

The Regular Meeting of the Board of Education of Madison Central School was held on November 16, 2021 at 6:30 pm in the cafeteria.

MEMBERS PRESENT: Mrs. Laura Billings
Mrs. Jessica Clark
Mr. Mike Filipovich
Mrs. Brittany Rizzo
Mr. Jona Snyder
Mrs. Jennah Turner

MEMBERS ABSENT: Mrs. Jennifer Lavoie

OTHERS PRESENT: Mr. Jason Mitchell, Superintendent
Mrs. LeeAnn Cucci, Elementary Principal
Mr. Larry Nichols, MS/HS Principal
Mr. Brian Latella, Director of Curriculum
Mrs. Melanie Brouillette, Treasurer
Ms. Tracey Lewis, District Clerk

- I. Call to Order
 - a. Mr. Snyder, Vice President, called the meeting to order at 6:31 pm.
- II. Agenda Additions
- III. Consent Agenda
 - a. Approval of Agenda for This Meeting

MOTION # 1 - APPROVAL OF AGENDA

ON THE MOTION of Mrs. Rizzo, seconded by Mrs. Billings, the Board moved to approve the agenda for this meeting. Motion carried 6 yes, 0 no.

- b. Approval of Minutes
 - 1. October 19, 2021 Audit Committee Meeting Minutes
 - 2. October 19, 2021 Regular Meeting Minutes

MOTION # 2 - APPROVAL OF MINUTES

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the minutes from the October 19, 2021 Audit and Regular Meetings. Motion carried 6 yes, 0 no.

- IV. Public Forum
 - a. The FFA National Convention Presentation was provided by Mr. Bruno, Lily Reichert, Davin Peck, Brian Sitts and Zach Rollins. They spoke about their adventures at the Cleveland Zoo, Fair Oaks Farms, the rodeo, the college fair and career expo, the NCAA Museum, the Veteran Police and Fire Fighter Memorial, the sessions which included 60,000 people at each session, the American Farmer Degree which is the highest degree an FFA member can earn, the amazing extemporaneous and prepared speeches and the fact that each state in the United States sends one candidate to represent that state each year and this year the candidate representing NYS was Madison alum, State Officer Taylor Rollins.
- V. Reports
 - a. Treasurer
 - 1. Internal Claims Auditor's Report

MOTION # 2 - APPROVAL OF INTERNAL CLAIMS AUDITOR'S REPORT

ON THE MOTION of Mrs. Clark, seconded by Mr. Filipovich, the Board moved to approve the Internal Claims Auditor's Report Motion carried 6 yes, 0 no.

2. Treasurer's Report dated October 31, 2021

MOTION # 3 - APPROVAL OF TREASURER'S REPORT

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Clark, the Board moved to approve the October 31, 2021 Treasurer's Report. Motion carried 6 yes, 0 no.

3. Detail Warrants

MOTION # 4 - APPROVAL OF DETAIL WARRANTS

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Clark, the Board moved to approve the Detail Warrants as follow: Warrant Number 11 - Fund A - 10/1/21 - 4 pages, Warrant Number 13 - Fund A - 10/15/21 - 8 pages, Warrant Number 15 - Fund A - 10/29/21 - 5 pages, Warrant Number 14 - Fund A - 11/2/21 - 1 page, Warrant Number 4 - Fund TA - 11/2/21 - 4 pages, Warrant Number 6 - Fund C - 10/1/21 - 1 page, Warrant Number 7 - Fund C - 10/15/21 - 2 pages, Warrant Number 8 - Fund C - 10/29/21 - 2 pages, Warrant Number 2 - Fund FA22 - 10/1/21 - 1 page, Warrant Number 3 - Fund FA22 - 10/15/21 - 2 pages, Warrant Number 4 - Fund FA22 - 10/29/21 - 1 page. Motion carried 6 yes, 0 no.

4. The Financial Status Report was shared.
5. Mrs. Brouillette discussed and provided an explanation for the need to increase one of the Reserve Accounts which will be discussed later in the meeting.

b. Superintendent – Information Items

1. Mr. Mitchell explained the Madison County Test-to-Stay program which has been implemented by Madison School starting this week and discussed the limited amount of tests available.
2. Mr. Mitchell discussed the option to test symptomatic students, faculty and staff which also has been implemented this week.
3. Mr. Mitchell discussed the option of providing transportation to Out of District Interscholastic Athletics including the history of the process, availability, consensus from the Board on making this option available and the fact that currently we have a driver shortage to consider.
4. A Part Time Spanish Teacher, hired through BOCES, is hopefully going to become available starting next week to cover the absence of the previously hired BOCES Spanish Teacher.
5. Mr. Mitchell discussed the upcoming Capital Project which is entering the planning stages with several community members expressing interest in participating in the discussion after the canvas letter for interest went out to all members of the Madison School community. The first meeting will be held on November 30, 2021.
6. The American Rescue Plan Application was discussed, along with its anticipated usage and limitations.

c. Superintendent – Approval Items

1. Discussion and Approval of Uniform Guidance-Internal Controls

MOTION # 5 - APPROVAL OF UNIFORM GUIDANCE-INTERNAL CONTROLS

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the Uniform Guidance-Internal Controls document. Motion carried 6 yes, 0 no.

2. Discussion and Approval of June 2021 Reserves Report

MOTION # 6 - APPROVAL OF RESERVES REPORT

ON THE MOTION of Mrs. Rizzo, seconded by Mr. Filipovich, the Board moved to approve the June 2021 Reserves Report. Motion carried 6 yes, 0 no.

MOTION # 7 - APPROVAL TO INCREASE THE ACCRUED EMPLOYEE BENEFITS LIABILITY RESERVE

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the increase to the Reserve for Accrued Employee Benefits Liability (A867) by \$223,000 using Fund Balance. Motion carried 6 yes, 0 no.

3. Approval of combination for Girls JV and Varsity Volleyball with Morrisville Eaton for the 2021-22 season

MOTION # 8 - APPROVAL OF COMBINATION FOR GIRLS JV AND VARSITY VOLLEYBALL

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Rizzo, the Board moved to approve the combination for Girls JV and Varsity Volleyball with Morrisville Eaton for the 2021-22 season. Motion carried 6 yes, 0 no.

VI. Committee Reports

- a. None

VII. Policy

- a. The First Readings of the following policies was done at this time:
 1. Policy # 3005 entitled "Organizational Chart"
 2. Policy # 3101 entitled "Job Description: Superintendent of Schools"
 3. Policy # 3103 entitled "Job Description: Director of Curriculum, Instruction, & Special Education"
 4. Policy # 6104 entitled "Substitute Teachers"

VIII. Old Business

- a. None

IX. Board of Education Discussion Items

- a. None

X. New Business

- a. Personnel
 1. Appointments
 - a. Jenna Barlow - Non-Certified Substitute Teacher effective October 29, 2021
 - b. Robert Maggolino - Cleaner effective December 1, 2021

MOTION # 9 - APPROVAL OF APPOINTMENTS

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Rizzo, the Board moved to approve the appointments of Jenna Barlow as a Non-Certified Substitute Teacher effective October 20, 2021 and Robert Maggolino as a Cleaner effective December 1, 2021. Motion carried 6 yes, 0 no.

