

# **Faculty Handbook**

## **2022-2023**



**BRIDGEHAMPTON SCHOOL DISTRICT**

**REVISED AUGUST 2022**

**2685 MONTAUK HIGHWAY- BRIDGEHAMPTON NY 11932- (631) 998-1300**

**[WWW.BRIDGEHAMPTONSCHOOL.COM](http://WWW.BRIDGEHAMPTONSCHOOL.COM)**

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# INTRODUCTION

**This handbook has been compiled to establish standard operating procedures to help staff members understand common practice. It was not designed to outweigh good judgment. As a professional educator, your analysis of a situation is always respected and appreciated.**

**Please review this handbook. Questions or concerns regarding the information in the handbook should be brought to the attention of your administrative team.**

**We look forward to the new school year and the future of the Bridgehampton School District. By working together we will continue to make our school district truly outstanding. We look forward to working with you. Have a great year!**

Sincerely,

Your Administrative Team

# BRIDGEHAMPTON SCHOOL DISTRICT

## BOARD OF EDUCATION

Ronald White, President  
Jennifer Vinski, Vice President  
Angela Chmielwski  
Jo Ann Comfort  
Carla Lillie  
Kathleen McClelland  
Markanthony Verzosa

## SCHOOL DISTRICT ADMINISTRATION

Dr. Mary Kelly, Superintendent of Schools  
Michael Miller, Principal  
Michael Cox, Assistant Principal  
Michael Cipriani, School Business Administrator  
Michael Mack, Director of PPS



## Bridgehampton UFSD

**It is the mission of the  
Bridgehampton School  
to inspire lifelong intellectual  
curiosity and respectful  
individual expression by  
reaching beyond our school  
community and teaching  
all students the  
essential skills to actively  
participate in the global  
community and to flourish  
in the 21<sup>st</sup> Century.**

**Mission  
© statement**

## Bridgehampton UFSD

**We believe that our children will shape the future by expressing their intelligence, curiosity, compassion, leadership and invention by reaching beyond our school community and working to their fullest potential to preserve and improve our world.**

**Belief**  
 **statement**



# Bridgehampton UFSD

*Our graduates will be reflective, compassionate and motivated individuals who combine academic prowess and social tolerance in order to become successful members of society.*

The following attributes shall be indicative of the Bridgehampton graduate:

- An effective communicator in written and oral expression;
- An analytic problem solver; resourceful and efficient when addressing local and global issues;
- A technologically-advanced individual, able to meet the challenges of 21<sup>st</sup> century society;
- An individual who will face life's challenges responsibly;
- An intrinsically-motivated citizen who inspires others to work for the greater good;
- An individual who effectively uses time management and organizational skills;
- A critical thinker who blends life experiences with intellectual scholarship;
- A creative thinker who welcomes opportunities to engage their curiosity of the arts, sciences and humanities;
- A respectful and willing individual who embraces cultural diversity; and,
- An individual who actively pursues foreign languages to effectively and diplomatically communicate the exchange of ideas in our global environment.

