunteers are to be officially recommended by the Superintendent of Schools and subject to appointment by the Board of Education before initiating services.

In emergencies between Board of Education meetings, the Superintendent is authorized to permit use of a volunteer provided that:

1. The interview process is completed, the packet is completed and the appointment is made in writing
2. The appointment is submitted for approval at the next Board of Education meeting

Ref: Policy No. 9120.1 – Conflict of Interest

Adopted: (Revised):	03/01/2017
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1st reading (Revised):	02/01/2017
Adopted:	06/03/2015
2nd reading (New):	06/03/2015
1st reading (New):	05/06/2015

REGULATIONS

#4532-R

The procedure to be used for appointment when it is deemed that a volunteer is necessary by a teacher or an advisor in collaboration with a building principal or director is as follows:

1. A volunteer is a person who assists a teacher or advisor in providing support to a rehearsal, club, competition and any other extra-curricular situation.
2. All volunteers must be interviewed by the Principal/Director.
3. The volunteer will have no official status; they cannot direct a club or team, make decisions or represent the district officially in any way. The volunteer must never be left alone with a club/team or club/team member in any situation on or off school property.
4. It is strongly recommended that a parent or relative will not be involved in the activity in which his/her child is participating.
5. The building Principal or Director will submit the Volunteer Recommendation Packet following an interview. The packet will include the following forms:
 - Request for BOE Appointment
 - Recommendation/Description of Tasks Form – The duties cannot replicate those of coach, an assistant coach or any other district position
 - Application
 - One Reference
 - Interview Sheet
6. Upon approval, this authorization shall be continuous with an annual recommendation.
7. Upon approval, the building Principal may request appointment of specific volunteers.
 - a. A Volunteer Application is to be completed. Position applied for is "Citizen Volunteer". These applications are submitted to the Personnel Office.
 - b. The volunteer will be fingerprinted.
 - c. Upon completion of the above steps, the candidate's name will be submitted to the Board of Education.
8. Appointments of all volunteers are annual appointments, expiring July 1st.
9. Reappointments will require the BOE Recommendation Form from the building Principal or Director in collaboration with the teacher or advisor to the Personnel Office specifying the name of the volunteer and the name of the program to which s/he will be assigned.

VOLUNTEER COACHES

The procedure to be used for appointment when it is deemed that a volunteer coach is necessary by a coach in collaboration with a building Principal or Director is as follows:

1. A volunteer coach is a person who assists a coach in providing support at practice sessions and in game situations.
2. The volunteer-coach will have no official status; he/she cannot direct a team, make decisions or represent the district officially in any way
3. The volunteer-coach must never be left alone with a team or team member in any practice session or game situation. Moreover, he/she may never be designated as a person who is the supervisor of students. This includes but is not limited to, school transportation (bus, van or car), playing fields, courts, gymnasiums, and locker rooms.
4. The volunteer-coach applicant must complete the district interview process. Once approved by the Assistant Principal in the building who supervises the physical education program and athletics, with the input of the head coach, and the building Principal the Volunteer Recommendation Packet will be submitted to the District Athletic Director. The District Athletic Director will interview each candidate and review the candidate's certifications (CPR/AED, First Aid, Child Abuse training, Dignity Act Training, Violence Prevention), previous experience, education and the contents of this regulation. The applicant may not take part in a program without formal Board of Education approval. This is to protect the volunteer-coach and the District from possible liability.
5. It is strongly recommended that a parent or relative will not be involved in the team on which his/her child is participating.
6. In the best interest of our student athletes and the Bellmore-Merrick Central High School District, the following criteria must be adhered to prior to submission of a name by the District Director of Physical Education, Health, Drivers Education &, Athletics for Board of Education approval.
 - a. The applicant must be an adult who is a positive role model for students and one who possesses sound ideals of good sportsmanship and common sense.
 - b. The applicant must have State Education Department fingerprint clearance.
 - c. The applicant must not have been a recent graduate (less than 2 years) of the high school in which he/she will be assigned.
 - d. The applicant must have New York State Education Coaching Certification or must complete the same procedure as a non-certified coach (TCL).
7. New York State Coach Certification Application process:

- a. Complete the online TEACH application. Once completed, the coach must notify the District Director's office so that the Superintendent can be alerted that an application is waiting for the Superintendent's approval.
- b. The District Director's office will submit backup documents (CPR/AED, First Aid, Dignity Act, Child Abuse Training, course certificated, fingerprint clearance) to the Section VIII office for review.
- c. Log onto the TEACH web site to check the status of the application. The coach can log onto his/her account to check whether it has been approved or if there are any holds/deficiencies waiting for clearance.