2. Coaching Appointments

- a. Amanda Rossi - Girls JV Basketball for the 2021-22 season
- b. Tyler Eaton - Volunteer Coach to Boys Basketball for the 2021-22 season

MOTION # 10 - APPROVAL OF COACHING APPOINTMENTS

ON THE MOTION of Mrs. Turner, seconded by Mrs. Billings, the Board moved to approve the Coaching Appointments of Amanda Rossi as Girls JV Basketball for the 2021-22 season and of Tyler Eaton as a Volunteer Coach to the Boys Basketball program for the 2021-22 season. Motion carried 6 yes, 0 no.

- b. CSE/CPSE Recommendations – in official packet

MOTION # 11 - APPROVAL OF CSE/CPSE RECOMMENDATIONS

ON THE MOTION of Mrs. Clark, seconded by Mrs. Rizzo, the Board moved to approve the CSE/CPSE Recommendations as provided in the official packet. Motion carried 6 yes, 0 no.

c. Principal / Director Reports

1. Mrs. Cucci shared events in the District including Fire Safety, Fall Festival with costume parade, the end of the 1st marking period with report cards scheduled to be mailed Friday, the parent/teacher conferences scheduled for Friday, the Gratitude Challenge, the Teacher/Spirit week incentive, the Yellow Dot campaign (Sprinkle Kindness) and the Square One Art Fundraiser.
2. Mr. Nichols shared items of interest at the middle and high school levels including his support of the test to stay program and the advantage of being able to keep kids in school, the beginning of the basketball season, the Giving Tree, and his appreciation to Amanda Barton for her dedication to the District as well as his staff for carrying on successfully during his recent time of absence.
3. Mr. Latella shared the success of the Smiling & Styling program, the hard work of the BOCES CTE students, his thanks for a wonderful SRP event, the fact that this is the 11th week of school already and the 2nd marking period has begun, the return of Olivia Wahl working with K-12 ELA teachers for 4 days next week and his applause to the students in the Talent Show and the FFA members excellent representation of the District at the recent FFA National Convention.

XI. Correspondence

- a. The Library Media Center Monthly Report for October 2021 was provided.

XII. Question & Answer Opportunity

- a. None

XIII. Executive Session

MOTION # 12 - ENTER EXECUTIVE SESSION

ON THE MOTION of Mrs. Rizzo, seconded by Mrs. Billings, the Board moved to enter into Executive Session at 7:32 pm with Mrs. Rizzo acting as temporary clerk to discuss negotiations with the Madison Teachers' Association. Motion carried 6 yes, 0 no.

XIV. Adjourn Executive Session

Mrs. Clark left at 8:03 pm.

MOTION # 13 - ADJOURN EXECUTIVE SESSION

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Turner, the Board moved to adjourn Executive Session at 8:24 pm. Motion carried 5 yes, 0 no.

XV. Adjournment

MOTION # 14 - ADJOURNMENT

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to adjourn for the evening at 8:24 pm. Motion carried 5 yes, 0 no.

GENERAL COMMITMENTS

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EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

I. Statement of Policy

- A. The Madison Central School District (the District) provides education programs and services, does business with vendors and the public, provides equal access to the Boy Scouts and other designated groups, and makes decisions regarding employment without consideration of an individual's race (including but not limited to hair texture and protective hair styles), color, creed, religion, national origin (regardless of English language skills), age, sex, sexual orientation, marital status, military or veteran status, disability, genetic information or predisposing genetic characteristics, arrest record, or prior criminal convictions, or domestic violence victim status; except when sex or age are a bona fide occupational qualification, when a criminal conviction is related to job duties, and when an individual's religion or disability warrants reasonable accommodation.
- B. Our commitment to provide education programs and services without discrimination includes participation in nonacademic and extracurricular services such as transportation, counseling services, student clubs, and physical education and athletics.
- C. Our commitment to provide employment without harassment, including sexual harassment, or discrimination includes recruiting, employment decisions, promotion opportunities, compensation, fringe benefits, workplace conditions, workplace discipline, and termination decisions.
- D. No student shall be subjected to harassment or bullying (as defined below) by employees or students on school property or at a school function. No student shall be subjected to discrimination based on a person's actual or perceived race (including but not limited to hair texture and protective hair styles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, (including gender identity or expression), or sex by another student or a school employee on school property or at a school function. This Policy does not prohibit a denial of admission into, or an exclusion from, a course of instruction that is permissible under the New York State Education Law and Federal Title IX of the Education Amendments of 1972; nor does it prohibit actions that are permissible under Section 504 of the Rehabilitation Act of 1973.
- E. ~~This~~ The goal of this Policy is to create a school environment that is free from discrimination, bullying and harassment. This Policy shall be interpreted and implemented so that the District complies with its obligations under Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Americans with Disabilities Act, the Age Discrimination in

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Employment Act, Section 201-g of the New York Labor Law, Section 504 of the Rehabilitation Act of 1973, the New York State Human Rights Law, and the New York State Education Law, as interpreted and enforced by applicable regulations.

II. Opportunities for Individuals with Disabilities

- A. Education Programs, Services, and Activities: A student with a disabling condition who qualifies for services under the Individuals with Disabilities Education Act (IDEA) and Part 200 of the Regulations of the Commissioner of Education shall receive services in accordance with Policy 8500, Special Education. A student with a condition that is considered a disability for purposes of Section 504 of the Rehabilitation Act of 1973, but does not qualify for services under Policy 8502, shall be provided educational programs, services, and activities in accordance with Section 504.
- B. Employment: An employee with a condition that is defined as a disability, or with a history of such a condition, and who is otherwise qualified to perform the essential functions of the position, shall not be denied any employment opportunity or benefit. When a reasonable accommodation will permit an applicant or employee to perform the essential functions of the position, the District will provide a reasonable accommodation that does not impose an undue burden upon the District.
- C. Public Accommodation: District facilities shall be designed, constructed, and maintained so that, when each part of the District's program is viewed in its entirety, that part of the program is readily accessible to handicapped persons. In addition to physical facilities, the District's website and other public-facing communication channels shall be designed and implemented to be accessible to all members of the public; provided that proposed accessibility measures do not fundamentally alter the features of the website or other communication channel, and do not result in an undue financial or administrative burden to the District; and provided further that the District shall not assume responsibility for the operation, content, or accessibility of third-party sites that may be accessed from a link on the District's website or other communication channels. Persons encountering difficulty accessing any District program or service, including physical facilities or digital communication channels, are encouraged to use the complaint process in this Policy to seek resolution of the problem.

III. Harassment Bullying and Discrimination Prohibited

A. General Standard of Conduct

No one who is receiving an education from the District, or who is employed by the District, or who is present on school property or at a school event, should

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experience harassment, bullying, or discrimination. The District's Code of Conduct prohibits harassment, bullying and discrimination and it applies to conduct by District employees, District students, and anyone else on school property or at a school event.

