

# KINRY ROAD SCHOOL “SO THAT YOU MAY KNOW US” BOOKLET

Dear Parents and Guardians,

Welcome to the 2009-2010 school year at Kinry Road School!

It is with great excitement and anticipation that I look forward to this coming school year. I am eager to meet and work closely with you and your child as his/her educational journey continues through years that are arguably some of the most important in his or her emotional, social, and intellectual development.

Please know that I am committed to continuing the fine tradition of excellence that has become synonymous with Kinry, and I am mindful that this strong, nurturing culture of learning is the result of many years of dedication and hard work by faculty and staff members, administrators, parents, and students, both past and present.

From this tradition of excellence, the Kinry Road Mission Statement has evolved over the years, and this statement is what ultimately guides all that we do at Kinry, either directly or indirectly.

Please review and become familiar with Kinry Road’s mission statement.

*Our mission at Kinry Road Elementary School is*

- *to develop caring, confident, and competent problems solvers.*
- *to develop competent, skilled learners and communicators.*
- *to provide students with a solid foundation in the skills of reading, writing, mathematics, science, and social studies.*
- *to ensure that art, music and physical education will continue to be integral components of the curriculum.*
- *to foster imagination, critical/divergent thinking and cooperative learning.*
- *to nurture high self-esteem in every child.*
- *to teach children by example that trial and error is an appropriate approach to learning.*
- *to instill a sense of community responsibility and caring in each child and family.*

I hope the information in this booklet is informative and helpful as the year progresses. If you have questions or concerns in the weeks and months ahead, or if I can be of assistance in any way, please do not hesitate to contact me.

Sincerely,

*John C. Farrell*

John C. Farrell  
Principal

## GENERAL INFORMATION CONCERNING PROCEDURES AND POLICY

**School Day:**  
Grades 4-6

**Arrival:**  
8:50AM

**Departure:**  
3:50PM

**TELEPHONE NUMBER:** (845) 463-7322. If you do not know the 3 digit extension for the office you wish to reach, please listen to the menu. It will instruct you on which number to press for the desired office. Teachers do not have extensions. The Main Office will be able to take messages for teachers. ***It is a school policy that children CANNOT be called to the telephone except in an emergency because this disrupts the learning process.*** We will, however, convey an important message to your child.

**DAILY ATTENDANCE:** Regular attendance at school is important if your child is to keep pace. If a child is to be absent or tardy, please call the school as early as possible. If the office is not open when you call, please leave a message on the voice mail system. The school will make phone calls to the homes of the parents of absent children who have not notified the school. In addition to calling the Main Office, when your child returns to school, he/she must bring in a written note that contains the date of the absence and the reason. The principal will send a letter home if a pattern of excessive or unusual absences occurs.

**VISITS:** Parents are welcome to visit the school. However, please make arrangements in advance of your visit. No child guests are allowed to visit the school when classes are in session. If you would like to arrange to talk with a teacher, please telephone the school for an appointment. **WHEN VISITING THE SCHOOL, AND UPON ENTERING THE BUILDING, PLEASE SIGN IN AT THE RECEPTION DESK WITH A PHOTO I.D.**

**WALKING AND/OR RIDING BICYCLES TO SCHOOL:** Students living in the neighborhood may walk or ride their bicycles to school. Students must have written permission from a parent or guardian. If a student is riding a bicycle, a helmet must be worn and the strap buckled. Please instruct students to follow all safety rules when walking or riding. Walkers and riders will be dismissed after the buses have departed the parking lot.

**STUDENT PICK-UP AND DISMISSAL:** It is imperative that students attend school for a full day. Direct academic instruction continues until dismissal time. The following procedures are for parents picking up children during the school day or the end of the day:

- **A note must be given to the teacher in the morning if you need to pick up your child early or at the end of the school day.** The note must state who will be picking up the child. If you are unsure of who will do the pick-up when writing the note, you can certainly put the names of anyone who might be picking up the child.
- **We only will be able to grant a change in plans by telephone if it is an emergency.** It is difficult to get messages to the students during the day when plans change. In addition, it is disruptive to the class when the office makes numerous phone calls for changes, etc. We understand emergencies happen, but we get between 10 and 15 calls a day and it has become a problem.