Requirements-

- a. Requirements for first-time coaching applicants (initial application):
 - i. First Aid (must be updated every three years)
 - ii. CPR/AED (must be updated every two years)
 - iii. Completion of Identification and Reporting of Child Abuse Certification
 - iv. Completion of School Violence Prevention and Intervention (SAVE) Certification
 - v. Dignity Act Training
 - vi. Fingerprint Clearance
- b. Requirements for second-year coaches (first renewal):
 - i. Valid First Aid and CPR/AED
 - ii. Completion of or proof of enrollment in Philosophy, Principles and Organization of Athletics in Education Course
- c. Requirements for third-year coaches (second renewal):
 - i. Valid First Aid and CPR/AED
 - ii. Completion of Philosophy, Principles, and Organization of Athletics in Education Course
- d. Requirements for fourth-year coaches (third renewal):
 - i. Valid First Aid and CPR/AED
- e. Requirements before the fifth year of coaching can be taken anytime within the coaching process:
 - i. Completion of Health Sciences Applied to Coaching
 - ii. Completion of Theory & Techniques (of specific sport)

- f. Requirements for fifth-year (and subsequent) coaches (fourth renewal) – Professional Coaching Certificate (good for three years; sport specific (Apply after three TCLs):
 - i. Valid First Aid and CPR/AED
 - ii. Completion of all required coursework
 - iii. A minimum of three years coaching experience in a specific sport in a NYS athletic program (three TCLs)
 - iv. Last three years' evaluations (for renewal)
 - g. Coaches must file a separate application for each sport and each season in which they wish to be licensed.
8. Assignment of a volunteer-coach is a yearly appointment with a recommendation from the principal and director in collaboration with the head coach, expiring annually on June 30th.
9. Reappointment will require a recommendation made by the building Principal and Athletic Director in collaboration with the head coach and submitted to the Personnel Office on a yearly basis. Reappointments will require the BOE Recommendation Form from the building Principal and Director to the Personnel Office specifying the name of the volunteer and the name of the program to which s/he will be assigned.

Once an interested, involved and qualified adult is approved by all the involved authorities, and secures final Board of Education approval, he/she will then be assigned as a volunteer-coach. No person other than the district-approved coaching staff may work with the students of the Bellmore-Merrick Central High School District's Interscholastic Athletic and/or Intramural Programs.

VOLUNTEER ASSIGNMENTS

All appointments are annual and end on June 30th of the school year of the said position. At any time during the assignment, if the services are no longer deemed necessary or the philosophical approach of the volunteer is in conflict with that of the district, the assignment may end earlier if the needs of the district dictate that the services are no longer required.

CONFLICT OF INTEREST

#9120.1

The Board of Education is committed to avoiding any situation in which the existence of simultaneous, conflicting interests of any officer or employee may call into question the integrity of the management or operation of the school district. Therefore:

No person employed by the district shall hire, supervise, evaluate, promote, review or discipline any other employee who is a member of the same family. In the event that marriage, promotion, or reorganization results in a situation not in compliance with this policy, reassignment or transfer will be effected, in accordance with the applicable provisions of any collective bargaining agreement, to correct the situation.

No person employed by the district shall negotiate or execute any contract on behalf of the district for the purchase, sale or lease of real or personal property, services of any nature, nor insurance without first having determined the common price for such property, services or insurance, or requesting bids from all potential providers of such property, services or insurance.

No person employed by the district shall allow any matter, concern or interest, personal, financial or otherwise, to influence or interfere with the performance of his or her duties. Should such a matter, concern or interest arise, the employee shall bring the matter to the attention of his or her supervisor to seek ways to reduce or eliminate the influence or interference.

The Board affirms its commitment to adhere rigorously to all applicable provisions of law regarding material conflicts of interest.

Knowing or willful violation of this policy by any employee may result in disciplinary action up to and including dismissal.

Any officer, employee or member of the public noting or suspecting a violation of this policy is encouraged to bring the matter, either in confidence or in public, to the Board, the Superintendent of Schools or the Assistant Superintendent of Personnel.

Ref: Education Law §§ 410, 3016
General Municipal Law Art. 18, §§ 801-813
Labor Law §201-d
Dykeman v. Symonds, 54 AD2d 159 (4th Dep't 1976)

Approved: 06/01/2016
2nd reading (New): 06/01/2016
1st reading (New): 06/01/2016

Coaches Duty and Responsibilities

Pre-Season Planning:

Sub Section 39: **Transportation request forms for away contests/practices**

Addition:

- A. All bus requests must be submitted through the use of the appropriate building transportation request forms, prior to the start of the season.
- B. The deadline to cancel a bus is 1pm to avoid charges from the bus company. In unique circumstances that cause for a late cancellation, please contact the attendance office and building athletic coordinators immediately.
- C. In cases when the cancellation occurs on a weekend or during a vacation, please notify the bus company directly.
- D. In both cases stated above, all cancellations must be completed through the appropriate form and submitted to the attendance office upon return to school.
- E. Any variation from requested arrival and return times should be brought to the attention of the building transportation coordinator and noted on bus paperwork upon completion of trip, prior to signing.