When determining whether particular conduct or statements are to be classified as prohibited harassment, the District will consider the intent of the person engaging in the conduct or making the statement; however, the determining factor will be whether the person at whom the conduct or statement was directed reasonably experienced the conduct or statement as unwelcome harassment.

B. Conduct Directed at a Student

Conduct (including verbal conduct) directed at a student will be classified as harassment or bullying if it either:

1. Creates a hostile environment that has or would have the effect of unreasonably and substantially interfering with
 - a. the student's educational performance, opportunities, or benefits; or
 - b. the student's physical, emotional, or mental well-being, or
 - c. causes, or would reasonably be expected to cause, harm to the student's emotional well-being through the creation of a hostile school environment that is so severe, or so pervasive, that it substantially and unreasonably interferes with the student's education.
2. Conduct that occurs off school property will be classified as a violation of this Policy if it creates, or foreseeably would create, a risk of substantial disruption within the school environment.
3. Conduct that occurs through electronic communication will be classified as a violation of this Policy if it otherwise fits the definition set forth in this section.

C. Conduct Directed at Someone Other than a Student

Conduct (including verbal conduct) directed at someone other than a student who is present on school property or at a school event will be classified as discrimination or harassment if it is motivated by that person's race (including but not limited to hair texture and protective hair styles), color, creed, religion,

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national origin, age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, and

1. It has the purpose or the effect of substantially interfering with the person's work performance; or
2. the person is explicitly or implicitly told that they must submit to that treatment in order to receive or continue to receive employment opportunities; or
3. a decision by the District about that person's employment is influenced by whether that person has submitted to the treatment or objected to it.

D. Also prohibited, as like sexual harassment, is the making of unwanted sexual advances, the making of any requests for sexual favors, and subjecting another person to any touching, teasing or other verbal communication of a sexual nature. The following describes some of the types of acts that may be unlawful sexual harassment:

1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation, or attempts to commit these assaults.
 - b. Intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or detriments;
 - b. Subtle or obvious pressure for unwelcome sexual activities;
 - c. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience which ~~are sufficiently severe or pervasive to~~ create a hostile work environment.

POLICY

Draft 12/3/2021

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- 3. Sexual or discriminatory displays or publications anywhere in the workplace, such as displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic.
- E. Anyone who feels that they have experienced prohibited discrimination or harassment should bring this to the District's attention by using the Complaint Procedure described below. Administrators and other supervisors who observe conduct that might constitute harassment, including sexual harassment, are required to report that conduct to the ~~Compliance~~ Title IX Coordinator.
- F. An employee, including supervisors and managers, who subject another employee to harassment, including sexual harassment, will be subject to disciplinary consequences, consistent with applicable laws and collective bargaining agreements.
- G. Conduct that occurs away from school property, such as on social media or at after-hours events, may violate this policy if it has a prohibited workplace impact.

IV. Strategy to Prevent Harassment, Bullying, and Discrimination

With the objective of preventing acts of harassment, bullying, or discrimination from interfering with any student's educational opportunities or sense of safety in school, the District will implement the procedures described in this Policy to:

- A. Expand student and employee awareness of the problem;
 - B. Train staff and instruct students about appropriate, non-discriminatory behavior;
 - C. Respond to reports of conduct that may violate this Policy; and
 - D. Implement corrective and restorative measures as appropriate, when unacceptable conduct occurs.
- V. ~~Compliance-Title IX~~ and Dignity Act Coordinator(s):

- A. The District's ~~Compliance~~ Title IX Coordinator for purposes of implementing this Policy shall be:

Mr. Larry Nichols, Building Principal
(315) 893-1878 ext. 204

The ~~Compliance-Title IX~~ Coordinator is responsible for receiving complaints of conduct that may violate this Policy and Title IX (sex discrimination), Title VI

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(race and national origin discrimination), or Section 504 or the Americans with Disabilities Act (disability discrimination); directing a thorough fact finding regarding those complaints; making a determination whether a violation of the Policy and federal law has occurred; overseeing the implementation of corrective action when necessary, including the making of reasonable accommodations for student or employee disabilities; making sure that this Policy has been publicized as required by law; keeping records of all reports of possible discrimination based on sex, race (including but not limited to hair texture and protective hair styles), national origin, or disability; and making recommendations for the updating of this Policy as necessary.

The ~~Compliance~~ Title IX Coordinator is responsible for fulfilling these responsibilities in the event of incidents involving adult conduct directed at other adults, adult conduct directed at students, and student conduct directed at other students.

- B. The principal of each school building is designated as the District's DASA Coordinator for that school building, and their names and contact information shall be included in the Code of Conduct and prominently displayed in each building. The DASA Coordinators are responsible for receiving complaints of conduct directed at students by adults or other students that may be harassment, bullying, or discrimination as described in Part I-D and Part III of this Policy; conducting a thorough fact-finding regarding those complaints; determining whether a violation of this Policy has occurred; overseeing the implementation of corrective action when required; and keeping accurate records of complaints received and action taken, as required by the State Education Department. The DASA Coordinators serve as the Superintendent's designee for purposes of Article 2-A of the Education Law (DASA).
- C. The ~~Compliance~~ Title IX Coordinator shall inform the DASA Coordinators of matters that involve conduct directed at students, and the DASA Coordinators shall evaluate those incidents for possible violations of DASA. The DASA Coordinators shall inform the ~~Compliance~~ Title IX Coordinator of matters that involve complaints of possible discrimination on the basis of sex, race (including but not limited to hair texture and protective hair styles), national origin, or disability and the ~~Compliance~~ Title IX Coordinator shall evaluate those incidents for possible violations of Title IX, Title VI, Section 504, and the Americans with Disabilities Act.
- D. When a report complains of possible discrimination by the ~~Compliance~~ Title IX Coordinator, or a DASA Coordinator, the Superintendent shall designate another school official to conduct the necessary fact-finding and make recommendations.

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VI. Complaint and Fact-finding Procedure:

- A. Report of Possible Harassment, Bullying or Discrimination: Attached to this Policy are Report of Possible Discrimination or Harassment and DASA Incident Reporting Form. The ~~Compliance~~ Title IX Coordinator and DASA Coordinators shall make sure that these forms are available in each school building, and their availability is known to those who may need to use it. The use of these forms is encouraged, but not required; the ~~Compliance~~ Title IX Coordinator or DASA Coordinators shall conduct a fact-finding inquiry anytime a written or oral report is received that contains enough information to reasonably investigate.
1. An employee or other adult may report possible discrimination or harassment directed at them or another employee or other adult to the employee's supervisor or directly to the ~~Compliance~~ Title IX Coordinator. If the report is about conduct by the ~~Compliance~~ Title IX Coordinator, the report may be made to the Superintendent. If an employee makes a verbal report, they shall be asked to make a written report and told of the availability of the Report form.
 2. A student may report possible harassment, bullying or discrimination directed at them or another student to any teacher, counselor, or school administrator. If a student makes a verbal report, they shall be asked to make a written report and told of the availability of the Report form. The person to whom the report is made is also responsible for reporting in writing their conversation and other available information to the DASA Coordinator or ~~Compliance~~ Title IX Coordinator. School staff shall be trained on how to receive and refer student complaints.
 3. A parent, school volunteer, or other member of the public who wishes to report possible harassment, bullying, or discrimination against a student shall make the report to the Superintendent, the ~~Compliance~~ Title IX Coordinator, a DASA Coordinator, or any administrator or teacher. If a verbal report is made, a written report shall be requested. The person to whom the report is made is also responsible for reporting in writing their conversation and other information to the ~~Compliance~~ Title IX Coordinator.
 4. District employees who either witness conduct directed at a student that may be harassment, bullying, or discrimination, or receive an oral or written report of such conduct, must report that to a DASA Coordinator. The employee must make an oral report to the DASA Coordinator within one school day, followed by a written report to a DASA Coordinator no more than two school days after their oral report.