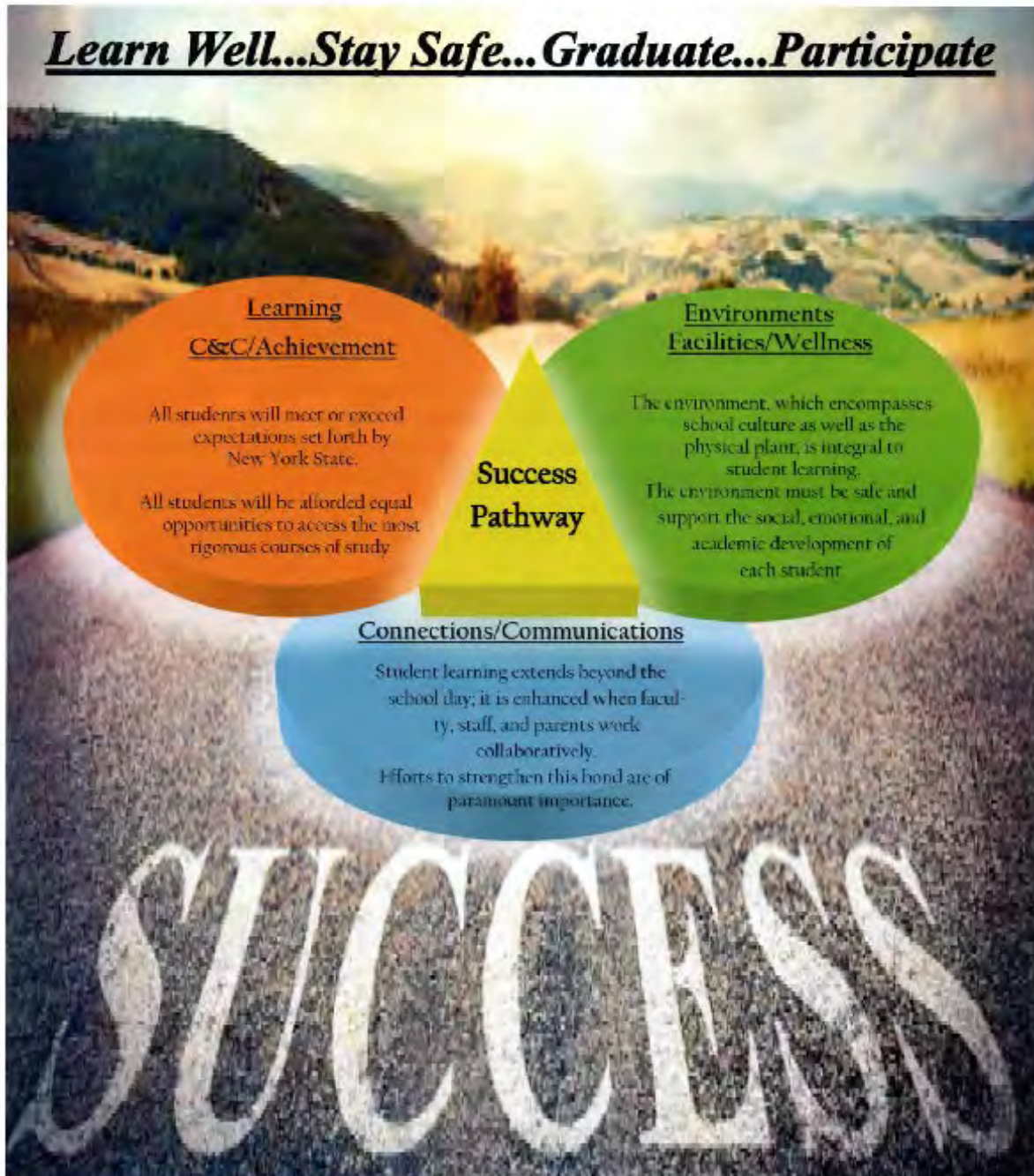
Profile  
© of a Graduate



# Bridgehampton's Approach For the Holistic Student



## Learn Well...Stay Safe...Graduate...Participate





# BRIDGEHAMPTON

## STAFF LIST

### Elementary School Staff

Pre-Kindergarten	Rebecca Kave/Ava Mack/Carl Johnson
Kindergarten	Elizabeth Kirwan/Danielle Corbett/Fulbia Garcia
First Grade	Nina Merkert/Caitlin Hansen/Magda Garcia
Second Grade	Amanda Candelaria/Angela Selvaggio
Third Grade	Mike Byrne/Meredith McArdle
Fourth Grade	Allison Federico/Caitlyn Brown
Fifth Grade	Mallory Dougherty/Louis Liberatore
Physical Education	Steve Meyers
TESOL	Rosanna Maione/Hamra Ozsu
AIS	Jessica Rodgers/Aleta Parker/Hamra Ozsu/Marie Hand/Jeff Hand
Speech Pathologist	Aleaze Hodgens
12:1:1	Kristina Minichiello/Cheryl Nordt/Alexandra DeSouza/Samantha Slatterly/Jessica Fitzgerald
Private School	Corinne Neubauer/Julie Waller/Adrienne Gholson

### Secondary School Staff

Sixth Grade-ELA/MATH	Julia Conlon/Julianna Pronesti
English	Hailee Carman/Thomas House
ENL	Marie Reilly/Ninfa Boyd/Kameron Kaiser
Foreign Language	Biana Stepanian/Nancy Bagshaw/Marie Reilly
Technology	Dilangani Dilrukshi
Math	Kelly Sharp/Christopher Jackimowicz/Andrea Sullivan
Science	Michael Sherman/Natalia Nichols/Aaron Doroski
Social Studies	Henry Meyer/John Reilly/Julianna Pronesti
Special Education	Patrick Aiello/Jeffrey Neubauer/Joe Pluta/Susan Conklin/Ken Giosi/Brianna Rodrigues/Karen Knight GeorgeDellon/Gay Giles/Julia Smith