In the event of a bus problem – or – Any bus emergency call:

Guardian Bus Company

Dispatch: 516-723-3287, Option 1

Hours of operation: 5 AM – 7PM

We Transport

Dispatch: 516-280-7950

Hours of operation: 6:00 AM-7:00 PM

New Trips: Erin: 516-349-8200 X1132

Hours of operation: 8:00 AM-4:30 PM

Emergency Action Plan

Response Actions

Shelter-In-Place

Individuals will assemble in the nearest safe space and await further instructions from the Incident Commander (IC). This is a holding pattern and may result in additional actions.

Hold-In-Place

Typically utilized for an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires student and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Lockdown (Internal Threat)

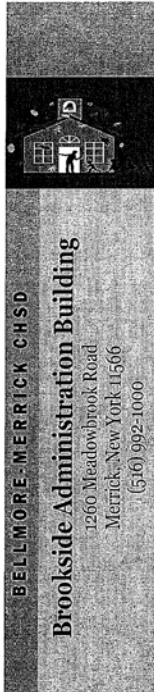
Teachers scan hallway and pull in individuals to safety. Doors are then secured and everyone is kept out of the line of sight. Exterior windows and room view-glass remain as is.

Lockout (External Threat)

Secure and monitor exterior doors. No one enters or leaves the building without permission from the Incident Commander. Building activities continue.

Evacuate

Exit routes are checked prior to leaving building. Teachers lead students out of building using fire evacuation routes. Attendance is taken at exterior assembly areas and reported to the IC.



Lockdown - Lockout

Lockdown-Quick Guide

1. Lockdown is announced by the Incident Commander
2. Call 911
3. Immediately gather students from hallways into classrooms or offices (include common areas and restrooms)
4. Teachers/Staff follow pre-established instructions to secure doors. Do not cover hallway windows. Leave the exterior windows, blinds, and lights as they are. Move students out of line-of-sight of hallway windows.
5. Teachers/Staff take attendance and record students that are in the room, missing and extra students from the hall and await further instructions.
6. Teachers are not allowed to open doors for anyone under any circumstances.
7. All activities cease. No talking or response to telephones, intercoms, public address systems or other announcements.
8. Students/Staff outside building must evacuate to a predetermined, off-campus location. This includes bus runs and field trips.
9. Lockdown will end when you are physically released from your room by emergency responders or other authority.

Lockout-Quick Guide

1. Announce Lockout has been implemented.
2. If lockout has not been initiated by Emergency Responders, Call 911
3. Activate building emergency plan and implement Incident Command in accordance with safety plan instructions.
4. Have students who are outside immediately return to the school building.
5. Administrators/Custodians/Assigned Staff – lock and secure all exterior doors and windows.
6. Monitor one main entrance and allow only authorized personnel into building.
7. Classes may continue as normal.
8. The lockout is lifted when the external threat is resolved. Notify as appropriate.

POLICE

- First Precinct 516-573-6100
- State Police 631-756-3300

FIRE DEPARTMENT

- N. Merrick Fire Department 516-221-1500

AMBULANCE

- Fire Department — (See Above)
- Bellmore Merrick EMS 516-742-3300

HOSPITALS

- Nassau University Medical Center 516-572-0123
- South Nassau Community Hospital 516-632-3000
- Nass. Mobile Crisis Team 516-227-8255

POISON CONTROL CENTER 800-222-1222

UTILITY COMPANY EMERGENCY NUMBERS

- Electric Emergencies: PSEGLI 800-490-0075
- Gas Emergencies: National Grid 800-233-5325

COMMAND POSTS

Interior: Principal Office / Supt. Office Alt. Interior: Facilities Office
Exterior: Track Alt. Exterior: South Parking Lot

SHELTER SITES

Interior: Auditorium / Gymnasium

EVACUATION SITES

Onsite: Brookside Football Field
Offsite: Old Mill Elementary School, 1775 Old Mill Road, Merrick, NY 11566

ROOM

Bomb Threat Response

Shelter-In-Place - Quick Guide

For a Generic/Non-Specific Bomb Threat:

1. Announce *Shelter-In-Place*. Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
2. Call 911.
3. Activate School Building-Level Emergency Response Team and Search Team and instruct them to scan common areas for anything unusual.
4. If no device is found, decide whether to continue school or evacuate. School administration may consult with police to make their decision.
5. If a device is found, evacuate or scan and clear an internal location and move the school population to that site.

For a Specific Bomb Threat:

1. Announce *Shelter-In-Place*.
2. Call 911.
3. Activate School Building-Level Emergency Response Team and Search Team. Evacuate or scan and clear an internal location and move the school population to that site. Assist First Responders.

For a Weather-Related Situation:

1. Announce *Shelter-In-Place* with instructions to go to the hallway or an internal room without windows and sit down on the floor.
2. Activate Building-Level Emergency Response Team.
3. Call 911 for emergency assistance if needed.