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- B. Fact-finding Inquiry: Upon receiving a written report of possible harassment, bullying, or discrimination, the ~~Compliance~~ Title IX Coordinator or DASA Coordinator shall log the report, acknowledge in writing its receipt, and conduct a fact-finding inquiry designed to determine with a reasonable degree of probability what actually transpired.
1. The fact-finding inquiry should begin promptly after receiving the complaint, and be pursued with sufficient diligence to reach a conclusion within thirty (30) days after receipt of a written report.
 2. The inquiry should determine with as much detail as possible the sequence in which events occurred, the identity of each person involved and their respective roles, and the exact words spoken by each participant.
 3. The inquiry shall include an opportunity for any person who has been identified as possibly violating this Policy to respond to each assertion made against them.
 4. Interviews shall be scheduled and conducted in compliance with applicable provisions of New York law and collective bargaining agreements.
 5. Each person interviewed shall be reminded that they are protected by the non-retaliation provision of this Policy, and that they are bound by that provision.
- C. Resolution: The ~~Compliance~~ Title IX Coordinator or DASA Coordinator shall prepare a written fact-finding report describing what investigation was done, what conclusions have been drawn about what happened, a conclusion as to whether the conduct violated the District's Policy, and, if it did, what corrective action should be taken.
1. If the determination is that this Policy has not been violated, the person who made the report, and each person whose conduct was challenged, shall be told of that determination verbally and in writing. The person who made the report shall be told of the option to have the determination reviewed.
 2. If the determination is that this Policy has been violated, the person who made the report of possible discrimination shall be told of that determination verbally and in writing and, consistent with the confidentiality accorded to student and personnel records, told that appropriate corrective action has been taken to deter any repetition of the offending conduct. The person whose conduct violated the Policy shall

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have that explained to them, shall be told of the corrective action being taken by the District, and shall be told of the option to have the determination reviewed.

3. When the ~~Compliance~~ Title IX Coordinator or DASA Coordinator verifies the occurrence of harassment, bullying, or discrimination directed at a student, the school shall take prompt action that is consistent with the District's Code of Conduct and is reasonably calculated to end the harassment, bullying, or discrimination to eliminate any hostile environment; to create a more positive school culture and climate; to prevent a recurrence of the behavior; and to ensure the safety of the student(s) at whom the conduct was directed.
 - a. Responsive actions shall be measured, balanced, and age-appropriate.
 - b. Responsive actions shall follow a progressive model and make appropriate use of intervention, education, and discipline.
 - c. Responsive actions shall vary according to the nature of the offending behavior, the developmental age of the person engaging in the behavior, and the prior history of problem behaviors by the person engaging in the conduct.
- D. Report to Law Enforcement Agency: When a DASA Coordinator believes that conduct has occurred that constitutes criminal conduct, the Coordinator shall promptly notify the Superintendent, and the Superintendent shall promptly notify the appropriate law enforcement agency.
- E. Confidentiality: It shall be explained to anyone making a report or providing information about a report that the District does not reveal information about reports or the fact-finding process except to the extent necessary to fulfill its legal obligations to make as complete an inquiry as possible and to take appropriate corrective action when discrimination has occurred. Every witness interviewed during the fact-finding inquiry shall be instructed not to discuss the complaint or the investigation with anyone else, except as may be privileged by law.
- F. Special Fact-finder: The Superintendent is authorized to appoint a special fact-finder to carry out the responsibilities of the ~~Compliance~~ Title IX Coordinator or DASA Coordinator when the Superintendent concludes that the circumstances of a particular report warrant that action, and the special fact-finder shall fulfill the responsibilities of the ~~Compliance~~ Title IX Coordinator described in this policy.

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- G. Immediate Corrective Action: The Superintendent has discretion to implement immediate corrective action, pending the completion of a fact-finding inquiry, to protect an individual when the Superintendent concludes that the circumstances of a particular report warrant that action.
- H. Review of Coordinator's Determination: If a person who initiated a report of possible discrimination, or a person whose conduct was challenged by a report of possible discrimination, is not satisfied with the determination of the ~~Compliance~~ Title IX Coordinator (or other designated investigator), they may request that the determination be reviewed by the Board of Education.
1. A request for Board review must be made in writing, filed with the Board Clerk within ten (10) business days of receiving the written notice of the determination.
 2. The person requesting review shall provide a written explanation of their objection(s) to the determination, including the corrective action taken, if any. That statement shall be filed with the Board Clerk at least five (5) business days before the Board meeting at which the review will be conducted.
 3. Board discussion of the determination and the objection(s) made shall take place in executive session. Board action to adopt or change the determination shall be take place in a public session.
- I. No Retaliation: No employee or student shall take a retaliatory action, or request or cause anyone else to take a retaliatory action, against any person who, in good faith, reports information about a possible violation of this Policy to a District employee or to the Commissioner of Education or to a law enforcement agency, or who initiates a report, or encourages another person to initiate a report, or testifies or assists or participates in the investigation of a report, or complaint by the District or a governmental agency.
- VII. Remedial Measures When This Policy is Violated:
- A. An employee found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) in the course of their employment will be subject to discipline, up to and including termination. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct) and applicable statutes and collective bargaining agreements.
 - B. A student found to have engaged in prohibited harassment, bullying or discrimination against another person (whether a District employee, District

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student, or member of the public) while participating in a school activity or on school property will be subject to discipline. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct), the New York State Education Law, and any other applicable statutes.

- C. Any other person found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property may have their future access to school activities limited, as deemed appropriate under the circumstances.

VIII. Dignity Act Coordinators

- A. The Board appoints at least one staff member at each school to serve as the Dignity Act Coordinator for that school, upon the recommendation of the Superintendent. Each person designated for this role shall be instructed in the provisions of Article 2-A of the Education Law and thoroughly trained in methods to respond to human relations in the areas of race (including but not limited to hair texture and protective hair styles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
- B. The name and contact information for each Dignity Act Coordinator shall be publicized as follows:
- listing such information in the Code of Conduct posted on the District's website;
 - including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;
 - including such information in at least one mailing per school year to parents and persons in parental relation, and in additional mailings if the information changes;
 - posting such information in a highly visible location in each school building; and
 - making such information available at the District office and each school building office.

