

The Workshop Meeting of the Board of Education of Madison Central School was held on June 7, 2022 at 6:30 pm in the auditorium.

**MEMBERS PRESENT:** Mrs. Laura Billings  
Ms. Jessica Clark  
Mr. Mike Filipovich  
Mrs. Jennifer Lavoie  
Mr. Jona Snyder - 7:00 pm  
Ms. Jennah Turner

**MEMBERS ABSENT:** Mr. Brett Reiter

**OTHERS PRESENT:** Mr. Jason Mitchell, Superintendent  
Mr. Larry Nichols, MS/HS Principal  
Mr. Brian Latella, Director of Curriculum  
Ms. Tracey Lewis, District Clerk

- I. Call to Order
  - a. Mrs. Lavoie, president, called the meeting to order at 6:30 pm.
- I. Agenda Additions
- II. Consent Agenda
  - a. Approval of Agenda for this meeting

**MOTION # 1 - APPROVAL OF AGENDA**

ON THE MOTION of Mr. Filipovich, seconded by Mr. Snyder, the Board moved to approve the agenda for this meeting. Motion carried 5 yes, 0 no.

- b. Approval of Minutes
  1. May 17, 2022 Regular Meeting Minutes

**MOTION # 2 - APPROVAL OF MINUTES**

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the May 17, 2022 Regular Meeting minutes. Motion carried 5 yes, 0 no.

- III. Public Forum
  - a. Sergeant Krystyna Feola presented information to the Board regarding an SRO (School Resource Officer) for the District. Currently, Madison County Sheriff's Office serves 10 Madison County school districts. There are only 3 school districts in Madison County that are not a part of this program. An SRO is not for discipline. An SRO is employed to help enforce the rules already in place at the district. Most SRO are retired police officers with 20 plus years of experience but they also are required to have an additional training for working with juveniles called MDT (multi-disciplinary training). SRO are most often armed with a handgun and will dress as agreed upon with each district. The officer can assist with reviewing camera footage of incidents and monitoring of all areas of the campus. The cost of an SRO is split between the Sheriff's Office and the district with the district paying \$19,000 and the Sheriff's Office paying \$18,000 per year for a set number of days of service to the district plus any negotiated vacation days. SRO can be present for searches but do not participate in said search. SRO can participate in the District's Safety Team meeting and offer suggestions and may work extra events at an additional cost to the district. There is also the option of having a STAR (school threat assessment response team) provided by the Sheriff's Office at no cost to the district. The Star team will provide ongoing support services and periodic review of risk factors for the district.

Mr. Snyder arrived at 7:00 pm.

IV. Reports

a. Superintendent – Information Items

1. The Board thanked Sergeant Feola for the School Resource Officer review and discussed the information provided.
2. The Board of Education Meeting schedule for 2022-23 was provided for review.
3. The Board Member List for 2022-23 was provided for review.
4. The list of upcoming Board Member Training dates was shared.
5. Discussion on the shot clock and scoreboard rates was held and will be further reviewed.
6. Mr. Mitchell shared that the District has not heard back from the parents regarding the Challenge to Instructional Materials which was mailed home.

b. Superintendent – Approval Items

1. Approval of Reorganizational Meeting date of July 5, 2022 at 6:00 pm

**MOTION # 3 - APPROVAL OF REORGANIZATIONAL MEETING DATE**

ON THE MOTION of Ms. Turner, seconded by Mr. Filipovich, the Board moved to approve July 5, 2022 at 6:00 pm as the date for the annual Reorganizational Meeting. Motion carried 6 yes, 0 no.

2. Approval of the Madison Teachers' Association Contract for July 1, 2022 - June 30, 2025

**MOTION # 4 - APPROVAL OF MADISON TEACHERS' ASSOCIATION CONTRACT**

ON THE MOTION of Mrs. Billings, seconded by Mr. Snyder, the Board moved to approve the Madison Teachers' Association Contract for July 1, 2022 through June 30, 2025. Motion carried 6 yes, 0 no.

3. Approval of MOU between Madison Central School and the Non-Instructional Union regarding Salaries for the 2022-23 school year

**MOTION # 5 - APPROVAL OF MOU REGARDING SALARIES**

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the MOU (Memorandum of Understanding) between Madison Central School and the Non-Instructional Union regarding salaries for the 2022-23 school year. Motion carried 6 yes, 0 no.

4. Approval of Non-Resident Student Applications for 2022-23
  - a. One student entering PreK
  - b. One student entering grade 7
  - c. One student entering grade 11

**MOTION # 6 - APPROVAL OF NON-RESIDENT APPLICATIONS**

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to approve three applications for Non-Resident Students for the 2022-23 school year as listed. Motion carried 6 yes, 0 no.

5. Approval of contract with Olivia Wahl for the Summer of 2022
6. Approval of contract with Olivia Wahl for the 2022-23 school year

**MOTION # 7 - APPROVAL OF WAHL CONTRACTS**

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to approve the contracts with Olivia Wahl for the Summer of 2022 and for the 2022-23 school year. Motion carried 6 yes, 0 no.

7. Approval of Bond Resolution

**MOTION # 8 - APPROVAL OF BOND RESOLUTION**

ON THE MOTION of Mr. Filipovich, seconded by Mr. Snyder, the Board moved to approve the Bond Resolution. Motion carried 6 yes, 0 no.

8. Approval of Education Law 2-d Opt-In

**MOTION # 9 - APPROVAL OF EDUCATION LAW 2-d OPT-IN**

ON THE MOTION of Mrs. Billings, seconded by Ms. Turner, the Board moved to approve the Education Law 2-d Opt-In. Motion carried 6 yes, 0 no.

9. Approval of creation of new scholarship entitled Coralie Webb Edwards MCS Class of 1948 Valedictorian Award to be given annually beginning in June 2022

**MOTION # 10 - APPROVAL OF CREATION OF SCHOLARSHIP**

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to approve the creation of the Coralie Webb Edwards MCS Class of 1048 Valedictorian Award to be given annually beginning in June 2022. Motion carried 6 yes, 0 no.

10. Approval to surplus current wheelchair

11. Acceptance of donation of a wheelchair from the Oriskany Falls American Legion

**MOTION # 11 - APPROVAL TO SURPLUS AND ACCEPT DONATION OF NEWER WHEELCHAIR**

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the surplus of the current wheelchair and the acceptance of the donation of the newer wheelchair from the Oriskany Falls American Legion. Motion carried 6 yes, 0 no.

V. Board of Education Discussion Items

a. None

VI. New Business

a. Personnel

1. Appointments

a. Emily Koniewicz - Full-Time Probationary Cleaner effective June 6, 2022 as per contract

**MOTION # 12 - APPROVAL OF APPOINTMENT**

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the appointment of Emily Koniewicz as a Full-Time Probationary Cleaner effective June 6, 2022 as per contract. Motion carried 6 yes, 0 no.

2. Leave Requests

a. Kim Holic - additional unpaid leave days - morning runs for May 2 and 3, 2022

b. Darcy Schenk - Unpaid Leave days for June 16 and 22, 2022

**MOTION # 13 - APPROVAL OF LEAVE REQUESTS**

ON THE MOTION of Mr. Filipovich, seconded by Mrs. Billings, the Board moved to approve the unpaid leave requests as listed for Kim Holic and Darcy Schenk. Motion carried 6 yes, 0 no.

VII. Question & Answer Opportunity

a. None

b. A reception in honor of Mr. Filipovich's service to the Board was held at this time.

VIII. Executive Session

a. To discuss the Superintendent's contract

b. To discuss the employment history of a particular employee

**MOTION # 14 - ENTER EXECUTIVE SESSION**

ON THE MOTION of Mr. Snyder, seconded by Mr. Filipovich, the Board moved to enter Executive Session at 7:18 pm with Ms. Clark acting as temporary District Clerk to discuss the Superintendent's contract and to discuss a personnel matter. Motion carried 6 yes, 0 no.

IX. Adjourn Executive Session

**MOTION # 15 - ADJOURN EXECUTIVE SESSION**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adjourn Executive Session at 8:11 pm. Motion carried 6 yes, 0 no.

X. Adjournment

**MOTION # 16 - ADJOURNMENT**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adjourn for the evening at 8:12 pm. Motion carried 6 yes, 0 no.

# MADISON CENTRAL SCHOOL DISTRICT

**PROJECT SAVE**  
**(Safe Schools Against Violence In Education)**  
**DISTRICT-WIDE SCHOOL SAFETY PLAN**  
**as required by Commissioner’s Regulation 155.17**

## INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, as well as from natural and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Madison Central School District (“District”) supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District-wide cooperation and support of Project SAVE.

## SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES

### Purpose

The Madison Central School District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Board of Education, the Superintendent of Schools appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan

### A. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

Board of Education Representative: J. Lavoie;
Administration Representative: J. Mitchell, L. Nichols, B. Latella, L. Cucci
Teacher Representative: J. Burdick, M. Bruno
Parent Representative: K. Peavey
Student Representative: A. Nichols
School Safety Personnel: J. Angrisano (BOCES), Sgt. Krystyna R. Feola (Madison Co. Sheriff Dept.)
Other School Personnel: M. Brouillette, C. Post, L. Gallagher RN, J. Pieters-Hayduke

## **B. Concept of Operations**

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual building-level emergency response plans.
- The Superintendent of Schools or his/her designee will serve as the District Chief Emergency Officer. Responsibilities include: facilitate safety training for school district personnel, ensure the school's building-level emergency response plan is up-to-date each year, make sure drills (evacuation and lock down) occur as per Education Law §807, and aid in policy development and decision-making for security technology.
- This Plan has been developed using the New York State Education guidance document as well as checklists and other resources provided by the BOCES Safety Office. It has been reviewed and revised by members of the District-wide School Safety Team prior to public comment.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions, including Crisis Response, may be supplemented by involving County and State resource through established protocols.

## **C. Plan Review and Public Comment**

- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The District-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, building-level emergency response plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level emergency response plans will be supplied to both local and State Police within 30 days of adoption.
- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at District Main Office.

## SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

### A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan includes the risk probability checklist and the results of this evaluation.