Evacuation - Quick Guide

For a Building-Specific Bomb Threat or other Emergency:

1. Announce *Evacuation*.
2. Call 911.
3. Activate Building Search Team to check exit routes and evacuation areas.
4. Evacuate building to pre-determined sites and account for students.
5. Assist responding authorities.
6. In consultation with Police, determine whether it is safe to return to the building, remove students/staff to another location, or dismiss.
7. Shelter remaining students as necessary. Activate re-unification plan.

Patient Protection and Affordable Care Act

Please be advised that as per the Affordable Health Care Act, employers must provide notice of availability of health insurance through State and Federal Exchanges to each employee. All employees must be informed regardless of whether the employee is enrolled in the employer's health insurance plan and regardless of part-time or full-time status.

The notice attached gives information regarding the availability of health insurance through State or Federal run "Exchanges" or "Marketplaces" as the government is now terming them. Please refer to the website **HealthCare.gov** for more information.





New Health Insurance Marketplace Coverage Options and Your Health Coverage

Form Approved
OMB No. 1210-0149
(expires 6-30-2023)

PART A: General Information

When key parts of the health care law take effect in 2014, there will be a new way to buy health insurance: the Health Insurance Marketplace. To assist you as you evaluate options for you and your family, this notice provides some basic information about the new Marketplace and employment-based health coverage offered by your employer.

What is the Health Insurance Marketplace?

The Marketplace is designed to help you find health insurance that meets your needs and fits your budget. The Marketplace offers "one-stop shopping" to find and compare private health insurance options. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Open enrollment for health insurance coverage through the Marketplace begins in October 2013 for coverage starting as early as January 1, 2014.

Can I Save Money on my Health Insurance Premiums in the Marketplace?

You may qualify to save money and lower your monthly premium, but only if your employer does not offer coverage, or offers coverage that doesn't meet certain standards. The savings on your premium that you're eligible for depends on your household income.

Does Employer Health Coverage Affect Eligibility for Premium Savings through the Marketplace?

Yes. If you have an offer of health coverage from your employer that meets certain standards, you will not be eligible for a tax credit through the Marketplace and may wish to enroll in your employer's health plan. However, you may be eligible for a tax credit that lowers your monthly premium, or a reduction in certain cost-sharing if your employer does not offer coverage to you at all or does not offer coverage that meets certain standards. If the cost of a plan from your employer that would cover you (and not any other members of your family) is more than 9.5% of your household income for the year, or if the coverage your employer provides does not meet the "minimum value" standard set by the Affordable Care Act, you may be eligible for a tax credit.¹

Note: If you purchase a health plan through the Marketplace instead of accepting health coverage offered by your employer, then you may lose the employer contribution (if any) to the employer-offered coverage. Also, this employer contribution -as well as your employee contribution to employer-offered coverage- is often excluded from income for Federal and State income tax purposes. Your payments for coverage through the Marketplace are made on an after-tax basis.

How Can I Get More Information?

For more information about your coverage offered by your employer, please check your summary plan description or contact [Renee Jones 516-992-1013](mailto:Renee.Jones@DOL.gov)

The Marketplace can help you evaluate your coverage options, including your eligibility for coverage through the Marketplace and its cost. Please visit HealthCare.gov for more information, including an online application for health insurance coverage and contact information for a Health Insurance Marketplace in your area.

¹ An employer-sponsored health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is no less than 60 percent of such costs.

PART B: Information About Health Coverage Offered by Your Employer

This section contains information about any health coverage offered by your employer. If you decide to complete an application for coverage in the Marketplace, you will be asked to provide this information. This information is numbered to correspond to the Marketplace application.

3. Employer name Bellmore-Merrick CHSD		4. Employer Identification Number (EIN) 11 6000 284	
5. Employer address 1260 Meadowbrook Road		6. Employer phone number 516-992-1010	
7. City North Merrick	8. State NY	9. ZIP code 11566	
10. Who can we contact about employee health coverage at this job? Renee Jones			
11. Phone number (if different from above) 516-992-1013		12. Email address rjones@bellmore-merrick.k12.ny.us	

Here is some basic information about health coverage offered by this employer:

•As your employer, we offer a health plan to:

All employees. Eligible employees are:

Some employees. Eligible employees are:

Full-time: administrators, teachers, clerical, custodial, cafeteria and paraprofessional staff.

•With respect to dependents:

We do offer coverage. Eligible dependents are:

Immediate family members as specified by the Plan.

We do not offer coverage.

If checked, this coverage meets the minimum value standard, and the cost of this coverage to you is intended to be affordable, based on employee wages.

** Even if your employer intends your coverage to be affordable, you may still be eligible for a premium discount through the Marketplace. The Marketplace will use your household income, along with other factors, to determine whether you may be eligible for a premium discount. If, for example, your wages vary from week to week (perhaps you are an hourly employee or you work on a commission basis), if you are newly employed mid-year, or if you have other income losses, you may still qualify for a premium discount.

If you decide to shop for coverage in the Marketplace, HealthCare.gov will guide you through the process. Here's the employer information you'll enter when you visit HealthCare.gov to find out if you can get a tax credit to lower your monthly premiums.