- Whenever someone comes to pick up a child, he/she needs to have photo identification available. If we are unfamiliar with the person, we will ask for identification for the child's safety. Obviously, if the person checking out the students knows you, this becomes unnecessary, but please be prepared in case there is a substitute in the office.
- When picking up your child during the school day, the child will be asked to report to the Main Office, where the parent will sign him/her out.
- When picking up your child at the end of the day, dismissal for students is **3:30 p.m.** This is prior to bus dismissal. These parents and children will be able to leave school before the buses depart. The child will report to the lobby, where the parent will sign him/her out.
- Please be advised that when you drop students off during the morning, or pick them up in the afternoon, **only buses will be permitted in the circle in front of the school between 8:30-9:15 a.m. and 3:15-4:00 p.m.** All other vehicles should proceed straight down the driveway to the main parking lot. Students and visitors should walk to and from the parking lot on the sidewalk in front of the building and enter and exit through the lobby doors. *If a school bus is passed on school property, the result can be a \$500 fine, because it is against the law.*

*If, for any reason, someone other than a parent is picking up your child, the Main Office must receive written permission from the parent or guardian or the child CANNOT be released. THIS POLICY WILL BE STRICTLY ADHERED TO.*

**BAD WEATHER REGULATIONS:** During the course of the winter, there may be a day when it is necessary to dismiss school early. If school will not be in session for the day, this announcement will be made on the local radio stations, which begin broadcasting school bulletins at approximately 6:00 a.m. You may also visit the following WCSD web page, which has the most up-to-date delay and cancellation information: <http://wappingersschools.org/delcan.html>, or call Kinry Road School at 463-7322 for an updated cancellations and delays voice message. **Each student must have an emergency dismissal procedure in place (see below).**

**EMERGENCY DISMISSALS:** Please make sure your child is instructed on what to do in case of an emergency dismissal. They need to know what to do in the event the building is evacuated and there is no time or access to parent contact. Please fill out the emergency dismissal form sent home in September.

**REPORT CARDS:** Formal reporting of students' academic progress is made quarterly. For grades K-5, the first quarter report will be a parent/teacher conference. Those students' report cards will then be sent home for the remaining three quarters of the school year. Please acknowledge receipt of the report card with your signature. Grades 6-12 are computerized and parents will receive a progress report and a report card each quarter via the U. S. Postal Service.

**PUPIL PERSONNEL SERVICES (PPS):** Kinry Road School has a guidance counselor, school psychologist, and school social worker on staff in order to provide necessary support and counseling services to our 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students. Persons in these positions typically travel between schools and provide coverage at Kinry Road School on a rotating basis. One of the primary functions of the Kinry Road PPS team is to

assist children with academic, social, or emotional issues. In the past, the following subjects have been discussed with our counselors: peer relationships, homework, grades, personal matters, student/parent relationships, personality difficulties, student/teacher relationships, etc.

When a number of students share a similar problem, the counselor may initiate group counseling. Such topics as test anxiety, death, divorce, socialization, and study skills are sometimes dealt with in a group setting. Parents will be contacted for permission to involve their sons/daughters in group counseling. In order to help solve problems, teachers, students, administration, and parents sometimes refer students to our guidance counselor. There are times when a counselor will determine that resources in school or out of school might be necessary. When this occurs, the counselor will contact the parent with a recommendation for a referral to our school psychologist, social worker, or to an outside agency. All communication is kept in strict confidence.

**SAFETY DRILLS:** New York State mandates that schools complete a minimum of 12 emergency exit drills each year. Eight of these must be completed by December 1. In addition, a shelter drill, three separate bus drills, a reunification drill, an emergency evacuation drill, as well as various types of lock-down drills, will be completed throughout the course of the school year.

**BUS INFORMATION:** All buses in the school district have been organized to operate within a maximum load for pupil safety. It is imperative that children do not transfer from their regular assigned bus to another except in the case of an emergency. If you have an emergency situation, please write a note to the teacher. The Main Office will issue a bus pass for your child to board a different bus. A note is also required if your child needs to get off at a different stop on his/her regular assigned bus.