### B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include: **See Appendix 10 for general response guidelines.**

- School cancellation (prior to start of day)
- Early dismissal
- Evacuation
- Sheltering (Shelter-in-Place, Hold-in-Place, Lockout, Lockdown)

The confidential Building-level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

**See Appendix 10 and Appendix 11 for general response guidelines.**

Emergencies include, but are not limited to:

Anthrax/Suspicious Mail	Hazardous Material Exposure
Bomb Threat	Intruder
Building and/or Campus Evacuation	Lock-Out Procedures
Building Collapse/Earthquake	Medical Emergencies
Bus Accident	incl. Infectious Disease Response
Crime Scene/Break-In	Missing Student
Drugs and Drug Dealers	Public Demonstration
Emergency Numbers	Sexual Assault
Fights	Suicide
Fire/Explosion	Weapons
Gas Odor/Leak	Weather
Go Home Plan	

### C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the confidential Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in the confidential Building Level Emergency Response Plans.

The following functions are available to assist in the event of an emergency:

Function	Role, skill, or assignment
School Nurse	First Aid/Medical
CPR/ First Aid Trained staff	First Responders

Head Custodian	Physical Plant
Transportation Supervisor	Bus drivers
Counselors/School Psychologist	Crisis Team
Volunteer Staff	Suspicious Object Identification Team

**Additional District Resources Available for Use in an Emergency**

During an emergency, the District has the following resources available:

<b>Equipment</b>	<b>Location</b>
Defibrillator	Internal and Fire Department – via 911
Smoke ejectors	Fire department – via 911
Emergency lighting	Each building
Portable fire extinguishers	Building-wide and each bus
Spill cleanup / absorbent materials	Custodial Dept.
First aid Supplies	Nurses Office

**D. Procedures to coordinate the use of school resources during emergencies**

The District uses the Incident Command System model for emergency actions. For District-wide emergencies, the Chief Emergency Officer will be the Superintendent of Schools or his/her designee. In building-level emergencies, the Chief Emergency Officer or designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the confidential Building Level Emergency Response Plan. Building-level Incident Command staff is identified in the confidential Building Level Emergency Response Plans.

The Incident Command System for the District, and for individual buildings, is better defined in Appendix 8 of this plan.

**E. Annual multi-hazard school training for staff and students.**

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Superintendent of Schools, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing plans will be revised in response to post-incident evaluations of these drills.

Training procedures and framework are included in Appendix 3.



## **F. Staff development**

- All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application.
- Provision for staff development with respect to school violence prevention, intervention, and response will be included in professional development plans.
- School violence prevention and intervention training for all staff will be included annually in a superintendent's conference day.

Superintendent will be responsible for implementing instructional staff development programs.

Superintendent will be responsible for non-instructional staff development with respect to school violence.

Staff development resources and other related information are listed in Appendix 3.

## **SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE**

### **A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school**

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence. A listing of policies and their respective policy numbers are included in Appendix 4 of this document (see also District Code of Conduct.)

### **B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident**

Law enforcement officials will be contacted by the Chief Emergency Officer (Superintendent or designee) in line with the confidential Building Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. In most cases, law enforcement agencies will be contacted through the 911 system which will dispatch the appropriate agency. Appendix 9 includes a table listing district buildings and closest response agencies with contact names and numbers for use in non-emergency situations.

### **C. Appropriate response to emergencies**

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The confidential Building Level Emergency Response Plans detail the appropriate response to such emergencies. See Appendix 9 for general response agency listing.

**D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal**

The District will contact appropriate parents, guardians or person in parental relation via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the confidential Building Level Emergency Response Plans. See Appendix 12 for television and radio station listing.

**SECTION IV: COMMUNICATION WITH OTHERS**

**A. Procedures for obtaining assistance during emergencies from emergency services organizations and local government agencies**

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. District’s local emergency management office information:

<b>Emergency Management Office</b>
Emergency Management Office - Dan Degear, Wampsville, NY 315-366-2789

**B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law**

In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response. In large-scale emergencies, the Superintendent may be assisted by the BOCES District Superintendent or their designee. On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance

The District will rely on the advice of the local emergency management office listed above.

**C. A system for informing all educational agencies within the District of a disaster**

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. A list of these agencies and the contact information is located in Appendix 1.

**D. Maintaining certain information about each educational agency located in the school district**

The following information concerning educational agencies located within the district is included with the confidential Building-level Safety Plans:

- School population
- Number of staff
- Transportation needs, and

- Business and home telephone numbers of key officials of each such educational agency Home telephone numbers will be maintained by the district office to maintain confidentiality.

The Superintendent or their designee will ensure that this information is current and accurate. See Appendix 1 for school enrollment and transportation information.

**SECTION V: PREVENTION AND INTERVENTION STRAGIES**

**A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures**

The District utilizes visitor sign-in and identification badges. Additionally, employment reference checks and fingerprinting are conducted according to SAVE requirements for all staff. Clerical staff (sign-in log) and staff (hall monitoring) receive annual violence prevention training. The following security measures are in place:

<b>Security measure</b>	<b>Purpose</b>
Single Entry Point	To control building access.
Sign-in Procedure	To identify and log visitors and purpose/location of visit.
Hall Monitoring	General expectation of staff to monitor halls as needed.
Fingerprinting	Background checks for all new hires after July 1, 2001
Staff and Visitor Badges	To identify staff and visitors in the school building
Video Surveillance	To provide additional monitoring capability

Also see Appendix 6

**B. Policies and procedures for the dissemination of informative materials**

The District recognizes that the most current data caution against profiling students that have the potential for violence. However, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behavior; maintain a team of qualified staff to evaluate threats and other potentially violent behaviors.

The District is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff. See Appendix 3.

**C. Prevention and Intervention Strategies**

The District continues to develop and investigate various strategies regarding violence prevention and intervention such as:

- |   |                                       |
|---|---------------------------------------|
| Ophelia’s Girls                                   | Restorative Practices                 |
| Character Education/ Second Step                  | Dignity for All Students Act Training |
| Elementary “Lunch Bunch” Counseling               | M&M Mentoring                         |
| PBIS (Positive Behavior Intervention and Support) | Connected Community Schools           |
| ICAN  | Kelberman Center                      |
| Others based on District needs                    |                                       |

**D. Strategies for improving communication among students and between students and staff, and for the reporting of potentially violent incidents**

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District will continue to explore strategies and programs based on the District's needs.

The campus referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the District Code of Conduct. Additionally, student counselors are available each day for students to share information where the source can remain confidential.

**E. Description of duties, hiring and screening process, and required training of hall monitors and other school personnel**

See Appendix 7

**SECTION VI: RECOVERY**

**A. Post-Incident Response**

The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the confidential Building-level Plan.

**B. Disaster Mental Health Services**

The Superintendent, or their designee, will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Plan. During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

**C. Communicable Disease Public Health Emergency Continuation of Operations Plan (incl. Site Essential Workers)**

See Appendix 13

# APPENDICES

## Appendix 1:

Listing of all school buildings covered by the District-wide school safety plan with addresses of buildings, and contact names and telephones numbers of building staff.

<b>Building Name</b>	<b>Address</b>	<b>Contact Name</b>	<b>Telephone Number</b>
Madison CSD	7303 State Rt. 20	Superintendent	315-893-1878
<b>Enrollment and Transportation</b>			
<b>445 students/86 staff</b> <b>9 Buses</b> <b>1 Handicapped Bus</b> <b>1 Suburban vehicles</b> <b>1 Van</b>			

Listing of other educational agencies (day care, parochial school, pre-school, etc.) located within the District:

<b>Educational Agency</b>	<b>Address</b>	<b>Contact Name</b>	<b>Telephone Number</b>

In an emergency, the Superintendent or his designee will notify these agencies as appropriate.

### EDUCATIONAL AGENCIES

<b>Mr. Scott Budlemann</b>	<b>(BOCES)</b>	<b>361-5510</b>
<b>Dr. Ravo Root</b>	<b>(Camden)</b>	<b>245-4075</b>
<b>Mr. Shawn Bissetta</b>	<b>(Canastota)</b>	<b>697-2025 Ext. 6302</b>
<b>Mr. William Dowsland</b>	<b>(Hamilton)</b>	<b>824-6300</b>
<b>Mr. Gregory Molloy</b>	<b>(Morrisville-Eaton)</b>	<b>684-9300</b>
<b>Mr. Matthew Carpenter</b>	<b>(Oneida)</b>	<b>363-2550</b>
<b>Mr. Peter Blake</b>	<b>(Rome)</b>	<b>334-7434</b>
<b>Mr. Corey Graves</b>	<b>(Stockbridge)</b>	<b>495-4400</b>
<b>Ms. Martha Group</b>	<b>(VVS)</b>	<b>829-2520</b>

Home telephone numbers are maintained in the district office.

## **Appendix 2:**

### **District-wide Risk Determination**

Using the Risk Probability Checklist on p. 13, and the recommendations of local law enforcement and emergency response personnel, the District has determined that the following risks apply to all district buildings:

Winter storms and blizzards  
High winds  
Severe thunderstorms  
Hazardous materials  
Transportation accidents

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In addition, the District recognizes that every school building has the potential for violent incidents, including:

Hostage Situation  
Weapons Incident  
Kidnapping  
Intruder  
Threats of Violence  
Bomb Threat

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The District has determined that the following buildings have the potential for additional emergency situations based upon their proximity to external hazards (dams, flood prone areas, industrial sites, etc.) or to internal hazards.