# BRIDGEHAMPTON

## STAFF LIST

### District-Wide Faculty and Staff

Director of Athletics	Michael DeRosa
CPSE Chairperson	Julie Waller
School Counselor	Danielle Doscher/Ryan Barker
Nurse	Elizabeth Flanagan
School Psychologist	Brianna Covias
Art	Robin Gianis/Jen Suarez
Health/PE	Michael DeRosa/Steve Meyers
Librarian	David Holmes
TESOL	Kameron Kaiser/Rosanna Maione/Marie Reilly/Ninfa Boyd
Family and Consumer Science	Jenna Pluta
Music/Band	Dave Elliott/Lindsey Sanchez/Alyssa Peterson
Specialized Reading	Laura Keenan

### Special Services

District Clerk/ Superintendent Secretary	Tammy Cavanaugh
Guidance Secretary/ Registrar	Barbara Palermo
Principal's Secretary/ Student Account Officer	Milena White
Front Desk Secretary/ Attendace Officer	Critina Banados
Business Manager/ Purchasing Agent	John Llera
District Treasurer	Simone Sooklall
Account Clerk	Sylvia Fridle
Maintenance	John Daniels/Athony Defino
Custodial	Dorothy White/Joseph Jenkins/Angela Flores
Custodial	Elana Morales/Juana Lazaro/Ainsley Wyche/Angela Flores
Technology	Christian Figueroa
Cafeteria	Dan Pacella/Faye Gholson/Diana Muralles

# Bridgeton Union Free School District

## Bell Schedule

PERIOD	BEGIN	END
Homeroom	7:49 am	7:53 am
1	7:56 am	8:34 am
2	8:37 am	9:15 am
3	9:18 am	9:56 am
4	9:59 am	10:37 am
5	10:40 am	11:18 am
6	11:21 am	11:59 am
7	12:02 pm	12:42 pm
8	12:45 pm	1:23 pm
9	1:26 pm	2:04 pm
10	2:07 pm	2:45 pm

<b>Secondary Breakfast:</b>	<b>7:30-7:49 am</b>
<b>Elementary Lunch K-5:</b>	<b>11:05 am-11:55 am</b>
<b>Secondary Lunch 6-12:</b>	<b>12:02 am- 12:42 pm</b>
<b>First Late Bus:</b>	<b>3:25 pm</b>
<b>ASPIRE Dismissal Bus:</b>	<b>4:25 pm</b>

**Pre K Scheudle**  
**Pre K Start-8:30am**  
**Pre K End-2:00pm**

**\*\*Pre K "Early Start"-7:45AM**  
**\*\*Pre K "Afternoon Care"-2:00-2:45pm**

# Bridgeton Union Free School District

## 2 Hour Delay Bell Schedule

<b>PERIOD</b>	<b>BEGIN</b>	<b>END</b>
Homeroom	9:45 am	9:49 am
1	9:52 am	10:17 am
2	10:20 am	10:45 am
3	10:48 am	11:13 am
4	11:16 am	11:41 am
5	11:44 am	12:09 pm
6	12:12 pm	12:37 pm
7	12:40 pm	1:20 pm
8	1:23 pm	1:48 pm
9	1:51 pm	2:16 pm
10	2:19 pm	2:44 pm