Bus safety drills are conducted three times during the school year; in the Fall, Winter and Spring. Prior to these drills, the bus safety rules are covered by the classroom teacher; however, the bus drivers will conduct the actual safety drills. Please reinforce the following with your child:

At “pick-up” in the morning, have your child stand clear of the bus until it comes to a complete stop. While on the bus, students must remain seated at all times while the bus is in motion. On “drop-off” in the afternoon, if your child must cross the road, have him/her do so in FRONT of the bus....never to the rear. Children at all times should stand away from the road.

Students are not permitted to carry extra large packages on school buses, nor may they carry balls, glass, pottery, live animals, chemicals, or pointed objects. Objects of this nature will have to be brought to school by other than school transportations if it is necessary to have them in school.

**EMERGENCY TRANSPORTATION PLAN:** In the event that some or all of the buses of the District are not available for the transportation of children to the school, the following plan will be used for the arrival and dismissal of children assigned to this school:

If your child's bus does not appear at the bus stop at the usual time (within a ten minute period) you can assume that the school bus will not arrive and the following plan should be used.

The child's parent or guardian should provide transportation. If this is not possible, it is the responsibility of the parent/guardian to provide other means of transportation for their child. The means by which your child arrives at school are the means by which he/she must depart from school.

Please keep your radio tuned to your local station for information concerning the emergency transportation plan. If this plan goes into effect, school will be open and teachers will be at their designated teaching assignments.

**EMERGENCY CONTACT CARDS:** Emergencies such as illness, injuries, etc. are certain to arise during the course of the school year. It is important, for the welfare of the students, that the school be able to contact someone at all times who is responsible for a particular student. Please fill out the emergency contact cards you will receive in September. ***It is imperative that each child have fully completed emergency contact cards.*** It is most important that we have the correct address and telephone number and emergency contact information of each child. ***Please notify the Main Office, in writing, of any changes.***

Also, if students are being temporarily supervised by another person or are staying temporarily with another family, their parents must complete a **Transfer of Custody Form** from the Main Office, and write a brief note to the Health Office and indicate the name and phone number of the person who should be contacted in case of an emergency.

**HEALTH FACILITIES:** A registered nurse is on duty at the school daily during school hours. Children who become ill or injured in school are cared for by the school nurse until the parent can be contacted and suitable arrangements can be made for further medical care. The school nurse cannot care for accidents that occur at home or away from the school property.

**MEDICATIONS:** Teachers are not permitted to administer medication of any kind. Under certain unusual circumstances, when it is necessary for a child to have medication, the school nurse or the principal may cooperate with the physician and the parents, but certain requirements must be met.

If it becomes necessary for your child to have medication in school, please call the school nurse well in advance. Please note that ALL of the following regulations must be met before any medication can be given to a child at school.

**The school nurse must have a written order, signed by a doctor, giving the following information:**

- Name of student
- Student's medical condition
- Name of medication
- Reason for administering
- Dosage, time of day, and number of days
- List of possible side effects

It must have a professional label (either a drug store or drug company, if a proprietary).

An adult must bring it to the Health Office. No medication of any kind is allowed on the school buses.

The parent or guardian must submit a written request to the school nurse to give medication as directed.

Parents must claim unused medicine at the Health Office within seven (7) days after the last date for administering, at which time the medicine will be discarded. Any request for change in dosage must be accompanied by a written request of the physician and the parent.

**IMMUNIZATIONS:** According to New York State Law, all students must be properly immunized or present to the school the valid reason for not being immunized. Immunization against a given disease means immunization with an approved licensed vaccine in the following manner:

- Three or more doses of diphtheria toxoid.
- Two or more doses of live measles vaccine
- A single dose of live rubella vaccine.
- A single dose of live mumps vaccine.
- Three or more doses of oral poliomyelitis vaccine.
- A completed Hepatitis B series.
- At least one varicella or proof of immunity for all incoming 6<sup>th</sup> grade students.

**NO STUDENT WILL BE ALLOWED TO ATTEND SCHOOL WITHOUT A CERTIFICATE OF IMMUNIZATION SIGNED BY A PHYSICIAN.**

**TESTING:** All information derived from the State's testing is available to parents. Teachers will assist parents in reviewing and interpreting such data during report card conferences or upon request.

**MONIES:** If it is necessary that children carry money to school, it would be helpful if they could do so in a change purse or wallet that can be carried on their person. If sending money with your child to school for payment purposes, please secure it in an envelope marked accordingly. In general, students should be discouraged from bringing large sums of money (in cash form) to school.