### **Building Risk Determination**

<b>Building</b>	<b>Address</b>	<b>Internal Hazards</b>	<b>External Hazards</b>
Madison CSD	Rt. 20	Science storage - Chemical Storage - Drone Battery Storage	Rt. 20 Transportation
		Kitchen	Bus fuel storage
			Propane Gas

## RISK PROBABILITY CHECKLIST

	YES	NO	COMMENT
1. Has your region ever been short of water due to <b>drought</b> conditions? Natural Hazard: Drought and Extreme Heat	X		
2. Have you ever felt an <b>earthquake</b> tremor while in your community? Natural Hazard: Earthquake	X		
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire		X	
4. Have <b>forest fires</b> ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire		X	
5. Do you live in a state having great or moderate risk from <b>landslides</b> occurring? Natural Hazard: Landslide		X	
6. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow		X	
7. Has your community ever experienced a <b>winter storm</b> ? Natural Hazard: Winter Storms and Blizzards	X		
8. Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards.		X	
9. Is your community in an area visited by thirty or more <b>thunderstorms</b> per year? Natural Hazard: Severe Thunderstorms		X	
10. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane	X		
11. Has your state ever been crossed by the path of a <b>hurricane</b> ? Natural Hazard: Hurricane	X		
12. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods		X	
13. Have <b>floods</b> or <b>flash floods</b> ever affected your home or community? Natural Hazard: Floods and Flash Floods		X	
14. Do <b>tornadoes</b> present a major or moderate risk to your region? Natural Hazard: Tornado		X	
15. Do you live in a western state that has been or might be affected by ashfall from a <b>volcanic eruption</b> ? Natural Hazard: Volcanic Hazard		X	
16. Are there any factories, warehouses, or disposal areas near your community which produce or use toxic chemicals or other <b>hazardous materials</b> ? Technological Hazard: Hazardous Materials		X	
17. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident	X		
18. Have major <b>transportation accidents</b> ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident		X	<b>Route 20 and Route 12B</b>
19. Is your district within a fifty-mile radius of a <b>nuclear power facility</b> ? Technological Hazard: Radiological Incident		X	
20. Are there any <b>radioactive waste</b> dump sites in your state? Technological Hazard: Radiological Incident		X	
21. Are there any man-made <b>dams</b> built along the river nearest your district? Technological Hazard: Dam Disaster		X	

## Appendix 3:

- I. Violence prevention, intervention, and response staff development programs for instructional and non-instructional staff will be included in Superintendent’s Conference Day plans as follows:

### **Instructional Staff**

<b>School Year</b>	<b>Dates</b>	<b>Topic(s)</b>
2022 – 2023	Superintendents Day	Mental Health/ Violence Prevention
2022 – 2023	Annual	Right-to-Know
2022 – 2023	Annual by Sept. 15th	Emergency Preparedness
2022 – 2023	Annual	Dignity for All Students Act

### **Non-Instructional Staff**

<b>School Year</b>	<b>Dates</b>	<b>Topic(s)</b>
2022 – 2023	Annual by Sept. 15th	Mental Health/ Violence Prevention
2022 – 2023	Annual	Right-to-Know
2022 – 2023	Annual by Sept. 15th	Emergency Preparedness
2022 – 2023	Annual	Dignity for All Students Act

- II. The annual “Go Home” Drill will be conducted on the day before spring vacation unless otherwise determined by the District Superintendent in consultation with the superintendents of schools.
- III. During the 2022 – 2023 school year, the following drills and exercises will be conducted:

### **Training, Drills, and Exercises**

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and Emergency Management Team exercise.

When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. The following drills and/or exercises will be conducted in the 2022 – 2023 school year:

<b>Date</b>	<b>Description of drill or exercise</b>
Spring	“Go Home” drill – Students and Staff
As required by law	8 Fire Drills- Students and Staff
As required by law	4 Lockdown Drills – Students and Staff
Annual	Emergency Response Training – All Staff
Annual	Bus Evacuation Drills – Students and Staff
As needed	Tabletop exercises - Staff



## **Appendix 4:**

The Madison Central School District policies related to school violence and emergency planning are included in this appendix.

1. Code of Conduct (1006)
2. School Vandalism (5101)
3. Loss & Destruction of District Property (5102)
4. Fire Safety (5002)
5. District-wide Safety Plans and Building-level Emergency Response Plans (5001)
6. Bus Conduct (5500)

## **Appendix 5:**

Insert regulation references here

- 155.17
- Executive Law 2-B
- Other

## **Appendix 6:**

Insert policy (or policy number) regarding building security, school safety officers, and dissemination of informative materials here.

1. Visitors to the School (1003)
2. Code of Conduct (1006)

## **Appendix 7:**

Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.

Administration- It is the duty of the Administration to screen and recommend candidates for employment in the Madison Central School by reviewing qualifications, checking work and related references and conducting interviews to assess fitness for employment.

Superintendent's Secretary- It will be the responsibility of the Records Access Officer to train and maintain training to oversee the Fingerprinting process of all candidates for employment in the Madison Central School.

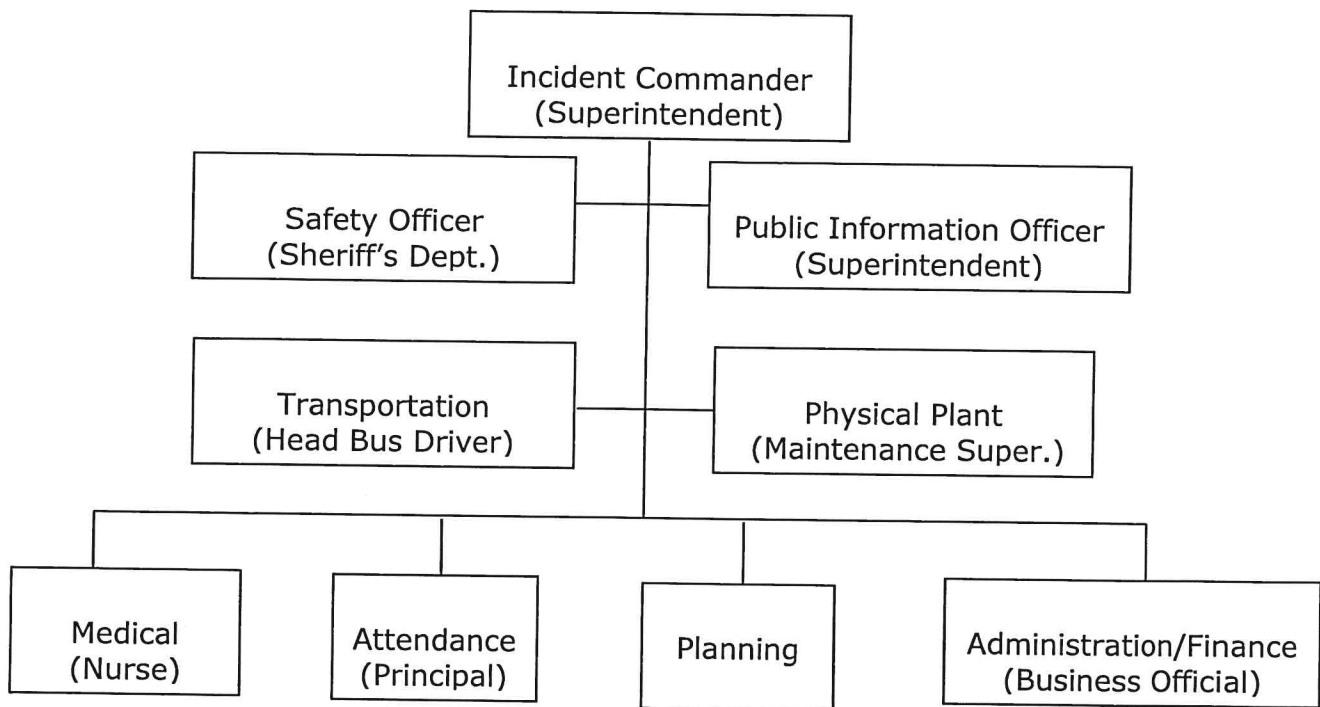
Fingerprinting- Fingerprinting and associated criminal background checks conducted as required, for all employees hired after July 1, 2001, according to Project SAVE.

Clerical Staff- Clerical staff require school visitors to sign visitor log and assign visitor identification badge. Clerical staff also sign out school visitors and collect returned visitor badges.

School Staff- All school staff are expected to monitor hallways and ensure visitors are properly identified.

## Appendix 8:

### Madison Central School District Incident Command



- ❑ **Incident Commander/Chief Emergency Officer** – Responsible for the direction of the District response in a District-wide emergency (Superintendent) or the building response in a building-level emergency (Building Administrator).
- ❑ **Public Information Officer** – Complies and releases information to the news media.
- ❑ **Safety Officer** – Monitors the District response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- ❑ **Liaison** – Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.
- ❑ **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- ❑ **Operations** – Responsible for directing the implementation of action plans and strategies for incident resolution.
- ❑ **Logistics** – Responsible for providing all resources (personnel, equipment, facilities, services) required for incident resolution.
- ❑ **Planning/Intelligence** – Responsible for collecting, evaluating and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.
- ❑ **Administration/Finance** – Responsible for all cost and financial matters related to the incident.

## Appendix 9:

### Madison Central School District

#### Closest Response Agencies

**In an emergency, dial 911.** They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

<b>Building</b>	<b>Law Enforcement</b>	<b>Fire</b>
Madison CSD	Contact: Sheriff Dept.	Contact: Madison Fire Dept.
	Phone #: 315-366-2318	Phone #: 315-893-1893
	Contact: NY State Police	
	Phone #: 315-684-9550 (Morrisville)	
<b>NYS Electric and Gas (NYSEG)</b>		
NATURAL GAS ODOR or EMERGENCY	Contact: GENERAL INFO	
	Phone #: 1-800-572-1111	
<b>Madison Town Supervisor</b>		
	Contact: Greg Reuter cell - 315-794-4441	
	Town Clerk Phone #: 315-893- 7020	
<b>Augusta Town Supervisor</b>		
	Contact: Sue Collins	
	Phone #: 315-843-4811	
<b>Propane Service</b>		
	Contact: Center State Propane	
	Phone #: 315-841-4044	
<b>Town Road Commissioners</b>		
Town of Madison	Contact: Roy Kirley	Home #: 315-893-7114
	Phone #: 315-893-1814	Cell Phone #: 315-723-7114
Town of Augusta	Contact: Phil Eaton	
	Phone #: 315-843-4811	Cell Phone #: 315-269-5335
<b>County Road Commissioners</b>		
Madison County	Contact: Joseph Wisinski Highway Supt. (Days)	Contact: Rick Durant Operations Mgr.
	Phone #: 315-366-2221	Phone #: Cell - 315-264-3668
Oneida County	Contact: Mark Laramie Phone #: 315-793-6213	Contact: Christopher Hryb (midnights - Nov. - April)
		Phone #: 315-793-6224 Cell #: 315-525-5540
<b>Poison Control</b>		
	Contact: General Info	
	Phone #: 1-800-222-1222	

## **APPENDIX 10:**

### **Protective Action Options**

The following actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
- Early dismissal
- Evacuation
- Sheltering (Shelter-in-Place, Hold-in-Place, Lockout, Lockdown)

### **School cancellation**

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact local media.

### **Early dismissal**

- Monitor situation
- If conditions warrant, close school.
- Contact Transportation Supervisor to arrange transportation.
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries.
- Retain appropriate district personnel until all students have been returned home.