**Breakfast:**

**Elementary Lunch K-5:**

**Secondary Lunch 6-12:**

**First Late Bus:**

**ASPIRE Dismissal-Bus**

**Cancelled**

**11:40 am-12:30 pm**

**12:40 pm-1:20 pm**

**3:25 pm**

**4:25 pm**

# PERFORMANCE EXPECTATIONS

1. Every faculty member is expected to meet each scheduled responsibility on time and to remain at the assignment for the entire scheduled time period.
2. Every faculty member is expected to make appropriate written preparation for assigned teaching periods. Included in the written or prepared plan are the following criteria:
  - a. Title of the unit and a statement of major understanding and ideas. New or important vocabulary should be listed.
  - b. List of the target(s) of the day.
  - c. List of the specific instructional activities and action steps to achieve your goal of the day.
  - d. Homework assigned if any.
3. Every faculty member is expected to arrive to work on time (contractually) and not leave before the contractual days ends (unless permission has been given by the Principal).
4. Every faculty member who has a homeroom should be *outside their classroom by 7:45 AM.*
5. Every homeroom teacher is expected to take his/her own homeroom attendance and pass out any notices provided to you prior to homeroom.
6. Every faculty member is expected to begin each class promptly, to check attendance openly and rigorously, report and/or note cutting and lateness by students, and to follow up where appropriate.  
**\*Students should not line up at the door until the appropriate dismissal time.**
7. **Every faculty member who has a first period class is expected to be outside their classroom before the bell** to help their colleagues encourage all students to move toward and into their first-period class prior to the 7:56 AM bell.
8. Every faculty member is expected to abide by the (Five Minute Rule). Students are not permitted to leave the classroom the first and last five minutes of class.
9. Every faculty member is expected to carefully construct, list, and publish to students a syllabus.



10. Every faculty member is expected to give students in each class a prepared list of expectations for the subject; included would be expectations on attendance, punctuality, classroom behavior, notebooks, pens, pencils, homework assignments, tests, and minimum standards of performance for that class. Additionally, major goals of the course and general requirements have been found to be of immense help.
11. Every faculty member is expected to respect the rights of the students treating him or her always with dignity, courtesy, and fairness, while at the same time helping them to understand and to fulfill their responsibilities.
12. Every staff member is expected to respect the rights of colleagues and should never excuse a student from a colleague's class without the consent of the teacher concerned.
13. Every faculty member is expected to maintain accurate up-to-date school records pertaining to attendance, grades, plans, or any other information requested by the school administration and to submit said information within the time limits requested.
14. Every faculty member is expected to contact parents as soon as possible when students perform unacceptably in class academically or otherwise. Positive home contacts are extremely beneficial, motivating, and engaged.
15. Every faculty member is expected to assist in maintaining a clean environment in their classrooms.
16. Every faculty member is expected to return **all** phone calls from parent(s) or guardian(s) within 24 hours. **Faculty members are expected to check their mailboxes and email daily, and respond where appropriate.**
17. Every faculty member is expected to follow the rules: i.e., each time a student is sent out of your room, they **MUST HAVE A PASS!**
18. All conferences with parent(s) should be held **PRIVATELY**. Teachers are expected to be tactful and discreet. Avoid the impulse to bring another student's name into the conference. You may request the principal/assistant principal to be present.  
**Confidentiality** is key!  
Discussions with colleagues about students should not be conducted in hallways or areas where they might be overheard by others.

# **THE “EXTRA YARD” WITH** **FAILING STUDENTS**

Quite often, our under-productive students tend to do poorly, not because they lack intelligence, but because they are weakly motivated towards school. Students may need a greater expression of our concern and interest. This means that we must reach out to them **a little bit more in order** to have any appreciable difference. This “**Extra Yard**” might include:

1. Specific and frequent invitations and even directives for after school- help.
2. More frequent phoning of parents because **written correspondence often is intercepted or not picked up in timely fashion.**
3. Taking attendance carefully; prompt referral of cuts, etc. and individual conferences concerning the need for good or improved attendance.
4. Giving homework regularly and checking it daily in some way.

**When indicated, an IST meeting should be requested:**  
**Elementary – Jessica Rodgers**  
**Grades 6-12 – Danielle Doscher**