The publication of this information shall also inform students and persons in parental relation to students that the Dignity Act Coordinator is available to speak with them if they have witnessed possible discrimination or harassment or

GENERAL COMMITMENTS

Policy is Required

EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

bullying, or if they have experienced treatment that may be prohibited discrimination or harassment or bullying.

- C. In the event a designated Dignity Act Coordinator vacates that position, the Superintendent shall immediately designate an interim Coordinator pending appointment by the Board. In the event that a Coordinator is unable to perform the duties of the position for an extended period of time, another staff member shall be immediately designated by the Superintendent as an interim Coordinator pending return of the previous Coordinator to the position. Contact information for the new Coordinator shall be distributed as provided above.

IX. Training and Publication of Policy

- A. All District employees will be provided with a copy of this policy. Online access to a printable copy of this Policy will satisfy this requirement.
- B. All students and their families will be notified at the beginning of the school year, or at the time of enrollment, of this Policy, the conduct expectations established by it, and how they may request accommodation of a disability or initiate a complaint or report possible discrimination, harassment or bullying.
- C. A summary of this Policy shall be posted as part of the District's website, and shall be distributed periodically with District publications.
- D. The Superintendent shall ensure that all District employees receive training designed to meet the following objectives each year in an interactive format:
1. discourage the development of harassment, bullying, and discrimination;
 2. make employees aware of the effects on students of harassment, bullying, cyberbullying, and discrimination;
 3. raise the awareness and sensitivity of employees to potential harassment, bullying, and discrimination;
 4. enable employees to prevent harassment, bullying, and discrimination;
 5. enable employees to respond to harassment, bullying, and discrimination;
 6. inform employees about social patterns of harassment, bullying, and discrimination, including that based on a person's actual or perceived race (including but not limited to hair texture and protective hair styles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; and

GENERAL COMMITMENTS

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EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

7. strategies for effectively addressing the problems of exclusion, bias, and aggression in an educational setting.
- E. The Superintendent shall develop and implement guidelines:
1. for the development of nondiscriminatory instructional and counseling methods to be used by District staff.
 2. for the development of measured, balanced and age-appropriate responses to instances of harassment, bullying and discrimination by students, with remedies and procedures following a progressive mode that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors, and are consistent with the Code of Conduct; and
 3. include safe and supportive school climate concepts in curriculum and classroom management.
- F. The District shall develop and implement a program of instruction in grades Kindergarten through Grade 12 to include a component on civility, citizenship and character education in accordance with Education Law.
1. 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.
 2. Instruction on the principle of respect for others shall discourage acts of harassment, bullying, and discrimination.
 3. Instruction on the principle of tolerance, respect for others, and dignity shall seek to instill an awareness and sensitivity to harassment, bullying, discrimination, and civility in the relations of people of different races (including but not limited to hair texture and protective hair styles), weights, national origins, ethnic groups, religious, religious practices, mental or physical disabilities, sexual orientation, genders (including gender identity or expression), and sexes.
 4. This shall include instruction about safe and responsible use of the internet and electronic communications.

Policy is Required**EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)**

- X. Other Available Remedies for Unlawful Discrimination and Harassment, including Sexual Harassment:
- A. In addition to this Policy, District employees and other persons visiting or doing business with the District are protected from discrimination and harassment, including sexual harassment, by New York State and federal law. There also may be applicable local laws.
 - B. The New York State Human Rights Law prohibits discrimination in employment and public accommodations, including sexual harassment. Your rights can be enforced by a complaint filed with the New York State Division of Human Rights or by filing a complaint in New York State Supreme Court.
 - 1. You may learn more about your rights under the Human Rights Law by calling the Division's toll-free telephone number (888-392-3644) or visiting the Division's website (www.dhr.ny.gov).
 - 2. You may file a complaint with the Division within one year of the event you feel was harassment. You do not need a lawyer to file a complaint with the Division. The Division will investigate your complaint and make a determination whether unlawful harassment occurred. If a public hearing is required, the Division will provide an attorney. The Division may seek monetary damages on your behalf.
 - 3. You may start a lawsuit in Supreme Court within three years of the event you feel was harassment. You can start a lawsuit yourself (pro se), but you should retain a lawyer who is familiar with court procedures.
 - C. Federal Laws, including Title VII of the Civil Rights Act of 1964, also prohibit discrimination in employment and public accommodation, including sexual harassment. Your rights can be enforced by filing a charge of discrimination with the United States Equal Employment Opportunity Commission (EEOC).
 - 1. You may learn more about your rights under federal law by calling the EEOC's toll-free number (800-669-4000) or visiting the EEOC's website (www.eeoc.gov).
 - 2. You may file a charge with the EEOC within three hundred (300) days of the event you feel was harassment. You do not need a lawyer to file a charge with the EEOC.
 - 3. The EEOC will investigate your charge. If it determines that unlawful discrimination occurred, the EEOC will attempt to obtain a remedy on your

GENERAL COMMITMENTS

Policy is Required

EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT (INCLUDING SEXUAL HARASSMENT)

behalf through a conciliation process. If that is not successful, you will be given a right to sue in court.

- D. If you are subjected to unwanted physical touching, coerced physical confinement, or unwanted sex acts, the conduct may constitute a crime and you should consider contacting the local police department.

Madison Central School District

Legal Ref: Title IX, Education Amendments of 1972 (20 USC §1681, 45 CFR. Part 86); §504, Rehabilitation Act of 1973 (29 USC §794, 45 CFR Part 84); 28 CFR 35.107(b), 34 CFR 104.7(b), 106.8(b), 109.9; NYS Human Rights Law, (Article 15, NYS Executive Law); 8 NYCRR §§100.4, 135.4, 141.1 and 200; Civil Rights Act of 1964, Title VI and VII (42 USC §§2000d and 2000e); NYS Education Law, Article 2-A and §§3201 and 3201-a; Americans with Disabilities Act of 1990 (42 USC §§12101-12213, 29 CFR Part 1630); Age Discrimination in Employment Act (29 USC §§621-634); EEOC guidelines (29 CFR Part 1609.1 and 1609.2); and NYS Labor Law §201-g.

Cross Ref: 0010.1, Report of Possible Discrimination or Harassment; 0010.2, DASA Incident Reporting Form; 1006, Code of Conduct; 8500, Special Education Programs and Services; 8502, Programs for Students with Disabilities under section 504

Adopted: 1984

Revised: 09/21/95, 08/20/98, 08/21/12, 08/20/13, 06/15/16, 12/19/18, _____

Regulation

Draft 12/3/2021

0010.2

GENERAL COMMITMENTS

DASA INCIDENT REPORTING FORM

To be completed by person reporting the incident (or the person receiving the complaint and/or investigating the incident)

School: _____ Dignity Act Coordinator: _____

Position: _____ Today's date: _____

Name of person reporting incident: _____

Role of person reporting incident (Check one)

Student Target Student (witness) Parent/Guardian Staff Member Other _____

Phone: _____ Email: _____

Name of target: (student being bullied, harassed, or discriminated against)

Name(s) of alleged offender(s):

Date(s) and time(s) of incident(s):

What was your involvement in the incident?