### **Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)**

- Determine the level of threat.
- Contact Transportation Supervisor to arrange transportation.
- Clear all evacuation routes and sites prior to evacuation.
- Evacuate all staff and students to pre-arranged evacuation sites.
- Account for all student and staff population. Report any missing staff or students to the Superintendent.
- Make determination regarding early dismissal; contact local media to inform parents of early dismissal if implemented.
- Ensure adult supervision or continued school supervision/security.
- Set up an information center where parents may make inquiries.
- Retain appropriate district personnel until all students have been returned home.

### **Sheltering sites (internal and external)**

- Determine the level of threat.
- Determine location of sheltering depending on nature of incident.
- Account for all students and staff. Report any missing staff or students to the Superintendent.
- Determine other occupants in the building.
- Make appropriate arrangements for human needs.
- Take appropriate safety precautions.
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- Retain appropriate district personnel until all students have been returned home.

## **APPENDIX 11:**

### **Responses to Acts of Violence: Implied or Direct Threats**

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Building-level plan includes specifics to potential emergency situations that would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Superintendent of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, including the possible use of the Emergency Response Team.

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

### **Acts of Violence**

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plans. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact law enforcement.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

### **Response Protocols**

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the confidential Building-level Plans. The following protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures



## **APPENDIX 12:**

### **Notification and Activation (Internal and External Communications)**

In the event of a violent incident, the Superintendent will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the appendix of each Building-level Emergency Response Plan.

The Superintendent will notify all educational agencies within the district in the event of an emergency by use of telephone, fax, email, or other appropriate communication.

In the event of a disaster or an act of violence, the BOCES District Superintendent, or his designee, will be notified as appropriate.

Parents, guardians or persons in parental relation to the students will be notified in the event of an early dismissal by means of Blackboard Connect and local media including television stations and the district website.

In the event of a violent incident, Blackboard Connect will be used to contact staff and parents using the contact information provided on the Student Information System.

In the event of certain large-scale weather emergencies, the NOAA weather radio emergency alert system may be used to obtain information.

Below are various media outlets the district may use for emergency communications.

#### **TV Stations**

**WSTM-TV & WTVH**

**WIXT-TV/ WUTR-TV**

**WKTV**

**YNN**

#### **Newspaper**

**Utica O.D. – Website**

## **APPENDIX 13:**

### **Madison Central School COMMUNICABLE DISEASE PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN**

[In the event the NYS Governor declares a public health emergency involving a communicable disease as per NYS legislation S8617B/A10832 signed into law on September 7, 2020]

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#### **DEFINITIONS**

**"Personal protective equipment"** shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

**"Site-Essential"** shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

**"Non-site-essential"** shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

**"Communicable disease"** shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

**"Retaliatory action"** shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

#### **1. LIST AND DESCRIPTION OF POSITIONS AND TITLES AND JUSTIFICATION CONSIDERED SITE-ESSENTIAL IN THE EVENT OF A STATE-ORDERED REDUCTION OF IN-PERSON WORKFORCE AND A JUSTIFICATION OF SUCH CONSIDERATION FOR EACH POSITION AND TITLE INCLUDED.**

- The list and justifications can be found in Appendix A.

#### **2. DESCRIPTION OF PROTOCOLS THE EMPLOYER WILL FOLLOW IN ORDER TO ENABLE ALL NON-SITE-ESSENTIAL EMPLOYEES AND CONTRACTORS TO TELEWORK.**

- Employees not required to be on-site to perform their job functions (non-site-essential) will have the option to telework if approved by their supervisor. As needed, non-site essential employees have been supplied with Chromebooks, document cameras, Wifi hotspots, and other necessary technology to allow them to work effectively from home. The District will continue to evaluate potential barriers to telework and will follow the District purchasing policies to request, procure, distribute, install and support resources, such as hardware and software that will enable telework, to the extent possible.

**3. DESCRIPTION OF HOW THE EMPLOYER WILL, TO THE EXTENT POSSIBLE, STAGGER WORK SHIFTS OF SITE-ESSENTIAL EMPLOYEES AND CONTRACTORS IN ORDER TO REDUCE OVERCROWDING ON PUBLIC TRANSPORTATION SYSTEMS AND AT WORKSITES.**

- If necessary, the District will assess in-person capacity and conditions to stagger work shifts to reduce workforce density at worksites. Public transportation is not a factor in this region.

**4. DESCRIPTION OF THE PROTOCOL THE EMPLOYER WILL IMPLEMENT IN ORDER TO PROCURE THE APPROPRIATE PERSONAL PROTECTIVE EQUIPMENT FOR SITE-ESSENTIAL EMPLOYEES AND CONTRACTORS.**

- Employees and contractors are encouraged to provide their own personal protective equipment if appropriate for the situation (e.g. face coverings). However, as necessary, Madison Central School will provide at least two pieces of each type of personal protective equipment (as appropriate to their job and exposure) to each site-essential employee and contractor during any given work shift. The District will procure and maintain a 180-day supply of PPE as availability permits, as well as cleaning supplies, signage, and other pandemic-related items. This process will be coordinated cooperatively within the District Leadership Team which includes the Superintendent, Treasurer, Building Principals, Head Cleaner, Head Driver, Head Cook, Technology Coordinator, School Nurse and Athletic Director. Decisions regarding the required PPE will be made in consultation with the School District Physician and the Madison County Department of Health. Cost-effective bulk purchasing will be pursued. The District will ensure that all items are stored in adequate and appropriate storage spaces (e.g. not exposed to weather, adequate size, etc.) to prevent degradation and permit immediate access in the event of an emergency declaration.

**5. DESCRIPTION OF THE PROTOCOL IN THE EVENT AN EMPLOYEE OR CONTRACTOR IS EXPOSED TO A KNOWN CASE OF THE COMMUNICABLE DISEASE THAT IS THE SUBJECT OF THE PUBLIC HEALTH EMERGENCY, EXHIBITS SYMPTOMS OF SUCH DISEASE, OR TESTS POSITIVE FOR SUCH DISEASE IN ORDER TO PREVENT THE SPREAD OR CONTRACTION OF SUCH DISEASE IN THE WORKPLACE.**

- Madison Central School will follow all procedures and protocols communicated by the New York State and local health authorities as appropriate for preventing the contraction or spread of the communicable disease identified in the public health emergency. These will be communicated to staff through correspondence from the the District Leadership team, the District website, postage and signage, and/or other means as appropriate.
- Staff, contractors, and visitors will complete daily health screenings and if they have been exposed to a known case or exhibit symptoms of the communicable disease that is the subject of the public health emergency, will not be allowed in the District buildings. They will be directed to leave and will be advised to follow up with their healthcare provider and/or local health department.
- In the event that a staff member, contractor, or visitor develops symptoms while onsite, that individual will be directed to leave and advised to follow up with their health care provider

and/or local health department. Additional cleaning and disinfecting will be implemented as necessary.

- If an employee or contractor tests positive for such disease, school administrators will collaborate and coordinate with local health officials to assess levels of community transmission and the extent of close contact between the individual who tested positive and other school community members. Additional cleaning and disinfecting will be implemented as necessary.
- The District may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, Madison Central School will adhere to the prevailing CDC and DOH guidance for cleaning and disinfecting affected areas and notify individuals impacted.
- The District will follow the most current guidance from the health department in assessing when staff may report to work in person.
- Madison Central School will comply with its policies and procedures as well as state and federal law pertaining to leave should an employee need to receive testing, treatment, isolation, or quarantine. Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy.

**6. PROTOCOL FOR DOCUMENTING PRECISE HOURS AND WORK LOCATIONS, INCLUDING OFF-SITE VISITS, FOR SITE-ESSENTIAL EMPLOYEES AND CONTRACTORS.**

- The District will utilize the mandated daily health screening questionnaire, building sign-in sheets, electronic door access records, security camera records, time sheets and other protocols consistent with the employees' collective bargaining agreements.

**7. PROTOCOL FOR HOW THE PUBLIC EMPLOYER WILL WORK WITH SUCH EMPLOYER'S LOCALITY TO IDENTIFY SITES FOR EMERGENCY HOUSING FOR SITE-ESSENTIAL EMPLOYEES.**

- Not applicable. The District employees are not expected to remain at the worksite and may return home after work each day.

\*All procedures and protocols in this Plan are subject to change pursuant to guidance provided by the NY State and/or Madison County Departments of Health based upon specific communicable disease characteristics.

**Appendix A:**

**List and Description of Site-essential Positions and Titles with Justification**

The following titles and positions are considered Site-essential in the event of a declared public health emergency that deems it necessary to reduce the level of in-person workforce.

**NOTE:** Other positions may be required to report on-site depending upon circumstances, if needed.

Title/Position	Justification/Responsibility
Superintendent of Schools	Leadership Team, Emergency Response Command, Media Liaison
Building Principals	Leadership Team, Emergency Response Command
District Treasurer	Leadership Team, PPE and technology requisition
Head Driver	Leadership Team, meal and educational material delivery
School Bus Drivers	Meal and educational material delivery
Head Cleaner	Leadership Team, cleaning and disinfecting
Cleaners	Cleaning and disinfecting
Head Cook	Leadership team, meal preparation
Cafeteria Staff	Meal preparation
School Nurse	Leadership Team, health protocol leadership
Technology Coordinator	Leadership Team, technology distribution and troubleshooting
District Clerk/Superintendent's Secretary	Family communication and logistics support
Office Assistants	Family communication and logistics support
Teachers without internet connection	Remote instruction



Madison Central School  
Madison, New York

TO: Board of Education

PURPOSE: Presentation of Award to Graduating Senior to be Included in Commencement Program

PROCEDURE:

1) The principal and guidance counselor will review this award application, approve it as is, or, in conjunction with the sponsor, make necessary alterations.

2) The application will then be forwarded to the superintendent for approval and presented to the Board of Education for their approval and implementation.