**CAFETERIA:** Students eat their lunch in the cafeteria. The school provides well balanced, nourishing meals. The school lunch program is in operation from approximately 11:00 a.m. to 1:30 p.m. each day. Both hot and cold lunches are available. The lunch price for students is \$1.90. Students may bring money each day or apply money to their account. Students who use a lunch account are required to memorize their pin number. A monthly menu is distributed to the students the first of each month.

**PUBLIC INSPECTION AND COPYING OF RECORDS:** Request for access to records may be made by phone, letter, or in person to the appropriate school and office in which the records sought are kept. Records are available during regular business hours in each school. A fee of 25 cents per page will be charged for copies.

**STUDENT RECORDS:** Parents, legal guardians, or students who are 18 years of age or older, may have access to their child's or their own records. Requests to review these records will be made to the appropriate building principal or designated guidance counselor.

**STUDENT RIGHTS AND RESPONSIBILITIES:** The rights and responsibilities of students are outlined in detail in the first pages of the Wappingers Central School District Code of Conduct.

**CODE OF CONDUCT:** The Wappingers Central School District is committed to maintaining high standards of education for students in its schools. Because the District believes that order and discipline are essential to being educated effectively, the District is also committed to creating and maintaining high behavioral standards and expectations. This requires the development and implementation of a code of discipline that clearly defines individual responsibilities and provides for appropriate disciplinary options and responses. *Each student receives an updated copy of the District Code of Conduct during the first week of school. Please carefully review the pertinent sections of this booklet with your child and keep it available as a useful resource.*

**DISCRIMINATION:** No person, either singly or in concert with others, shall intimidate, bully, harass, or discriminate against any person on the basis of race, creed, color, national origin, religion, gender, age, marital status, sexual orientation, or disability.

**SEXUAL HARASSMENT:** The Board of Education recognizes that sexual harassment of students and staff is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying sexual harassment in school is essential to ensuring a healthy, non-discriminatory environment in which students can learn.

Students who believe they have been subjected to sexual harassment must, at the earliest possible time, report the incident to the building principal, guidance counselor, school social worker or school psychologist. Should the principal be the alleged harasser, the report should be made to the District Compliance Officer designated by the Board of Education. The District's Board Policy related to sexual harassment is posted in the Main Lobby.

**SCHOOL TRIPS AND FEES:** Students periodically have the opportunity to go on various educationally related field trips to off-campus locations. Sometimes these trips may require additional fees be paid. No student will be denied the opportunity to attend a school sponsored field trip because of an inability to pay a related fee. If a parent does not grant permission for his/her child to attend an off-campus field trip, then the student will spend the day in another classroom and appropriate work and activities will be scheduled for that child to complete.

**LOST AND FOUND:** Our school's lost and found is located in the cafeteria.

**CHILDREN'S CLOTHING:** It is advisable to have your child's clothing marked with his/her name. Because fresh air and exercise are vital to growing bodies, children are

allowed to go outside to the playground as much as possible. At all times, they should be dressed suitably for the weather and appropriately for school. Students wearing revealing clothing, such as, halter-tops, tube-tops, tank tops, spaghetti straps, large arm holed shirts, shorts or skirts that are too short will be asked to change. Students wearing clothing which contains or depicts bad language, inappropriate content, is discriminatory or degrading in any manner, encourages or advocates the use of illegal drugs, alcohol or violent activities will be asked to change. Students may not wear clothing that could hurt themselves or another student, such as high heels, flip flops, dangling earrings, hanging chains, spiked or heavy jewelry. Shocking hair color and piercing are discouraged since it tends to draw focus away from education and learning.

### **CELL PHONES**

While the possession of cell phones is not currently prohibited in the WCSD Code of Conduct, students may not keep the phones on their person during the school day. In addition, students must keep cell phones in the “off” position while at school and on the bus.

### **CLASSROOM SECURITY**

Following a teacher’s departure for the day, parents/guardians and students will not be able to reenter a locked classroom after school. Custodians are not permitted to be pulled away from their duties to open classroom doors, so that students can retrieve something they have forgotten. Classroom security is also an issue, since there are a number of community and sports organizations that use our school facilities during the after-school and evening hours. Although these organizations are assigned to specific locations within our school, there are occasionally instances when members of these groups are found in areas of the building away from their assigned locations. Consequently, when classroom doors remain locked, the after-hours security issues are greatly improved.