I was directly involved in the incident I observed the incident I heard about the incident

Where did the incident happen? (Check all that apply)

On school property Classroom Hallway Bathroom Cafeteria Gym Locker Room At a school function On a school bus Off school property Electronic Communication Other (describe): _____

Type of incident (Check all that apply)

Physical contact (kicking, punching, spitting, tripping, pushing, taking belongings)
 Verbal threats (gossip, name-calling, put-downs, teasing, being mean, taunting, making threats)
 Psychological (non-verbal actions, spreading rumors, social exclusion, intimidation)
 Abuse (actions or statements that put an individual in fear of bodily harm)
 Cyberbullying (misusing technology/social media to harass, tease, threaten, post pictures (sexting))
 Other (describe): _____

Who was involved in the incident?

Student Employee Both student and employee

INSTRUCTION

DASA INCIDENT REPORTING FORM

Describe the specific nature of the incident. What happened? (Be as specific as possible). What did the alleged offender say or do? Include any copies of text messages, emails, etc. if possible.

(Add extra pages if needed)

If there were any adults in the area when this happened, what did they do?

Types of bias involved (if known): (Check all that apply)

- Race
- National origin
- Religious practice
- Gender
- Other (describe) _____
- Color
- Ethnic group
- Disability
- Sex
- Weight/size
- Religion
- Sexual orientation
- hair texture and protective hair styles

Names of others who may have witnessed the incident:

Was the student absent from school as a result of the incident?

- No
 - Yes
- Number of days student was absent: _____

Does the situation continue to occur?

- Yes
- No

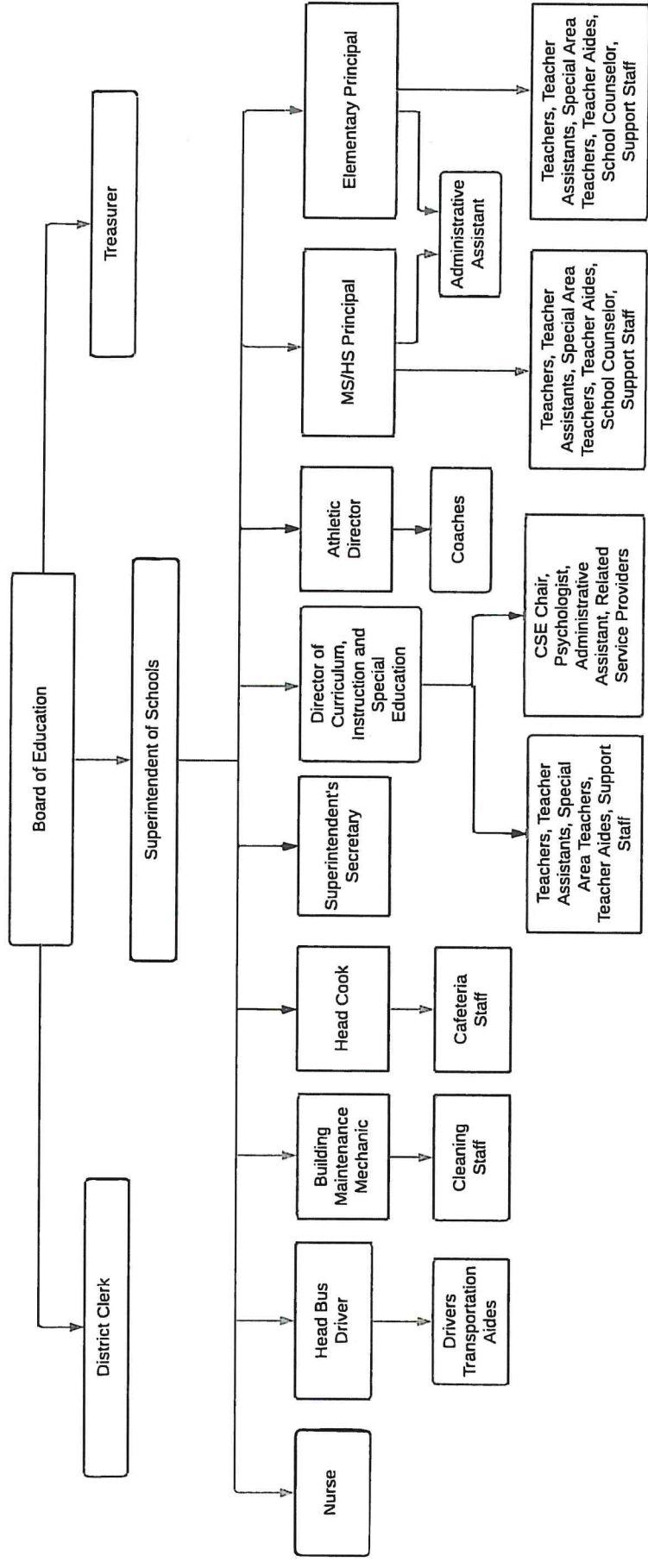
What do you think should be done about the situation?

You can contact the school administrator, Dignity Act Coordinator, counselor, or other staff member (whoever you are most comfortable with) for information or assistance at any time.

Madison Central School District

Approved by the Superintendent: 12/19/18, _____

ORGANIZATIONAL CHART



Madison Central School District
Superintendent Approved: _____

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

- I. Job Title: Superintendent of Schools
- II. Qualifications: As determined by New York State Law and local Board of Education.
- III. Reports To: Board of Education
- IV. Terms of Employment: Twelve months a year with salary and other contract terms to be established by the Board of Education and as stated in contract.
- V. Supervises:
1. Director of Curriculum, Instruction, and Special Education
 - ~~1.2~~ District Treasurer
 - ~~2-~~ Principals
 - ~~3-~~ Central Office Staff
 - 4- Legal Advisors and other consultants
 - ~~5-~~ Professional Staff
 - ~~6-~~ Non-Instructional Staff
- VI. Role: To provide leadership in the development and maintenance of the highest standards of educational excellence in the Madison Central School District with overall responsibility for all aspects of public education.
- VII. Major Functions and Responsibilities
- A. Administrative Management
1. Serves as the Executive Officer of the Board of Education.
 2. Attends meetings of the Board and serves as an ex-officio member.
 3. Working with the Board President and Vice President prepares the agenda for Board Meetings.
 4. Advises the Board on policy changes/revisions.

POLICY

Draft 12/13/21
3101

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

5. Collaborates with the Board in developing long and short-range goals and objectives and plans for implementation and coordinates District Wide priorities.
6. Maintains directly or through delegation such personnel records, pupil accounting records, business records and other records which are required by law and by Board Policy.
7. Delegates responsibilities to the members of the management team according to the performance responsibilities found in their job descriptions and coordinates and evaluates the members of the management team.
8. Oversees the processing and submission of required reports.
9. Acts on own discretion if action is necessary in any matter not covered by Board Policy and reports such actions to the Board as soon as practical.
10. Supervises the effective administration of all applicable laws, regulations, and policies.
11. Oversees the administration of all aspects of the educational programs of the School District.