1. NAME OF AWARD: MATTHEW CROVELLA MEMORIAL
2. DONATED BY: (Name, address, phone) PAUL + DILIA CROVELLA  
8109 VERBECK DR. MANLUS, NY 13104 315-825-1146
3. CONTACT PERSON: (if different from #2) \_\_\_\_\_
4. TO BE AWARDED:  Annually  One Time Award
5. AMOUNT OR TYPE OF AWARD: YEARLY INTEREST FROM  
ENDOWMENT ~ \$100?
6. CRITERIA TO BE USED FOR SELECTION: A SENIOR WHO SPEAKS  
A SECOND LANGUAGE AT HOME, OR A  
STUDENT WHO HAS EXCELLED IN THE  
STUDY OF A SECOND LANGUAGE.
7. HOW SELECTED: (method and by whom) SELECTED BY  
ESL + FOREIGN LANGUAGE TEACHERS  
BY VOTE


(over)


8. STATEMENT TO ACCOMPANY AWARD IN COMMENCEMENT PROGRAM: \_\_\_\_\_

THIS AWARD RECOGNIZES A STUDENT  
WHO, LIKE MATTHEW, LEARNED TO  
SPEAK A SECOND LANGUAGE AT  
MADISON CENTRAL SCHOOL. FOR  
MATTHEW ~~LEARNING TO SPEAK ENGLISH~~ THE  
EXPERIENCE OPENED DOORS FOR FRIENDSHIP AND  
ADVENTURE THROUGHOUT HIS LIFE.

6/9/2022  
DATE

6/10/22  
DATE

  
PRINCIPAL

  
SUPERINTENDENT OF SCHOOLS



Madison Central School  
Madison, New York

TO: Board of Education

PURPOSE: Presentation of Award to Graduating Senior to be Included in Commencement Program

PROCEDURE:

1) The principal and guidance counselor will review this award application, approve it as is, or, in conjunction with the sponsor, make necessary alterations.

2) The application will then be forwarded to the superintendent for approval and presented to the Board of Education for their approval and implementation.

1. NAME OF AWARD: Darren L. Mosker Award
2. DONATED BY: (Name, address, phone) Family and Friends of Darren  
1466 Augusta - Solville Rd. Oriskany Falls NY 13425
3. CONTACT PERSON: (if different from #2) Dianne Mosker  
Don + Derrick Mosker + Adam Braullette
4. TO BE AWARDED:  Annually  One Time Award
5. AMOUNT OR TYPE OF AWARD: 250.00
6. CRITERIA TO BE USED FOR SELECTION: This award is given to  
a senior who exemplifies Darren's traits through  
both their character and ~~commit~~ commitment  
to what they do and love and the drive to succeed.
7. HOW SELECTED: (method and by whom) advice from Seasoned teachers  
distribute names to family + friends  
to ~~decide~~ decide

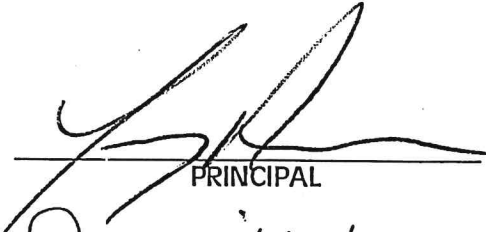

(over)

8. STATEMENT TO ACCOMPANY AWARD IN COMMENCEMENT PROGRAM: \_\_\_\_\_

to be given to a student who has shown interest in a track they love. The legacy that Darren has left behind is one of devotion and love for the land he worked with his John Deere equipment and hunting the woods on the hill! Darren also had a personality that will be remembered by his friends, if you were a friend of Darren's it was true friendship. Darren was known for his hard work and unwavering love for the farm. His work ethics were beyond measure.

6/16/2022  
DATE

6/16/22  
DATE

  
PRINCIPAL  
  
SUPERINTENDENT OF SCHOOLS

GENERAL COMMITMENTS

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

**Changed Title from Title IX to Compliance Coordinator**

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. 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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GENERAL COMMITMENTS

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

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.

F. Any complaints alleging violations of Title IX of the Education Amendments of 1975, as amended, shall also be reviewed under the District Title IX Policy #0013.

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

GENERAL COMMITMENTS

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

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 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

## GENERAL COMMITMENTS

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

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, 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, 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;

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GENERAL COMMITMENTS

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

- c. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience which create a hostile work environment.
  - 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 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. ~~Title IX~~ Compliance and Dignity Act Coordinator(s):

- A. The District's ~~Title IX~~ Compliance Coordinator for purposes of implementing this Policy shall be:  
~~Mr. Larry Nichols, Building Principal~~  
~~315-893-1878 ext. 204~~

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Mr. Brian J. Latella, Director of Curriculum, Instruction and Special Education (315) 893-1878 ext. 219

The ~~Title IX~~ Compliance Coordinator is responsible for receiving complaints of conduct that may violate this Policy and ~~Title IX (sex discrimination), Title VI, (race and national origin discrimination), or Title VII, Age Discrimination in Employment Act, §201-g of NYS Labor Law, NYS Human Rights Law, 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 or harassment, including sexual harassment 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 ~~Title IX~~ Compliance 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, and DASA Coordinators shall promptly inform the DASA Coordinators of matters each other of complaints that involve conduct that may violate these other District/BOCES policies, for further review and investigation, if required, directed at students, and the DASA Coordinators shall evaluate those incidents for possible violations of DASA. The DASA Coordinators shall inform the 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



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~~the Title IX Coordinator shall evaluate these 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 Coordinator, or a DASA Coordinator, the Superintendent shall designate another school official to conduct the necessary fact-finding and make recommendations.

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 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 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 Coordinator. If the report is about conduct by the Compliance 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 Coordinator. School staff shall be trained on how to receive and refer student complaints.
  3. A parent, and persons in parental relation, 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 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 Coordinator.

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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.
- B. Fact-finding Inquiry: Upon receiving a written report of possible harassment, bullying, or discrimination, the Compliance 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~~ a reasonably prompt time frame 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 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

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- 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 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 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

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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 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 Coordinator described in this policy.
- 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 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~~ District 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~~ District 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 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:

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- 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 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;

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- 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 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;

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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
  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

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(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.

#### 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](http://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](http://www.eeoc.gov)).



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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 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.

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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), 106.9; 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; 0013, Title IX Grievance Process; ~~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, 01/18/22, \_\_\_\_\_

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**Policy is Required**  
TITLE IX GRIEVANCE PROCESS

- I. Statement of Policy
- A. The Madison Central School District (the District) provides education programs and services and makes decisions regarding employment without consideration of an individual's race, color, creed, religion, national origin (regardless of English language skills), age, sex (including gender, gender identity, and sexual orientation), marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, 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. This 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.
  - B. This Policy addresses only sexual harassment as defined by Title IX that occurs within the educational programs and activities of the District. For harassing, discriminatory, or bullying conduct that does not meet the definition of sexual harassment under Title IX, the response by the District will be governed by relevant and applicable laws and policies.
  - C. This Policy applies to all students, employees, and any third party who contracts with the District to provide services to students or employees, upon District property, or during any school program or activity.
- II. Sexual Harassment as Defined in Title IX
- A. Sexual Harassment under Title IX is defined as conduct on the basis of sex that satisfies one or more of the following:
    - 1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo);
    - 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
    - 3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
  - B. Examples of prohibited conduct under Title IX include, but are not limited to:

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#### TITLE IX GRIEVANCE PROCESS

1. Treating one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
  2. Providing different aid, benefits, or services or provide aid, benefits, or services in a different manner;
  3. Denying any person any such aid, benefit, or service;
  4. Subjecting any person to separate or different rules of behavior, sanctions, or other treatment;
  5. Applying any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
  6. Aiding or perpetuating discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
  7. Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.
- C. Conduct that occurs away from District property or outside of District sponsored events, such as on social media or at after-hours events, may violate this policy, or other Board of Education (the Board) approved policies, if it has a prohibited school or workplace impact.
- D. 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.

### III. Title IX Coordinator

- A. The Title IX Coordinator (“Coordinator”) is responsible for receiving complaints of conduct that may violate this Policy and Title IX. The Coordinator must:
1. direct a thorough fact finding regarding those complaints;
  2. oversee the implementation of corrective action when necessary;
  3. make sure that this Policy has been publicized as required by law;
  4. keep records of all complaints, reports, written determinations, and appeals under this Policy for a period of seven (7) years, or longer if required by law; and
  5. make recommendations for updating of this Policy or any Regulations, to the Superintendent.
- B. The Board appoints the following person(s) as the District Title IX Coordinator who is responsible for receiving complaints of conduct that may violate Title IX:

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#### TITLE IX GRIEVANCE PROCESS

Mr. Larry Nichols, Building Principal  
Mr. Brian Latella, Director of Curriculum,  
Instruction and Special Education  
7303 State Rt. 20, Madison, NY 13402  
315-893-1878 ext. 265-219  
[nichols@madisoncentralny.org](mailto:nichols@madisoncentralny.org)  
[blatella@madisoncentralny.org](mailto:blatella@madisoncentralny.org)

- C. When conducting a Title IX Grievance Process, the Coordinator must follow this Policy and any associated Regulations that are consistent with Title IX regulations. The Coordinator is responsible for staying informed and up to date with any new or updated federal regulations and must inform the Superintendent of any new or updated regulations, so that modifications to Policy or Regulations, if any, can be applied.
  - D. The Coordinator shall ensure the Title IX Grievance Process is conducted anytime a written or oral report is received that contains enough information to reasonably investigate, consistent with this Policy and Title IX regulations.
  - E. The name and contact information of the Coordinator shall be posted on the District website with information on how to file a complaint in person, by mail, by email, or by phone.
- IV. Reporting
- A. While the District must respond to all reports it receives of sexual harassment, the Title IX Grievance Process is initiated only with the filing of a formal complaint. A “formal complaint” under Title IX is defined as a document filed by a Complainant, the Complainant’s parent or guardian, or the Coordinator, alleging sexual harassment against a Respondent, and requesting that the District investigate the allegation(s) of sexual harassment.
  - B. Anyone who feels that they have experienced discrimination or harassment on the basis of sex, is encouraged to bring this to the District’s/BOCES’ attention by using the form and procedures described herein and any associated Regulations approved by the Superintendent.
  - C. When staff becomes aware of an allegation of prohibited conduct on the basis of sex, the matter will be immediately referred to the Coordinator prior to any student or employee discipline being imposed, including any questioning of the Complainant, Respondent, or Witnesses. The Coordinator must evaluate the complaint and either: dismiss the complaint per Title IX regulations, when appropriate, or move forward in the Title IX Grievance Process.