## **TEACHER'S DAY AND RESPONSIBILITIES**

1. The teaching day for teachers is from **7:45 A.M. to 2:45 P.M.** Check-in and check-out will consist of scanning your fingerprint at the front desk. When out of order, a sign in sheet will be there for your convenience. **Please try to avoid lateness!** However, where unavoidable do notify the school as soon as possible if lateness is anticipated, and submit a staff attendance form for each occurrence.
2. Each teacher must set aside at least one afternoon per week after school for students who request extra help. Students must be notified of the afternoon chosen for that purpose (posting it in your classroom is helpful) and the Principal must be informed no later than September 8<sup>th</sup> at noon of that schedule – with those sessions beginning the second week of school. September 13, 2021. It would be extremely beneficial if co-teachers did not provide extra help on the same day, providing more of an opportunity for the students.
3. Teachers are expected to reserve the **first and third Monday** of each month as a day for general faculty meetings. The Faculty meeting will begin at 2:45 P.M. **A schedule of dates will be provided and will be on the district website.**
5. The teacher class load will conform to the negotiated guidelines with the Board of Education and Bridgehampton Teacher Contract. Secondary Teachers will have: Five teaching periods, one study skills, one duty, one unassigned preparation period, one duty free lunch, one professional period. Elementary Teachers will have their professional period during 10<sup>th</sup> period daily.
6. **Substitute procedure:** Teachers use AESOP to report any absence **even those that are pre-approved** and/or do not need a sub. Teachers are expected to submit the appropriate paperwork within 24 hours of returning from an absence.
7. **Emergency Plans** – Each staff member is to place on file with the Principal's Office secretary two days of emergency plans. These plans will be used in the event of teacher absences when the teachers have provided no other plans. Staff members are expected to update or replace plans as they are used or needed. These must be on file by **September 15.**
8. **Email Etiquette-** Please ensure all emails are respectful in nature. If there is an issue or concern, please set up a meeting to discuss. All staff must sign and date the Bridgehampton Computer Network and Internet Use Agreement and return to Milena White. Please read and review policy 4526 prior to signing the agreement.

# **FIELD TRIP PROCEDURE**

All questions on field trips should be **directed to Tammy Cavanaugh who arranges the trips.**

## **TEACHERS ARE NOT TO CONTACT THE BUS COMPANY**

Bus costs and field trip expenses (tickets, admission fees, etc.) must be determined prior to submission of any transportation application. The building administrator prior to any field trip will establish bus costs in conjunction with district guidelines. After costs have been determined, the teacher will be responsible to collect all monies. At this time, completed forms must be submitted **at least two weeks prior to the field trip. The field trip request packet can be found online under staff documents. (Field Trip Request Packet)**

**PROCESSING OF FIELD TRIP MONIES- Completed deposit slip and all monies for the field trip are to be given to the business office when the transportation request form is submitted.**

Special checks: If a check is needed for payment of admission fees or any other fees, requests for checks must be made to the ***Business Office 48*** hours prior to the trip.

Faculty members should receive an **alphabetized** list, by grade, of those students attending the field trip and the time they are to be excused from school and the time returning to school. This list is to be distributed at least one day prior to the trip. **The preparation of this list is the responsibility of the teacher organizing the field trip. This list must be submitted with the original Field Trip paperwork in order to adequately prepare for necessary funding.**

An updated list should be turned in to the Principal's office immediately prior to the departure from school noting any changes in the original list.

**PERMISSION SLIPS** – All students must complete a field trip permission slip before going on any school trip. These forms are available in the online under staff documents (**Field Trip Request Packet**) section and in the Principal's office. Special forms may be assigned as the need dictates.

Students attending field trips are expected to arrive at school at the normal starting hour. In the event a field trip is completed prior to the end of the normal school day, they are also expected to be returned to school for completion of the school day.

As a general procedure, students arriving simply for the purpose of attending a field trip who signs in late should be **DENIED** the privilege of attending that field trip.

If you have a volunteer worker on any activity, he/she must be approved by the superintendent prior to the activity. This includes field trips as well as supervision at any school activity.

Every student must be given the opportunity to participate in the activity. Concerns or problems are to be referred to administration **ahead of the day of the trip.**

**Park permits are required for many county, state and town parks. Permits must be completed prior to the field trip and noted on the transportation request form.**

No standees on the bus.

The following supervisor to pupil ratio is recommended. Exceptions must be documented and approved by the building principal.

**Elementary School – 8:1**

**Middle School/ High School – 10:1**

**Definition of a Supervisor/Chaperone:**

- a. A supervisor/chaperone is defined as an adult (**21 years and older**) and may be selected from among members of the staff, their spouses, administrators, and parents.
- b. It is recommended that at least one chaperone be a teacher or member of the administration in the District and every attempt should be made to procure one.
- c. In the case of an overnight trip, a supervisor of each gender is preferred.
- d. The staff member who requests the field trip is considered to be the chaperone in charge of said trip.

Arrangements for substitute teachers (when needed) must be determined by the teacher and administration.

If, for any reason, you will return significantly later than planned, or there is a delay due to bus failure, the teacher will notify the building administration. (It may be advisable to have a parent volunteer serve as an information center for parents to call.)