B. Personnel Administration

1. Assumes the final responsibility in recommending to the Board the recruitment, selection, assignment, promotion, dismissal and evaluation of all personnel in conjunction with other administrators.
2. Directs the contract negotiations with employee organizations and reports to the Board.
3. Supervises the implementation of all aspects of negotiated agreements with employees.
4. ~~Insures~~ Ensures that all employees have job descriptions in their possession and that comprehensive evaluations are conducted on each employee a minimum of once a year.
5. Acts to interpret for all staff Board policies, state laws relating to education, and rulings of the Commissioner of Education.

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

6. Coordinates the work of the Administrative Staff and central office staff and fosters a management team approach.
 7. Exercises the power to make decisions relative to personnel that may not be covered by specific Board policy or education law.
- C. Facilities and Equipment Planning and Management
1. Evaluates and recommends to the Board the most effective productive use of School District buildings and equipment.
 2. Oversees the maintenance of District owned facilities and equipment and annually submits a detailed five year maintenance plan to the Board.
 3. Directs such studies to be conducted as the Board deems appropriate regarding short range and long range use of facilities.
 4. Recommends to the Board the sale of facilities and equipment as determined to be excess.
- D. Curriculum Planning and Instructional Growth
1. Administers, as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of community.
 2. Conducts a periodic audit of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
 3. Recommends to the Board for its adoption all courses of study, curriculum guides and major changes in text and time schedules to be used in the schools.
 4. Directs staff members of the district to attend such regular meetings, special meetings and work sessions of the Board as are necessary for interpreting the educational program.
 5. Supervises the elementary and secondary (grades K-12) programs, out of district placements, special education, determining educational programs, and assuring safety and security.

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

6. Supervises the program development function to assess program needs, develop curriculum, and develop staff development inservice.
7. Remains informed of educational developments and innovations and translates them to the local instructional improvement.

E. Financial Planning and Management

1. Supervises the preparation and presentation of the annual budget for Board approval.
2. With the Treasurer, oversees the general fiscal management of the School District's financial affairs.
3. Oversees the administration of the annual District financial plan and long range financial goals.
4. Oversees the processing and submission of required reports to the State Education Department.

F. School Community Relations

1. Represents the school before the public and maintains through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the pubic informed as to the activities, needs and successes of the schools.
2. Confers periodically with professional lay groups concerning the school district instructional program, and transmits to the Board suggestions gained from such conferences.
3. Informs and advises the Board about the programs, practices and problems of the school district, and keeps the Board informed of the activities operating under the Board's authority.
4. Represents the district in its dealings with other school systems, institutions, agencies, community organizations and the general public.
5. Is responsible for the development, writing and publishing of the ~~bi-~~monthly school district newsletter.

G. Student Relations

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

1. Confers periodically with student groups about the school district instructional program and transmits to the Board suggestions gained from such conferences.
2. Provides instructions through administrative staff to students to implement Board Policy.
3. Approves the special transfer of students from neighboring districts when, in the Superintendents opinion, conditions in each case warrant such action.
4. Assists the chairperson of the District Committee on Special Education with the implementation and evaluation of those students recommended for special education programs.
5. With the Principals, oversees the development and maintenance of student handbooks and program schedules.

H. Policy Administration

1. Oversees the development and maintenance of policy handbooks for Board of Education, Instructional and Non-Instructional staff members.
2. Supervises the development of and administration of federal and state-funded projects for both students with special needs and the general student population including required periodic reports of varying natures.

I. Professional Growth

1. Keeps informed of progress and new developments in education. Assumes responsibility for own professional growth and development.
2. Conducts an ongoing evaluation of professional growth and proficiency.
3. Manages personal work time effectively to maximize work productivity.
4. Oversees the development of and maintenance of ongoing programs of inservice growth and development.

VIII. Evaluation

The performance of this job will be evaluated annually in accordance with Board Policy and contractual agreements.

POLICY

Draft 12/13/21
3101

ADMINISTRATION

JOB DESCRIPTION: SUPERINTENDENT OF SCHOOLS

Madison Central School District

Adopted: 1984, 11/19/98

Revised: 09/09/04, 09/17/13, _____

JOB DESCRIPTION: DIRECTOR OF CURRICULUM, INSTRUCTION,
& SPECIAL EDUCATION

- I. Summary
 - A. The Director of Curriculum, Instruction, & Special Education shall be a tenure position with terms and conditions of employment stipulated in an agreement with the Board of Education.
 - B. The Director of Curriculum, Instruction, & Special Education shall report directly to the Superintendent of Schools.
- II. Duties and Responsibilities
 - A. Curriculum and Instruction Responsibilities
 - 1. Oversee all ESSA programs and requirements.
 - 2. Assist in the development and coordination of budget items that pertain to curriculum, instruction and staff development.
 - 3. Develop, review and revise District-wide plans, including Professional Development Plan, AIS/RTI plan, etc.
 - 4. Supervise and coordinate Title I programs, home schooling, home tutoring, homeless students, and student residency.
 - 5. Work with building principals and teams to develop and implement the school improvement process (data analysis, goal setting, action plans, etc).
 - 6. Assist in the evaluation and revision of academic programs, grading and assessment, and their effect on student achievement.
 - 7. Guide development, implementation, and evaluation of orientation, mentoring, curriculum work, and in-service training programs for professional personnel.
 - 8. Assist in keeping the community informed about the curriculum and instructional programs and design and implement feedback from staff, parent, student, and community members regarding curriculum and instruction.
 - 9. Lead in the development of grading policies, report cards and honor roll policies.

POLICY

Draft 11/16/21

ADMINISTRATION

3103

JOB DESCRIPTION: DIRECTOR OF CURRICULUM, INSTRUCTION,
& SPECIAL EDUCATION

10. Coordinate all elementary and middle school testing and scoring.
11. Maintain curriculum and instruction website.

B. Special Education Duties and Responsibilities

1. Supervise the Chairperson of the Committee on Special Education and Committee on Preschool Special Education.
2. Serve, as necessary, as a member of the Special Education and Section 504 Committees.
3. Supervise the clerical staff assigned to the special education department.
4. Supervise and evaluate the programs and services of the school psychologist(s), speech therapist(s), occupational therapist(s), physical therapist(s), and school social worker(s).
5. Become familiar with and inform appropriate instructional and non-instructional staff members of instructional alternatives, new programs and services, agencies serving special education students, and new regulations and/or procedures.
6. Prepare the special education annual report for the Board of Education and maintain pupil counts and other records related to special education students in PreK-12.
7. Facilitate the implementation of special education placements with appropriate building personnel and parents/guardians.
8. Maintain enrollment data for students placed in BOCES programs, other public school and private school special education programs.
9. Initiate child find procedures to identify all students with disabilities.
10. Oversee the maintenance of pupils' CSE records.
11. Provide in-service training programs for regular and special education personnel.
12. Facilitate District activities during compliance reviews.
13. Evaluate the continuum of services and make recommendations for improvement.