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- D. Administrators and other supervisors who observe conduct that might constitute harassment, including sexual harassment, are required to report that conduct to the Coordinator, Compliance Coordinator (if different than the Title IX Coordinator), or a DASA Coordinator. If an Administrator or Supervisor is uncertain who to submit the report to, they shall send it to each of the above Coordinators. The Coordinators will meet promptly to determine the next steps in resolving the complaint.
- E. An employee, including supervisors and managers, who subject another employee, student, or member of the public to harassment, including sexual harassment or discrimination on District property or at a District sponsored event will be subject to disciplinary consequences, consistent with applicable federal and state laws and collective bargaining agreements.

#### V. Retaliation Prohibited

No employee or student shall take retaliatory action, or request or cause anyone else to take 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.

#### VI. 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 person interviewed during the fact-finding inquiry shall be instructed not to discuss the complaint or the investigation with anyone else, except as may be required by law.

#### VII. Annual Training and Publication of Policy:

- A. The Coordinator, Investigator, Decision-Maker, and the person to whom appeals are submitted must each receive annual training in Title IX.
- B. All District employees will be provided notice of this Policy through staff distribution, and be provided online access via posting on the District website.
- C. Training materials must be posted on the District website.

#### VIII. Report to Law Enforcement Agency

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#### TITLE IX GRIEVANCE PROCESS

When a Coordinator believes that conduct has occurred that constitutes criminal conduct, the Coordinator shall promptly consult with the School Attorney and, if advised, notify the appropriate law enforcement agency.

#### IX. Responsibilities of the Superintendent

The Superintendent is authorized to supplement this Policy with any Regulations, forms, and notices they believe are necessary to implement this Policy and Title IX, and to ensure compliance with the Title IX grievance process.

#### 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 and harassment, including sexual harassment in employment and public accommodations. 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](http://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 (3) years of the event you feel was harassment.
- C. Federal laws, including but not limited to Title VI and Title VII, also prohibit discrimination and harassment, including sexual harassment, in employment and public accommodation. Your rights can be enforced by filing a charge of discrimination with the United State 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](http://www.eeoc.gov)).

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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 behalf through a conciliation process. If that is not successful, you will be given the 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, and are strongly encouraged, to contact law enforcement.

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Madison Central School District

Cross Ref: Equal Opportunity and Prohibition of Discrimination and Harassment Including Sexual Harassment (0000)

Legal Ref: Title IX, Education Amendments of 1972 (20 USC 1681, 45 CFR Part 86), as amended

Adopted: \_\_\_\_\_

SUPPORT OPERATIONS

SCHOOL VANDALISM

- I. The Board of Education of the Madison Central School District, recognizing that acts of vandalism are crimes against the school district and the community which supports our schools, hereby declares that all acts of vandalism against school property will be publicly prosecuted to the fullest extent possible under the law.
- II. It shall be the responsibility of the Superintendent to establish and carry out the written regulations which will:
  1. Identify those staff members who will be responsible for the effective administration of the regulations.
  2. Provide a basis for the fullest possible cooperation between the school district and those agencies responsible for the protection, apprehension, and prosecution of vandals.
  3. Provide ~~full and complete~~ a reporting of all acts of vandalism to the Board of Education, in public session, ~~both on an annual basis and in special cases~~ of unusual or costly acts of vandalism, without jeopardizing the responsible individual's right to a proper and legal defense when apprehended for such crimes.
  4. Recommend to the Board of Education any action which the Board may appropriately take to reduce the incidence of vandalism and protect the property of the district as well as the persons who lawfully occupy such property.

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Madison Central School District

Legal Ref: Family Court Act 758-a; Section 2503 (18) New York State Education Law

Adopted: 1984

Revised: 02/25/99, 03/04/14, \_\_\_\_\_



## SUPPORT OPERATIONS

### AUTOMATED EXTERNAL DEFIBRILLATION (AED) POLICY

#### I. ~~Introduction~~ Statement of Policy-

- A. In order to enhance the safety of staff, students and visitors at our facilities, the Madison Central School District (the District) adopts this policy governing the placement and use of Automated External Defibrillators (AEDs) on District property and at certain District functions.
- B. This policy and its accompanying regulations are designed to assure that the District personnel who operate Automated External Defibrillators (“AED”) are properly trained, that all AED equipment is maintained in good operating condition, and that all New York Laws, rules and regulations are strictly adhered to by the District.
- C. This policy and its accompanying regulations are deemed to be incorporated into each collaborative agreement to which the District becomes or is a party.

#### II. A. Training

1. Only those District employees who are trained to use AED’s in accordance with the laws of the State of New York shall be authorized to use the District AEDs. All authorized personnel shall be familiar with and trained to use the specific model of AED Units owned by the District.
2. All authorized personnel must successfully complete a training course in the operation of AED designed by a nationally recognized organization approved by the New York State Department of Health for the purpose of training people in the use of AEDs.
3. The District shall select an approved training course for designated AED users.

#### B. Location of AED Unit(s)

1. The New York State Education Law and Commissioner’s Regulations require that each school district or board of cooperative educational services, shall provide and maintain on-site in each instructional school facility functional cardiac automated external defibrillator equipment for use during emergencies. Each such facility shall have sufficient automated external defibrillator equipment available to ensure ready and appropriate access for use during emergencies.

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SUPPORT OPERATIONS

AUTOMATED EXTERNAL DEFIBRILLATION (AED) POLICY

2. In determining the quantity and placement of automated external defibrillators, consideration shall be given to:
  - a. the number of students, staff and other individuals that are customarily or reasonably anticipated to be within such facility; and
  - b. the physical layout of the facility, including but not limited to:
    - i. locations of stairways and elevators;
    - ii. number of floors in the facility;
    - iii. location of classrooms and other areas of the facility where large congregations of individuals may occur; and
    - iv. any other unique design features of the facility.
3. The District has two (2) AED Units, which are to be available at the following locations:
  1. the foyer of gym area; and
  2. sports mobile unit
4. The District shall post a sign or notice at the main entrance to the facility or building in which the AED is stored, indicating the location where any such AED is stored or maintained in such building or facility on a regular basis.
5. The District shall notify the Mid-State Regional EMS Council of the existence, location and type of any automated external defibrillator it possesses. If the District elects to change the location or number of AEDs, this Policy shall be amended to reflect such changes and the notice of such change will be sent to the Mid-State Regional EMS Council.

III. AED Requirements

- A. The New York State Education Law requires public school officials and administrators responsible for public school facilities to ensure the presence of at least one staff person who is trained pursuant to Public Health Law Section 3000-b(3) (a), in the operation and use of an AED:
  1. Whenever an instructional school facility is used for a school-sponsored or school-approved curricular or extracurricular event or activity, or

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AUTOMATED EXTERNAL DEFIBRILLATION (AED) POLICY

2. Whenever a school-sponsored athletic contest or school-sponsored competitive athletic event is held at any location.
  - B. Where a school-sponsored athletic contest or competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site.
  - C. Each automated external defibrillator device shall be approved by the Food and Drug Administration for adult use and/or for pediatric use, as appropriate for the population reasonably anticipated to be served by such device, and shall be used according to the manufacturer's instructions with due attention provided to operating procedures, maintenance and expiration date.
- IV. Emergency Health Care Provider
  - A. As an AED provider, the District must identify a physician or hospital knowledgeable and experienced in emergency cardiac care to serve as an emergency health care provider (EHCP) and participate in a collaborative agreement. In many instances, the District's school physician may serve as the emergency health care provider.
  - B. The District has entered into a collaborative agreement with the following Medical Director:  
  
Dr. Robert Burdick ~~316-363-0550~~  
Dr. Jennifer Meyers 315-824-4600
  - C. If the identity of the Medical Director changes, the District shall enter into a collaborative agreement with the new Medical Director, and shall submit the new collaborative agreement to the Mid-State Regional EMS Council.
- V. Liability  
  
Pursuant to Section 917 of the Education Law and Sections 3000-a and 3000-b of the Public Health Law, any public access defibrillation provider, or any employee or other agent of the provider who, in accordance with the law, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED to a person who is unconscious, ill or injured shall be liable only pursuant to Section 3000-a of the Public Health Law.

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AUTOMATED EXTERNAL DEFIBRILLATION (AED) POLICY

VI. Written Notices

- A. The School District will provide written notice to 911 and/or community equivalent ambulance dispatch entities of the availability of AED services at the District.
- B. The School District will file a copy of the "Notice of Intent to Provide PAD" (DOH 4135, Regulation #5200.2 with the Mid-State Regional Emergency Medical Services Council (REMSCO), along with a copy of the collaborative agreement with the EHCP.

VII. Quality Improvement Program

- A. As required by the New York State Health Department, the \_\_\_\_\_ School District will participate in a regionally approval quality improvement program, the details of which can be obtained from the following location:

MidState Regional Emergency Medical Services Council  
Faxton-St. Luke's Healthcare  
14 Foery Drive  
1750 Genesee Street  
Utica, New York 13501  
(315) 738-8351  
(315) 738-8981 fax  
Email: [www.midstateems.org](http://www.midstateems.org)

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Madison Central School District

Legal Ref: NYS Education Law §~~207~~ and 917; 8 NYCRR 136.4; Public Health Law §§  
3000-a, 3000-b

Adopted: 03/04/14, \_\_\_\_\_

INSTRUCTION

EDUCATIONAL SUPPORT MATERIALS SELECTION

I. Statement of Philosophy

The Board of Education holds ultimate legal responsibility for the selection and use of all instructional materials. However, the Board of Education delegates to the professional personnel of the district authority to select and reconsider instructional materials within the policy guidelines outlined below. These guidelines will govern the selection and use of library books, textbooks, workbooks, films, filmstrips, electronic or other media, and other instructional materials.

II. Criteria for Selection of Learning Materials

- A. Needs of the school based on knowledge of the curriculum and the existing collection are given first consideration.
- B. Materials for purchases are considered on the basis of:
  - 1. Overall purpose
  - 2. Timeliness or permanence
  - 3. Importance of the subject matter
  - 4. Quality of the writing or production
  - 5. Readability and popular appeal
  - 6. Authoritativeness
  - 7. Reputation of the publisher/producer
  - 8. Reputation and significance of the author/artist/composer/producer, etc.
  - 9. Format and price
  - 10. Requests from faculty and students.