The information below corresponds to the Marketplace Employer Coverage Tool. Completing this section is optional for employers, but will help ensure employees understand their coverage choices.

13. Is the employee currently eligible for coverage offered by this employer, or will the employee be eligible in the next 3 months?

- Yes** (Continue)
13a. If the employee is not eligible today, including as a result of a waiting or probationary period, when is the employee eligible for coverage? _____ (mm/dd/yyyy) (Continue)
- No** (STOP and return this form to employee)

14. Does the employer offer a health plan that meets the minimum value standard*?

- Yes (Go to question 15) No (STOP and return form to employee)

15. For the lowest-cost plan that meets the minimum value standard* offered only to the employee (don't include family plans): If the employer has wellness programs, provide the premium that the employee would pay if he/ she received the maximum discount for any tobacco cessation programs, and didn't receive any other discounts based on wellness programs.

- a. How much would the employee have to pay in premiums for this plan? \$ _____
- b. How often? Weekly Every 2 weeks Twice a month Monthly Quarterly Yearly

If the plan year will end soon and you know that the health plans offered will change, go to question 16. If you don't know, STOP and return form to employee.

16. What change will the employer make for the new plan year? _____

- Employer won't offer health coverage
 - Employer will start offering health coverage to employees or change the premium for the lowest-cost plan available only to the employee that meets the minimum value standard.* (Premium should reflect the discount for wellness programs. See question 15.)
- a. How much would the employee have to pay in premiums for this plan? \$ _____
 - b. How often? Weekly Every 2 weeks Twice a month Monthly Quarterly Yearly

Board of Education Meetings 2021-2022

<u>Date</u>	<u>Time</u>	<u>Type</u>
July 13, 2021 (Tues.)	7:00 PM	Re-organizational Meeting
August 4, 2021	7:00 PM	Work Session/Regular Meeting
September 1, 2021	8:00 PM	Work Session/Regular Meeting
October 6, 2021	8:00 PM	Work Session/Regular Meeting
November 3, 2021	8:00 PM	Work Session/Regular Meeting
December 1, 2021	8:00 PM	Work Session/Regular Meeting
January 5, 2022	8:00 PM	Work Session/Regular Meeting
February 2, 2022	8:00 PM	Work Session/Regular Meeting
March 2, 2022	8:00 PM	Work Session/Regular Meeting
April 6, 2022	8:00 PM	Work Session/Regular Meeting – Budget Adoption
April 26, 2022 (Tues.)	6:00 PM	BOCES Vote/Election
May 4, 2022	8:00 PM	Work Session/Regular Meeting & Public Hearing
May 17, 2022 (Tues.)	8:00 PM	Budget Vote
June 1, 2022	8:00 PM	Work Session/Regular Meeting

BELLMORE-MERRICK CHSD - SCHOOL CALENDAR 2021-2022

SEPTEMBER 2021						
S	M	T	W	TH	F	SA
	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2022						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022						
S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022						
S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022						
S	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27*	28
29	30	31				

JUNE 2022						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SHADED: SCHOOL NOT IN SESSION

/ - Indicates that School Buildings/Offices are Closed

○ - Superintendent's Conference Day - no classes for students

*One inclement weather day has been built into the calendar. If there are two (2) inclement days, school will be in session May 27.

August	24	7th & 9th Grade Orientation
August	30-31	Superintendent Conference Days
September	1	First Day of School
September	3	Labor Day Weekend
September	6	Labor Day Weekend
September	7-8	Rosh Hashanah
September	16	Yom Kippur
October	11	Columbus Day
November	2	Superintendent's Conference Day
November	11	Veterans Day
November	25-26	Thanksgiving Recess
December	24-31	Holiday Recess
January	17	Martin Luther King Day
February	21-25	Winter Recess
April	14-22	Spring Recess
May	3	Supt. Conf. Day/Eid
May	30	Memorial Day
June	20	Juneteenth
June	24	Last Day of School - Students/Teachers

Adopted by the Board of Education on:
February 3, 2021

2/4/2021

Religious Days of Observance **2021-2022**

- Eid-Al-Adha July 19, 2021
- Feast of Assumption August 15, 2021
- Rosh Hashanah September 7/8, 2021
- Elevation of the Cross September 14, 2021
- Yom Kippur September 16, 2021
- First 2 Days of Sukkot September 20/21 2021
- Last 2 Days of Sukkot September 26/27, 2021
- Feast of St. Demetrios October 26, 2021
- All Saints' Day November 1, 2021
- Immaculate Conception December 8, 2021
- Christmas December 25, 2021
- Epiphany January 6, 2022
- Al-Isra´wal-Mi´Raj March 1, 2022
- Ash Wednesday March 2, 2022
- Purim March 17, 2022
- Holy Thursday April 14, 2022
- Good Friday April 15, 2022
- First 2 Days of Passover April 16/17, 2022
- Last 2 Days of Passover April 22/23, 2022
- Easter April 17, 2022
- Orthodox Good Friday April 22, 2022
- Orthodox Easter April 24, 2022
- Eid-Al-Fitr May 3, 2022
- Ascension Day May 26, 2022
- Orthodox Ascension Day June 2, 2022
- Orthodox Pentecost June 5, 2022
- Shavuot June 5, 2022
- Pentecost June 5, 2022