POLICY

Draft 11/16/21

ADMINISTRATION

3103

JOB DESCRIPTION: DIRECTOR OF CURRICULUM, INSTRUCTION,
& SPECIAL EDUCATION

14. Coordinate and arrange student support services.
15. Assure appropriate student IEPs are developed, distributed and implemented.
16. Monitor and ensure efficient budget control for special programs PreK-12, including STAC and Medicaid reporting and billing.
17. Ensure procedural safeguards and due process procedures are followed for special education students in accordance with Education Law.
18. Navigate the Impartial Hearing process when necessary.
19. Oversee data collection and submission as required by law or regulation.

C. Other

1. Assist in the recruitment and selection of faculty and staff.
2. Attend all Board of Education meetings.
3. Perform related duties as assigned by the Superintendent.

III. Qualifications

New York State School District Leader Certification or equivalent.

Madison Central School District

Approved by Superintendent: _____

SUBSTITUTE TEACHERS

The District establishes the following procedures relative to Substitute Teachers:

I. Recruitment and Selection

- A. Candidates for substitute teaching positions must ~~fill out the "Substitute Teacher Application Form" and return it to the District Clerk.~~ Apply on the online application system for educators (OLAS).
- B. Copies of teaching certificates, transcripts, and/or other pertinent data should also be sent to the District Clerk to expedite the application process. All substitute teacher candidates for the middle/high school must have a minimum of two years of post secondary education.
- C. Applicants may be scheduled for an interview with an appropriate administrator.
- D. Substitute teachers shall be approved on the basis of certification, personal qualifications and the administrative interview. All substitutes must have fingerprint clearance.
- E. Substitute teachers shall be selected by the Building Principals (or others who have this responsibility) from an available list approved by the Superintendent. The list shall be periodically updated.
- F. Substitute teachers should inform the Office of the Superintendent when they are no longer available for substitute work or of other restrictive circumstances.
- G. Substitutes will receive a written request annually to reapply for the next school year.

II. Compensation

Substitute compensation will be determined annually by the Board of Education.

III. Duties of the Substitute Teacher

- A. Each building will have written guidelines for substitute teachers. The substitute teacher should review all such guidelines in a particular building.
- B. The substitute teacher is expected to be at school at least twenty (20) minutes before school opens, and may leave after school is dismissed. Substitute teachers should report to the school office upon arrival to obtain keys and instructions.

POLICY

Draft 11/16/21

6104

PERSONNEL

SUBSTITUTE TEACHERS

- C. All regular and other assigned duties of the regular teacher are to be assumed by the substitute teacher. (I.E. bus, hall and cafeteria duties.)
- D. The substitute teacher shall complete all forms required by the Building Principal.
- E. All information regarding students is to be considered strictly confidential.
- F. Check the office mailbox of the absent teacher before school, at noon and before leaving the building at night.
- G. Make the school day as productive as possible based on the plans left by the regular teacher, carrying on all classes and other assignments of that person.
- H. Report to the office at the end of the day and place in the teacher's mailbox a summary of the work accomplished.

IV. General Provisions:

- A. Be on time.
- B. Report in at the Main Office.
- C. Look over regular teacher's plans ahead of class, if possible.
- D. Follow the regular teacher's plans as closely as possible.
- E. Be friendly to students.
- F. Never criticize the regular teacher's methods.
- ~~G. Use the better students in class if subject matter is unfamiliar.~~
- H-G. Leave a note for the regular teacher describing work covered and any irregularities in students' behavior.
- I-H. Report serious violations of good conduct immediately.
- J-I. Report departure at the end of the day at the Main Office.

V. Code of Conduct

SUBSTITUTE TEACHERS

Substitute teachers should be familiar with the District's Code of Conduct (Policy No. 0040).

Discipline cases should be referred to the Building Principal's office.

VI. Administrative Responsibilities

Substitute teachers shall be employed only from the approved list provided by the Superintendent. Whenever possible, teachers qualified within a subject matter area shall be assigned to substitute teach within that area.

- A. The job of the Principal in relation to the substitute teacher is to create a system that acquaints the substitute with building and system-wide procedures. Therefore, the Principal and/or designee shall:
 1. Help acquaint the substitute teacher with the building:
 - a) Cafeteria and gymnasium
 - b) Teachers' lounge and rest rooms
 - c) Fire exits and fire extinguishers
 - d) Individual classrooms
 2. Have the substitute teacher introduced to teachers of the same grade level and other staff members.
 3. Have the substitute teacher taken to the homeroom:
 - a) Check over lesson plans with the substitute.
 - b) See that appropriate textbooks, manuals, seating charts and seatwork (elementary) are available.
 4. Have procedures explained for:
 - a) Taking lunch count
 - b) Cafeteria procedure
 - c) Recess and dismissal
 - d) Taking attendance
 - e) Special pupil classes -- speech, band, vocal music, etc.
 5. Make sure the substitute teacher knows where help may be obtained for any type of emergency.

SUBSTITUTE TEACHERS

~~B. The green form, "Substitute Teachers Report", shall be completed for each substitute on the first day of work and sent to the Personnel Clerk for review by the District Superintendent. An oath of allegiance must also be signed.~~

~~B.~~ Unsatisfactory service by a substitute teacher should be reported as soon as possible to the Superintendent for removal from the approved list.

VII. Regular Teacher's Responsibilities

In order to aid the substitute teacher in doing the assigned job as well as possible, it is necessary for the regular teacher to plan each day as though a substitute were going to take over. A notice of absence should be given as far in advance as possible.

It is suggested that the teacher:

- A. Leave plans that are clearly outlined and easily followed.
 - ~~1. Completed plans should be crossed out.~~
 - ~~2-1.~~ Plans should note pages in books and manuals.
 - ~~3-2.~~ If a project or unit of work has been started, a detailed plan must be attached to the plan book.
- B. Have Teacher's Manuals, desk copies of textbooks and seat classwork (elementary) available.
- C. Leave an up-to-date seating chart.
- D. List daily duties on plan book.
- E. Attach the class schedule to the plan book.
- F. Leave ~~important~~ information ~~about any child~~ regarding accommodations or modifications for specific students.
 - ~~1. Physical defect, e.g. sight, hearing, epilepsy.~~
 - ~~2. Emotional instability.~~
- G. List of Reading, Arithmetic and other groups.
- H. List names of pupils for special classes; e.g. speech, band, chorus, etc.

SUBSTITUTE TEACHERS

- I. Specify any special plan for classroom procedure.
- J. Names of pupils who can be of help to the substitute teacher.
- K. Each teacher should prepare his/her class for the event of a substitute teacher assignment.

Madison Central School District

Adopted: 1984

Readopted: 03/18/99

Revised: 01/08/08, 04/21/15, _____