Remembering homework assignments and the necessary books and supplies to complete these assignments should become a habit for each student. Of course, from time to time, we understand that students are going to forget things that they were suppose to bring home. However, they must learn to accept the consequences if they have neglected to act in a responsible manner.

This policy is intended to enhance building safety and security and foster responsible student behavior with respect to end-of-the-day routines.

**EXTRA CURRICULA ELIGIBILITY POLICY:** In an effort to provide students with a well-rounded education experience, Kinry Road Elementary School has a number of before and after-school programs available. In order to participate in these activities, students are expected to make every effort to do their best academically and to respect the school rules and all individuals in the building. A student will not be allowed to participate in these activities if he/she is not making an effort by doing his/her homework and class assignments to the best of his/her ability. A student will not be allowed to participate if he/she continually acts in either an unsafe or disrespectful manner.

The decision to deny any student the privilege of participating in these extra curricular programs will be made jointly by the student’s teacher or activity advisor and the principal. If privileges are denied, the student and parent will be contacted. Our goal is to provide a safe and nurturing environment that is conducive to learning and growing academically, socially and emotionally.

## Helping Your Child with Homework

Teachers assign homework for a variety of reasons:

- To provide students with additional review and practice of what is being learned in the classroom
- To allow students to get ready for the next day's class
- To provide students with an opportunity to learn to use resources, such as libraries, reference materials, and encyclopedias
- To provide students with time to explore subjects more fully than time permits in the classroom
- To enable students to develop good habits and work ethic
- To teach children to work independently
- To encourage self-discipline and responsibility
- To develop time management skills which require meeting deadlines

Homework is meant to be a positive experience and encourage children to learn.

According to research studies from the U.S. State Department of Education, students who complete more homework score better on standardized tests and earn better grades, on the average, than students who do less homework. The difference in test scores and grades between students who do more homework and those who do less increases as children move up through the grades.

Children need to know that their parents and adults close to them think homework is important. Parents can support students with their homework by:

- **Setting a regular homework time** – Finding a regular time for homework helps children finish assignments. The best schedule is one that works for your child and your family. What works well in one household may not work in another. Of course, a good schedule depends in part on your child's age, as well as individual needs. For instance, one youngster may work best in the afternoon after an hour of play, and another may be more efficient after dinner (although late at night, when children are tired, is seldom a good time). Allow children to work with you to develop a schedule that works best for them. Outside activities, such as sports or music lessons, may mean that you need a flexible schedule. Your child may study after school on some days and in the evening on others. If there isn't enough time to finish homework, your child may need to drop an outside activity. Homework must be a high priority. Some families have a required amount of time that children must devote to homework or some other learning activity, such as reading, each school night (the length of time can vary depending upon the child's age). If a child knows they are expected to spend an hour doing homework and reading, they may be less likely to rush through assignments. A required amount of time may also discourage students from "forgetting" to bring home assignments.
- **Pick a place** – A study area should have lots of light, supplies close by, and be fairly quiet. A student area does not have to be fancy. A desk in the bedroom is nice, but for many youngsters the kitchen table or a corner of the living room works just fine.

- **Remove distractions** – Turn off the television and discourage social telephone calls during the homework time. Some youngsters work well with quiet background music, but loud noise from the stereo or radio is not OK.
- **Be a role model** – Children are more likely to study if they see you reading, writing, and doing things that require thought and effort on your part. Talk with your child about what you are reading and writing even if it is something as simple as making the grocery list. Tell them about what you do at work. Encourage activities that support learning. For example, educational games, library visits, walks in the neighborhood, trips to the zoo and museums, and chores that teach a sense of responsibility.
- **Find out what’s going on in school** – Ask your child what was discussed in class that day. If he/she doesn’t have much to say, try another approach. For example, ask your child to read aloud a story he/she wrote or discuss the results of a science experiment.
- **Monitor assignments** – Children are more likely to complete assignments successfully when parents monitor homework. How closely you need to monitor depends upon the age of your child, how independent he/she is, and how well he/she does in school. What ever the age of your child, if assignments are not getting done satisfactorily, more supervision is needed. Teachers’ expectations vary in regards to how much or how little they want parents involved in checking student assignments. If you are unsure, ask your child’s teacher what you should do. Should you just check to make sure the assignment is done, or should you do something more? Some teachers want parents to go over the homework and point out errors, while others ask parents to simply check to make sure the assignment is completed. It is also a good idea to ask the teacher to call you if any problems with homework come up. It is usually a good idea to check to see that your elementary school child has finished his/her assignments.
- **Monitor television and video game time** – American children on the average spend far more time watching television and playing video games than they do completing homework. Once you and your child have worked out a homework schedule, take time to discuss how much time he/she spends watching television and playing video games.