2021-2022 PAYROLL DATES

PAYDATES	JUL 9	JUL 23	AUG 6	AUG 20	SEPT 2	SEPT 17	OCT 1	Oct 15	OCT 29	NOV 12	NOV 24	DEC 10	DEC 23	JAN 7	JAN 21	FEB 4	FEB 18	MAR 4	MAR 18	APR 1	APR 13	APR 29	MAY 13	MAY 27	JUNE 10	JUNE 24		
10 mos Teachers, Nurses Chairs, Paras & Cooks					0.4	1	1	2	3	4	5	6	*	7	8	9	10	*	11	12	13	14	15	16	17	18	19	**
12 mos Administration Clerical & Custodial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		

* Paid ahead of recess

** June 24th check - 10 month 26 pay election includes 5 additional pays

Musical (Indistrict)																✓	✓	✓	✓	✓	✓							
Musical (Out of District)																✓		✓		✓		✓						
Summer School	✓	✓	✓																									

HIGH SCHOOL SPORTS

Subject to change upon finalization of Districts Athletic Program Schedule

Fall Coach/Cheer						✓	✓	✓	✓	✓																		
Fall/Winter Kick						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
Winter Coach/Cheer											✓	✓	✓	✓	✓	✓	✓	✓										
Spring Coach																			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

MIDDLE SCHOOL SPORTS

Subject to change upon finalization of Districts Athletic Program Schedule

Fall Coach						✓	✓	✓	✓	✓																		
Fall/Winter 1 Cheer/Kick						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													
Winter 1 Coach										✓	✓	✓	✓	✓	✓													
Winter 2 Coach															✓	✓	✓	✓	✓	✓								
Spring Coach																				✓	✓	✓	✓	✓	✓	✓	✓	✓

Please note: Out of District Coaches - Pay Schedule is the same as In-District

2021-2022 PAYROLL DEDUCTION SCHEDULE

PAYDATES	JUL 9	JUL 23	AUG 6	AUG 20	SEPT 2	SEPT 17	OCT 1	Oct 15	OCT 29	NOV 12	NOV 24	DEC 10	DEC 23	JAN 7	JAN 21	FEB 4	FEB 18	MAR 4	MAR 18	APR 1	APR 13	APR 29	MAY 13	MAY 27	JUNE 10	JUNE 24		
Aflac*						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
DENTAL						✓	✓			✓		✓			✓		✓		✓		✓		✓		✓		✓	
Dues Unit I - Admin							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
Dues Unit II - Teachers & Paras							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Dues Unit III- Custodial & Café	Cust only	Cust only	Cust only	Cust only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Cust only	
Dues Unit IV - Clerical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Flex Medical & Flex Depcare						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health - 10 Months						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health - 12 Months	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Optical						✓	✓			✓			✓				✓		✓		✓		✓		✓		✓	
Para Local Dues							✓																					
Vote Cope																					✓	✓	✓	✓	✓	✓	✓	✓
403B/457 Annuities**	12 mos only	12 mos only	12 mos only	12 mos only	12 mos only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	** & 12mos	

* Aflac is deducted 2X per month; will be taken 3X in October due to only one deduction in September and 3X in April due to one deduction in June

**403B and 457 Annuities for 10 Month employees: 21 and 26 pays - begins September 17th
 21 pays - no deduction June 24th (final) check
 26 pays - 5X deduction June 24th (final) check

**Bellmore-Merrick Central High School District
Implements
Tri-State/National REACH's, Employee Assistance Program**

To: All Employees of Bellmore-Merrick Central High School District

This letter introduces a new benefit that is being fully provided by Bellmore-Merrick Central High School District.

It is quite normal for people to encounter a wide range of personal problems at different stages in their careers. Employees sometimes must cope with problems such as marital or family stress, financial pressures, and substance abuse. These pressures can have a direct effect on an employee's well-being and productivity. It helps to get professional counseling and direction early – before a problem becomes unmanageable.

Bellmore-Merrick Central High School District has acquired the employee assistance program services of Tri-State/National REACH, Inc. This employee assistance program provides free, anonymous, confidential telephone counseling and referral services. All employees and members of their immediate families are eligible to use this confidential service.

If you or a member of your family contacts the employee assistance program, you can be assured of complete privacy. All voluntary communications will be kept in strictest confidence. If further aid or treatment is recommended beyond telephone counseling, the individual may have to assume these costs; however, many of the costs may be covered by your medical benefits package.