III. Principles for Selection of Instructional Materials

- A. Materials will be selected that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils.
- B. Materials will be selected that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- C. Material will be selected that will provide a background of information which enables pupils to make intelligent judgments in their daily lives and foster attitudes which will carry into adult life.

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INSTRUCTION

EDUCATIONAL SUPPORT MATERIALS SELECTION

- D. Materials will be selected that will present opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading, thinking and judgment.
- E. Materials will be selected that will be representative of the many ethnic and cultural groups and their contributions to our society.
- F. Materials will be selected that present the many and varied aspects of our culture and society including some aspects that may be considered to be negative.
- G. The value and impact of any literary work will be judged as a whole, taking into account the author's intent rather than individual words, phrase or incidents out of which it is made.
- H. Educators, remembering the maturity level of a child, may recommend for individual reading, materials they feel will have educational significance for an individual student.
- I. Materials should be selected to provide a comprehensive collection appropriate for all patrons.
- J. Pursuant to Section 200.2 of the Commissioner's Regulations, the District shall give preference in the purchase of instructional materials to those vendors who agree to provide such instructional materials in alternative formats for students with disabilities.

IV. Selection Tools

- A. Reputable, unbiased, professional prepared selection aids shall be consulted as guides. The judgment of the professional staff must be respected as a valid source in the selection of materials.
- B. Upon the recommendation of the Superintendent of School, the Board of Educational shall designate the textbooks to be used.

V. Procedure for Reconsideration of Instructional Materials

- A. Criticisms of books or other material deemed objectionable should be brought to the attention of the Superintendent and/or Building Principal of the building concerned in writing. The attached request for Reconsideration of Instructional Materials form shall be used for this criticism.
- B. The following procedures will constitute a formal reconsideration:

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EDUCATIONAL SUPPORT MATERIALS SELECTION

1. A committee, including the librarian and Building Principal, and at least two (2) faculty members ~~appointed~~ selected by the ~~Board~~-Principal will be designated by the Superintendent of Schools to review the involved material.
2. The committee will review the involved material in light of the selection criteria noted above and make a written recommendation regarding use of the involved material to the Superintendent of Schools.
4. The Superintendent of Schools will review the committee's recommendation and inform the individual or group requesting review of the material of his/her decision.
5. The decision of the Superintendent of Schools may be appealed, in writing, to the Board of Education. The Board of Education will submit its decision in writing to the person or group asking for reconsideration.

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Madison Central School District

Legal Ref: NYS Education Law Sections 701, 702 and 704; 8 NYCRR 21.1 and 21.4

Adopted: 1984

Revised: 05/19/99, 11/18/14, \_\_\_\_\_

# Regulation

New Draft 5/17/22  
0013.1

## GENERAL COMMITMENTS

### **Required if Policy Option 2 is chosen** TITLE IX GRIEVANCE PROCESS

#### I. Introduction

This Regulation addresses the specific process to be completed upon the filing of a formal complaint by an individual or individuals, under Madison Central School District (the District) policy “Title IX Grievance Process” and its related requirements.

#### II. Complaint and Complaint Form

- A. A complaint may be submitted at any time in person, via email, or by mail.
- B. If a student or staff person makes a verbal complaint, the person receiving the complaint is responsible for reporting in writing their conversation and other available information to the Title IX Coordinator (“Coordinator”). If the verbal report is made to the Coordinator, they shall write the report out and ask the person who provided the information to review, sign, and date the written report.
- C. The Coordinator shall make sure that complaint forms are available online and in each school building, and their availability is known to those who may need to use them. The use of these forms is encouraged, but not required.
- D. If the report is about conduct by the Coordinator, the report may be made to the Superintendent.
- E. The Coordinator shall review this policy and the complaint. The options available are:
  1. Dismissal, if the allegations, if provable, would not meet the definition of prohibited harassment under Title IX.
  2. Engage in an Informal Resolution (IR) process with the parties, if they have made a request in writing to do so. The IR process is not available for matters involving a student(s) and employee(s).
  3. Conduct fact-finding pursuant to this Policy and any associated Regulations, and after the investigation is complete, dismiss the matter should the findings not meet the definition of prohibited harassment under Title IX.
  4. Conduct fact-finding pursuant to this Policy and any associated Regulations, complete the Report, or review the Report from the Investigator if a third-party was designated, and provide the final Report to the Decision-Maker.

#### III. Initial Meeting



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### GENERAL COMMITMENTS

#### **Required if Policy Option 2 is chosen.**

#### TITLE IX GRIEVANCE PROCESS

- A. Upon the referral of a complaint the Coordinator shall:
1. Meet with the Complainant and provide notice of their rights and the ability to pursue this as a Title IX complaint, as well as any other applicable policies that may be available based on the allegations of the complaint. The Complainant will be offered supportive measures.
  2. If the matter was a verbal referral, have the person write down the complaint, sign, and date it. If the person refuses to submit a formal, written complaint and pursue a Title IX process, the matter will be dismissed by the Coordinator, but may be referred for investigation or discipline under a different, applicable Board of Education policy.
  3. The Coordinator will meet with the Respondent and provide the Respondent with a Notice of Rights and a copy of the complaint. The Respondent will be offered supportive measures.
  4. Both parties are entitled to have an advisor of their choice during all phases of the Title IX process, including the initial meeting with the Coordinator.
  5. Supportive measures are available to the Complainant, whether or not they choose to move forward with the Title IX process.

#### IV. Supportive Measures

- A. Supportive measures are to be non-disciplinary and non-punitive, offered as appropriate, and as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
- B. Supportive measures are meant to restore or preserve equal access to the education program or activity without unreasonably burdening the other party.
- C. Any supportive measures provided to the Complainant or Respondent must remain confidential, unless maintaining such confidentiality would impair the District's ability to provide supportive measures.
- D. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

#### V. Dismissal

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### GENERAL COMMITMENTS

#### **Required if Policy Option 2 is chosen.**

#### TITLE IX GRIEVANCE PROCESS

- A. The complaint shall be dismissed for purposes of Title IX, only, if:
  - 1. the alleged conduct in the formal complaint would not constitute sexual harassment as defined in § 106.30 of Title IX, even if proved;
  - 2. the alleged conduct did not occur in the recipient's education program or activity;
  - 3. or, the alleged conduct did not occur against a person in the United States.
- B. Dismissal under Title IX and this Policy does not preclude the District from taking action under another policy or the Code of Conduct.

### VI. Informal Resolution

- A. At any time prior to a written determination being made, the District may facilitate an Informal Resolution (IR) between the parties.
- B. Procedures of the IR process must be provided to the parties in writing and must include notice that:
  - 1. at any time prior to agreeing to a resolution, any party has the right to withdraw from the IR process and resume the grievance process with respect to the formal complaint;
  - 2. if a resolution is reached, the parties will be precluded from resuming the formal complaint process arising from the same allegations;
  - 3. the District obtains the parties' voluntary, written consent to the IR process; and
  - 4. the IR process is not available to resolve allegations that an employee sexually harassed a student.
- C. Parties are not required to go through the IR process and engaging in the IR process cannot be made a condition of employment, enrollment, continued employment, or continued enrollment.

### VII. Fact Finding

- A. Upon receiving a written complaint, the Coordinator shall log the report, acknowledge in writing or email its receipt, and conduct a fact-finding inquiry designed to determine whether, under a preponderance of the evidence standard, the allegations in the complaint are true.
- B. The Coordinator may lead the investigation, or designate a third-party as the Investigator. Any designated third-party must have undergone annual Title IX training.
- C. 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

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### GENERAL COMMITMENTS

#### **Required if Policy Option 2 is chosen.**

#### TITLE IX GRIEVANCE PROCESS

after receipt of a written report, unless good cause exists. If an extension of time is needed, the Complainant and Respondent will be promptly notified of the delay in writing or via email. Good cause for delay may include, but are not limited to: the absence of a party; the absence of a party's advisor; the absence of a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

- D. 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.
- E. 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.
- F. 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.
- G. The Investigator shall evaluate all relevant evidence - including both inculpatory and exculpatory evidence – objectively. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or Witness.
- H. Interviews shall be scheduled and conducted in compliance with applicable provisions of New York law and collective bargaining agreements.

#### VIII. Report

- A. The Investigator shall prepare a written fact-finding report describing what investigation was done, fairly summarize relevant evidence, report what conclusions have been drawn about what happened, and a recommendation regarding whether the conduct violated the District's Policy under Title IX, and, if it did, what corrective action should be taken.
- B. Before completion of the Report, both parties, and their advisors, if any, shall have an opportunity to review the Report, and any evidence subject to inspection and review.
- C. The parties shall have at least ten (10) days to submit a written response if they so choose, which the Investigator will consider prior to completing the Report, and submitting it to the Coordinator, or if the Coordinator is the Investigator, to the Decision-Maker.

#### IX. Decision-Maker and Determination

- A. The Decision-Maker cannot be the Coordinator, or the designated Investigator.

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#### **Required if Policy Option 2 is chosen.**

#### TITLE IX GRIEVANCE PROCESS

- B. The Decision-Maker must complete annual training.
- C. Both parties shall be provided a written determination with the findings of the Decision-Maker, including any remedial or corrective action being taken by the District.
- D. The written determination must include:
  - 1. Identification of the allegations potentially constituting sexual harassment as defined in §106.30;
  - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
  - 3. Findings of fact supporting the determination;
  - 4. Conclusions regarding the application of the recipient's code of conduct to the facts;
  - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the Complainant; and
  - 6. The procedures and permissible bases for the Complainant and Respondent to appeal.
- X. Notice of Possible Remedial Measures When This Policy is Violated
  - A. If an employee is found to have engaged in conduct prohibited under Title IX against another person (whether a District employee, District student, or member of the public) in the course of their employment they 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), applicable state and federal laws, and applicable collective bargaining agreements.
  - B. If a student is found to have engaged in conduct prohibited under Title IX against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property, they 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. If any other person is 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 they may have their future access to school activities limited, as deemed appropriate under the circumstances.

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**Required if Policy Option 2 is chosen.**  
TITLE IX GRIEVANCE PROCESS

- D. Any other lawful measures may be taken if so determined by the Decision-Maker in their written determination.
- XI. Right to Appeal
- A. The Coordinator must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
- B. The person to whom appeals are submitted cannot be the Coordinator, a designated Investigator, or the Decision-Maker.
- C. The person reviewing written determinations on appeal must complete annual training.
- D. The appeal of the decision must be for one of the following reasons:
1. Procedural irregularity that affected the outcome of the matter;
  2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
  3. The Coordinator, investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- E. Both parties must be given a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- F. The decision on appeal must be issued to both parties describing the result and the rationale for the result.