### **A Trip to the Principal’s Office**

Many of our students at Kinry Road Elementary School are new to our school each year. You may wonder under what circumstances students visit the principal’s office.

Students visit the principal’s office for a variety of reasons. They may need to report an incident, make an inquiry, use the phone, bring in a note, or simply talk. There are also times when students may be involved in an incident, either directly or indirectly, and during these times, it may be necessary for the principal to seek clarification about the details surrounding a particular incident. It is my practice to seek input and discuss the situation with each student prior to making a decision about an appropriate course of action; I appreciate it when students are forthright and explain what happened or what they would have done differently.

Do all students make mistakes at one time or another? Of course, and sometimes there will be consequences for these actions. However, the purpose of my conversations with students and any consequence that may be assigned is for them to learn from their mistakes. I try to make these situations a learning forum for your child. If necessary, I will apprise you of any situation that warrants your notification. *You can assist me by keeping the information on your emergency card up-to-date throughout the year.*

**WAPPINGERS CENTRAL SCHOOL DISTRICT  
SEXUAL HARRASSMENT POLICY #0110  
REGULATION**

This regulation is intended to create and preserve an educational and working environment free from unlawful sexual harassment 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" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature 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, or any other aspect of the student's education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's 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.

**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 invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc. In the event sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature are made by an adult toward a student, "unwelcomeness" shall be presumed;

3. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
4. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc;
5. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
6. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. clothing with sexually obscene or sexually explicit slogans or messages;
10. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.;
12. any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

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

### **Determining if Prohibited Conduct is Sexual Harassment**

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

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

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

### **Reporting Complaints**

Any person who believes he or she has been the victim of sexual harassment by a student, district employee or third party related to the school is required to report complaints as soon as possible after the incident in order to enable the district to effectively investigate and resolve the complaint. Victims are encouraged to submit the complaint in writing; however, complaints may be filed verbally. **Complaints should be filed with the Principal or the Title IX coordinator.**

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

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

### **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 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 and preventing the harassment of other students or employees.

### **Investigation and Resolution Procedure**

#### **A. Initial (Building-level) Procedure**

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

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

directed to the school attorney.

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

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

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

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

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

b. suggesting counseling and/or sensitivity training;

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

d. requesting a letter of apology to the complainant;

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

f. separating the parties.

8. Parent/Student/Employee Involvement and Notification

a. Parents of student victims and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct. In all other cases, parents shall be notified within 5 days.

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

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

d. The Principal or Title IX Coordinator (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the Superintendent. .

e. The investigator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the victim to report

immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.

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

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

If a complaint received by the Principal or the 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 the Title IX coordinator has a reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected by a district employee, the accused employee may 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 or his/her designee shall promptly investigate and resolve all sexual harassment complaints that are referred to his/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 shall be filed with or referred to the Board President, who shall refer the complaint to the school attorney or another 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 his/her designee (or in cases involving the Superintendent, the Board-appointed investigator) will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or his/her designee or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. In addition, victims have the right to register sexual harassment complaints With the U.S. Department of Education's Office for Civil Rights. Employee victims also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

### **Retaliation Prohibited**

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing 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, 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 the sexual harassment policy by engaging in prohibited sexual harassment will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

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

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

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

Vendors: Penalties may range from a warning up to and including loss of 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 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. All secondary school student body officers shall receive district training about the policy at the beginning of each school year.

All new employees shall receive information about this policy and regulation at new employee orientation. All other employees shall 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 shall receive yearly training on this policy, regulation and related legal developments.

Principals in each school and program directors shall 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 victim.