Tri-State/National REACH, Inc.'s employee assistance program is available 24 hours a day, 7 days a week. Please, do not hesitate to call if you have questions about the program, or if you need assistance. Often, a discussion with an outside counselor will prevent a situation from becoming worse. **24 hours / 7 days / Toll-Free 1-888-734-8217.**

Please note that Tri-State/National REACH Employee Assistance Program distributes newsletters every month which contains information and tips to help you live healthier and happier. Please see the following page as a sample of our latest newsletter that you can also find on our district website.

courtesy of
Tri-State / National REACH
Employee Assistance Program
1-888-734-8217

NEWS YOU CAN USE

July 2021

Information and tips from your EAP to help you live healthier and happier

Is Compulsive Spending Creating Problems in Your Life?

According to a Stanford University study, 17 million Americans or 6% of the population are compulsive spenders or shoppers. Researchers from the University of Florida reported that the average compulsive spender is carrying \$23,000 in debt (not including a home mortgage). Compulsive spending can be thought of as a chronic tendency to purchase products far in excess of a person's needs and resources. Are you a compulsive spender? At what point does a fun shopping habit become a problem behavior that needs to be addressed?



Consequences of Compulsive Spending

- Stress from increased debt or trying to figure out how to pay for everything
- Marital or relationship difficulties due to hiding overspending or lying about it
- Legal, family and relationship difficulties caused by massive credit-card debt
- Guilt and shame associated with the problem of compulsive spending
- Increased anxiety and depression

What's Behind Compulsive Spending?

Compulsive spending is a symptom of a bigger problem. Compulsive spenders use shopping as a way to improve their mood or avoid troubling feelings like depression, sadness, anger, emptiness, boredom or low self-esteem.

Do You Have a Problem?

Review the questions below. If you answer "yes" to more than one of these questions, you may be a compulsive spender:

- Do you shop as a means of relieving stress or escaping everyday problems?
- When you are shopping, do you experience feelings of euphoria and excitement?
- Do you feel guilty or remorseful after shopping?
- Do you ever hide your purchases from relatives or loved ones?
- Do you buy things on credit that you would not normally buy if you had to spend cash?
- Is your shopping habit causing emotional stress, financial debt or ruined credit in your life?

What to Do

Admitting that your spending is out of control is the first step to overcoming a problem. For free and confidential help for you or one of your dependents, contact your Employee Assistance Program (EAP) for professional counseling, referrals or additional information. We're here to help you.



Bellmore-Merrick CHSD

NAME/ADDRESS CHANGE FORM

THIS FORM MUST BE RETURNED TO THE PERSONNEL OFFICE

Previous Information

New Information

Name _____ Change to _____

Address _____

Phone # (H) _____

(C) _____

_____ School Building **(List all if split)**

_____ Position

Effective Date: Immediate Other (Specify) _____

_____ Employee Signature

_____ Date

Personnel Office Use Only:

On _____ Routed to:

Help Desk _____

S. Valente _____

Payroll _____

L. Patwell _____

Building _____

BMUST _____

UPDATE CHECK LIST:

nVision	<input type="checkbox"/>	NYBEAS	<input type="checkbox"/>	Dental	<input type="checkbox"/>	Personnel Card	<input type="checkbox"/>
Health Ins. Card	<input type="checkbox"/>	Rolodex/List (teacher only)	<input type="checkbox"/>	Civil Service	<input type="checkbox"/>	AESOP	<input type="checkbox"/>
Completed by:	Date:		Completed by:	Date:			

RJ 6/2017

Directory

District Athletic Director

Eric Caballero
W- 992-1048

Calhoun High School

Principal – Nicole Hollings
W- 992-1310
Athletic Coordinator
Pete Palazzo
W- 992-1330
H- 589-1605

Nurse: 992-1360
Cindy Johnson
Mary Conroy
Head Custodian: 992-1339
Martin Roman

Kennedy High School

Principal – Gerard Owenburg
W- 992-1410
Athletic Coordinator
Craig Papach
W- 992-1430
H – 826-3059

Nurse: 992-1460
Rosemary DeVito
Melanie Caplin
Head Custodian: 992-1439
Tim Walsh

Mephram High School

Principal – Eric Gomez
W – 992-1510
Athletic Coordinator
Anthony Cracco
W – 992-1509
H – 316-2337

Nurse: 992-1560
Kathleen Monahan
Stephanie Bolognese
Head Custodian: 992-1539
Charles Pennington

Grand Avenue

Principal – Carlo Conte
W – 992-1110
Athletic Coordinator
Ben Fisher
W – 992-1130
H – 347-489-2954

Nurse: 992-1160
Mary McGuinness
Maura Rohan-Bednar
Head Custodian: 992-1139
Michael Fink
Maintenance Supervisor: 992-1140
Michael Spano

Merrick Avenue

Principal – Taryn Johnson
W – 992-1210
Athletic Coordinator
Patrick Fallon
W – 992-1230
H – 313-1702

Nurse: 992-1060
Pamela Wood
Tracy Warrington
Head Custodian: 992-1239
Vincent Rasulo

Bus Companies

Guardian – Josh Federico – 723-3287 X 4105 WE – 349-8200

Medical Emergencies – Call:

Grand Avenue – Bellmore Fire Dept – 783-6600

Brookside/Merrick Avenue/Calhoun High School – N. Merrick Fire Dept. – 221-7044

Kennedy High School – Bellmore Fire Dept. – 783-6600

Mephram High School – N. Bellmore Fire Dept. 781-9200

For any reason if these numbers do not work first, call the Bellmore-Merrick EMS – 785-7700. And only then call 911.