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Madison Central School District

Legal Ref: Title IX, Education Amendments of 1972 (20 USC 1681, 45 CFR Part 86), as amended

Superintendent Approved: \_\_\_\_\_

# Regulation

Draft 06/08/22

7002.1

## STUDENTS

### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

#### I. Identification of Homeless Students

- A. The District's enrollment form shall collect information about the living arrangements of the child including asking if he or she is living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative adequate housing.
- B. Whenever the District receives a change of address notice from a parent or guardian, the parent or guardian will be asked to complete a questionnaire to determine whether the new housing situation qualifies the affected student(s) to receive services as a homeless student.

#### II. Dispute Resolution Procedure

- A. Whenever the District declines to classify a child as homeless or declines to enroll a homeless child in the school designated by or on behalf of the child or declines to transport a homeless child, the child and those acting on behalf of the child will be provided with a written explanation of the District's decision and the date on which the District intends to exclude the student or withdraw transportation or other services. The written explanation shall be accompanied by:
  - 1. a statement regarding the right to appeal **within thirty (30) days**, the District's decision, to the Commissioner of Education,
  - 2. a statement that the District will provide enrollment, transportation, or other services for a period of at least 30 days, pending the appeal process,
  - 3. contact information for the District's Liaison for Homeless Children and an explanation of the Liaison's availability to assist with the appeal, and
  - 4. the form petition for commencing an appeal to the Commissioner.
- B. Whenever the District declines to classify a child as homeless or declines to enroll a homeless child in the school designated by or on behalf of the child or declines to transport a homeless child the District will defer for at least thirty (30) days a decision to deny enrollment, transportation, or other services to the child, and will continue that deferral when an appeal is commenced with the Commissioner of Education with a stay application.

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STUDENTS

PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

1. If the Commissioner grants the request for a stay, implementation of the District's decision will be deferred until the expiration of the stay.
2. If the Commissioner denies the request for a stay, the District's decision will be implemented.

III. Responsibilities of Liaison for Homeless Children

A. Determinations of Homeless Status

1. When the District receives an enrollment form, change of address information, or other information indicating that a child may qualify as homeless, the Liaison shall:
  - a. contact the homeless child or adult working on behalf of the child and explain the Liaison's role, and
  - b. facilitate the timely enrollment and provision of services to the child pending a final determination
2. When a homeless child is not in the physical custody of a parent or legal guardian, the Liaison shall actively assist that child in making a school designation provide direct coordination with the committee on special education if the child is a student with a disability and advise the child of the right to appeal District determinations.
3. After a child is initially classified as homeless and provided appropriate services, the Liaison shall promptly conduct a complete inquiry into the child's housing situation and make a written recommendation to the Superintendent whether the child should be determined to be a resident, a non-resident or homeless.

B. Assistance With Dispute Resolution and Appeals:

1. Be available to the homeless child or adult working on behalf of the child to answer questions about any determination made by the District and to receive written or oral objections to those determinations;
2. Explain the appeal process to the homeless child or adult working on behalf of the child, provide the form petition for appeal and actively assist with the completion of the form;

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PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

3. Provide the homeless child or adult working on behalf of the child with a complete copy of appeal-related documentation, at no cost to them;
  4. Accept service of the form petition and supporting papers on behalf of the District and any school district employee or officer named as a party or arranging for service by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the District is named as a party, to the office of the Superintendent;
  5. Provide the homeless child or adult working on behalf of the child with a signed and dated acknowledgment verifying that the Liaison has received the form petition and supporting documents and will either accept service of the form petition and supporting papers on behalf of the District and any school district employee or officer named as a party or arranging for service by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the District is named as a party, to the office of the Superintendent;
  6. On behalf of the homeless child or adult working on behalf of the child, transmit the form petition or any pleading or paper to the Office of Counsel, Education Department, State Education Building, Albany, NY 12234, within five (5) days of their being served;
  7. Provide the homeless child or adult working on behalf of the child with a signed and dated acknowledgement verifying that the Liaison has received the form petition and supporting documents and will transmit these documents to the Office of Counsel, Education Department, State Education Building, Albany, NY 12234; and
  8. Accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, on behalf of the homeless child or adult working on behalf of the child, if the homeless child or adult working on behalf of the child so elects.
- C. Administrative and Coordinating Duties:
1. Coordinate the identification of homeless children and the provision of services to the homeless child with other districts and social service agencies.
  2. Receive and respond to requests for student records, ~~insuring~~ **ensuring** that a complete copy of a child's records is provided to a requesting school district within five (5) days.



REGULATION

Draft 06/08/22  
7002.1

STUDENTS

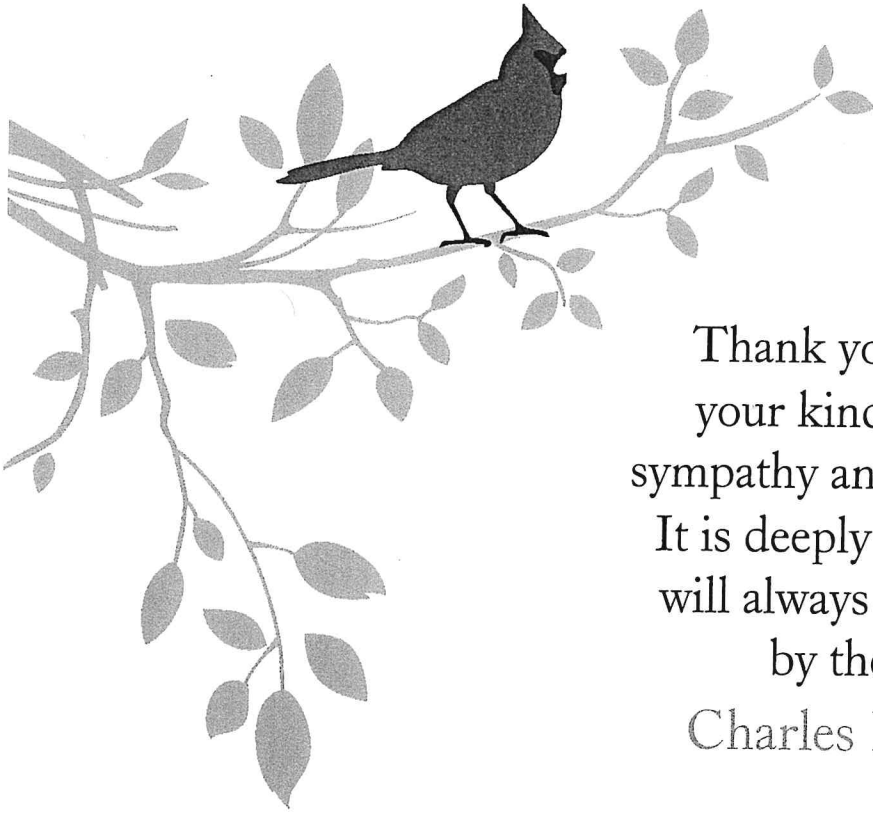
PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

3. ~~Insure~~ Ensure timely and accurate preparation of reports required by the Commissioner of Education.
4. Inform each homeless child and parent or guardian of all educational opportunities, transportation services, and other services available to the child, and assist parents and guardians to have a meaningful opportunity to participate in the child's education.
5. Assist each homeless child and parent or guardian in obtaining immunizations and medical records.
6. Assist with coordinating the child's transportation services.
7. Maintain a record of all appeals of enrollment, school selection, and transportation determinations.
8. Maintain an accurate record of the number and identity of all students classified as homeless, their grade level, and their nighttime residence(s).
9. Inform school personnel, service providers, and advocates working with homeless families of the Liaison's duties, according to a plan of communications approved by the Superintendent.
10. Collaborate and coordinate with the State Coordinator for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

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Madison Central School District

Approved by the Superintendent: 07/10/12, 07/08/15, 09/18/18, \_\_\_\_\_



Thank you sincerely for  
 your kind expression of  
 sympathy and thoughtfulness.  
 It is deeply appreciated and  
 will always be remembered  
 by the family of  
 Charles F. Cotter Jr.

How Great Thou Art

1 O Lord my God, when I in awe-some won-der con-sid-er  
 2 When through the woods and fol-est glades I wan-der and hear the  
 3 And when I think that God, his Son not spar-ing, sent him to  
 4 When Christ shall come with shout of ac-cia-ma-tion and take me

all the worlds thy hands have made, I see the stars, I hear the roll-ing  
 birds sing sweet-ly in the trees, when I look down from heav-en  
 die, I scarce can take it in, that on the cross, my bur-den glad-ly  
 home, what joy shall fill my heart! Then I shall bow in hum-ble ad-o-


than-der, thy power through-out the u-ni-verse dis-played.  
 grant-est, and hear the brook and feel the gen-tle breeze,  
 bear-ing, he blest and died to take a way my sin,  
 fa-tion, and there pro-claim, "My God, how great thou art!"

*Refrain*  
 Then sings my soul, my Sav-ior God, to thee, how great thou




# Madison Central School

## END OF YEAR LIBRARY REPORT



### Summer 2022 Plans

- Summer Reading at Madison Lake (see flyer)
  - Reorganize the library collection
  - Weed the library collection
- 

7,345 Books  
checked out or  
Renewed

**270 books added**

Most Popular  
book: Pokemon  
reader collection



**Thank you for all your continued  
support of our school library**

# MADISON'S SUMMER READING PROGRAM 2022

## OCEAN OF POSSIBILITY

Come join us at Madison Lake Park on Tuesdays from  
4pm to 6pm in July for some summer fun!

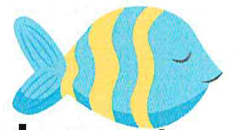
### Weekly Themes

7/5 Tech Night

7/12 Touch a Truck

7/19 Special Presentation with Cornell Cooperative  
Extension of Madison County

7/26 Finale with Puppet Show



If you have any questions, please contact Mrs. Bodner at  
[nbodner@madisoncentralny.org](mailto:nbodner@madisoncentralny.org)

Sponsored by: MO BOCES SLS, Hamilton Public  
Library, Connected Community Schools, and  
Oriskany Falls Rotary Club