Athletic Trainers

The Bellmore-Merrick Central High School District has an Athletic Trainer available for each of the high schools. The trainer is generally available during the following hours:

- FALL: Monday – Friday, 2:30PM to 6:30 PM; Saturday & Evening – TBA for home games and scrimmages.
- WINTER: Monday-Friday, 2:30PM to 6:30PM; Saturday & Evening – TBA for home games and scrimmages.
- SPRING: Monday-Friday, 2:30PM to 6:30PM; Saturday & Evening – TBA for home games and scrimmages
- During the school year each trainer will be responsible for a maximum of 10 evening games per building and three extended weekend events if needed.
- From August 16, 2017 through September 1, 2017 the trainer schedule will be announced, but will not exceed four (4) hours per day.

If there is a specific need for a trainer not covered by the above hours, contact your building Athletic Coordinator.

Location of AEDs

School	Grand	Merrick	Calhoun	Kennedy	Mephram	Brookside
# of AEDs	2	2	2	2	2	3
Location (during school day)	1. Outside Nurse's Office 2. P.E. Office or ball field					Custodian's Office, Ancillary Gym, & MAP Office (Rm 120)
Person responsible (during school day)	1. Nurse 2.P.E. staff					1. Coach using field 2. Nurse
Location (during athletic & after school activities)	1. Nurse's Office or may be transported to away facility if no defibrillator is available there. 2. P.E. Office or ball field					Custodian's Office, Ancillary Gym, & MAP Office (Rm 120)
Person responsible (during athletic & after school activities)	Coaches for athletic events & either custodians, administrators, or club advisors for non-athletic extra-curricular events		Athletic trainers and Coaches for athletic events & either custodians, administrators, or club advisors for non-athletic extra-curricular events			Coach using field

**BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT**

BOARD OF EDUCATION

Edward Corona
President

Nina Lanci
Vice President

Marion Blane
Melissa Cmar-Grote
Janet Goller
Dr. Nancy Kaplan
Tracey Miller
Gina Piskin

ADMINISTRATION

<u>Michael Harrington</u>	<u><i>Superintendent of Schools</i></u>	<u>992-1001</u>
<u>Dr. Mara Bollettieri</u>	<u><i>Deputy Superintendent, Personnel</i></u>	<u>992-1010</u>
<u>Mikaela Coni</u>	<u><i>Assistant Superintendent, Business</i></u>	<u>992-1020</u>
<u>Scott Bersin</u>	<u><i>Assistant Superintendent for Curriculum, Instruction and Assessment</i></u>	<u>992-1040</u>
<u>Eric Caballero</u>	<u><i>Director of Physical Education, Health, Athletics and Driver Education</i></u>	<u>992-1048</u>
<u>Jon Simpkins</u>	<u><i>Director of School Facilities and Operations</i></u>	<u>992-1032</u>
<u>Thomas Volpe</u>	<u><i>Transportation Supervisor/Safety Supervisor</i></u>	<u>992-1024</u>

BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT

Coach Acknowledgement Form

2021-2022

The Coach's Handbook is provided to all coaches of the Bellmore-Merrick Central High School District as a resource addressing school district philosophies and procedures. The Handbook is distributed electronically and or by hard copy at the beginning of the season.

Hard copies of the Coach's Handbook are available at the Athletic and at the District Office in addition to being distributed to all coaches. The Handbook is also available on the Bellmore-Merrick web-site. If a computer or printer are not available to you, please make arrangements with Personnel.

Employees are responsible for reviewing the Handbook. A thorough understanding of the School District policies, regulations, and procedures is essential for an employee to meet his/her responsibilities. The Handbook will be updated annually or as needed.

A comprehensive manual containing all policies of the Board of Education is available through Central Office and the building principals. The Coach's Handbook shall supplement, not supplant, existing laws, regulations and policies. Handbooks pertaining to the operation of a specific school or department shall supplement, not supplant, this Handbook.

Have a great school year and good luck in your season!

I acknowledge that I have received a copy of the Coach's Handbook and/or updates and that I have access to a copy available on the district web-site, the Athletic Office and District Office.

I agree to adhere to all policies, regulations, practices, and procedures included in the Coach's Handbook. If I have questions relating to any issues included in the Coach's Handbook, I will request clarification from the appropriate district personnel.

Signature

Phone Number

Print Name

Date