**Buses are to travel in pairs (when applicable) with a minimum of one teacher per bus.**

**All school rules relating to behavior will apply on field trips.**

**Teachers are not to bring their own children on the field trip unless preapproved.**



## **SAFEGUARDING SCHOOL FUNDS**

All monies collected by an employee of the school district must be placed in the school office vault at the close of the school each day. All employees of the district are advised that the **STORAGE OF MONEY IN A DESK, ON TOP OF A DESK, IN A BOOKCASE, IN A LOCKED OR UNLOCKED CABINET OR IN ANY HIDING PLACE IS PROHIBITED.** The individual in charge with the responsibility of collection and safekeeping of funds may be held personally liable for their loss unless checked into the safe.

### **SUPERVISION OF PUPILS**

Classrooms and homerooms are not to be left unsupervised when students are occupying them. A teacher must always supervise students. If it is necessary for the teacher, when on special duty, or in the classroom, to leave the students, the principal's office should be requested to arrange proper supervision until the teacher returns. In order to be covered by insurance, a teacher must be in charge at all times during the day. If an accident occurs and the teacher is absent at the time, there will be no foundation for an insurance claim. The teacher who should be supervising at the time is negligent and may be held responsible for damages under the law. **Rooms are to be locked when no one is in them.**

### **BUILDING SUPERVISION**

All staff should, whenever possible, actively supervise and to keep the halls clear of traffic. Students should not be congregating in the hall area. Periodically check bathrooms where appropriate.

Students are not allowed in empty classrooms. The faculty should be in the habit of asking the students where their pass is if they are in the hallways during class time.

All school activities require the direct supervision of a teacher. Do not plan on having students work after school unless you can stay with them.

### **LAVATORY PRIVILEGES**

**Pupils (6-12) are not allowed to use the lavatory without a pass**

Teachers should use discretion in allowing lavatory privileges. Only one student at a time should be allowed a pass. Lavatory in nurse's office is for emergency use **only**. **Secondary student may ONLY use the upstairs lavatories during the school day, and elementary may ONLY use the downstairs, regardless of where their class is located. Grade 6 is the only exception, they may use the upstairs and/or downstairs depending on where they are.**

## **CELL PHONES**

1. Teachers should not using their cell phones for personal business during instructional periods. All student phones should be in their locker throughout the school day. Students may utilize their phones during lunch/recess.

## **LESSON PLANS**

**Faculty members are expected to submit lesson plans. The plans will be presented to the principal bi-weekly. They may be scanned and submitted via email. Lessons plans should have the following criteria:**

- a. Title of the unit and a statement of major understanding and ideas. New or important vocabulary should be listed.
- b. List of the Goal(s) of the day.
- c. List of the specific instructional activities and action steps to achieve your goal of the day.
- d. Homework assigned if any.

## **MOVIES SHOWN IN CLASS**

1. All movies should be educational in nature and connect with you curriculum. Permission slips are required for any content not age appropriate.

## **RELIGIOUS HOLIDAYS**

State law and consideration for the pupils absent for religious holidays suggest the wisdom and fairness of teachers avoiding tests or giving new work assignments on these days.

## **TEXTBOOK REGULATIONS**

1. Each teacher is responsible for the distribution and collection of the textbooks used by the pupils in his/her class. Each teacher should keep a list and numbering system for distributing books.
2. If a student leaves your class because of a schedule change, collect his/her book if he/she is dropping the course, or send his/her book card to the new teacher where appropriate.
3. When a student leaves school, each textbook will be returned to the teacher either by the student or by the office if the teacher is not available at the time of the student's departure. Lost books must be paid for in the main office.
4. The condition and the date issued should be entered on the teacher's list under "conditions" when a textbook is issued.

5. As a suggestion, the following symbols can be used on teacher's list:

- "I" for noticeable ink stains
- "P" for soiled pages
- "E" for dirty or marked edges
- "B" for weak or mutilated bindings
- "T" for torn pages

6. The students should have the opportunity to put the book into the best possible condition by repairing it before submitting it to the teacher for evaluation at the end of the year.

### **PERSONAL BUSINESS**

Personal business, i.e. house closings, doctor appointments, dentist appointments and any other pre-planned meetings of a personal nature will not occur during school hours. In the event a teacher must schedule those types of activities during school hours, there are provisions within the contract for personal days.

### **SCHOOL EQUIPMENT**

Please be certain that no equipment is left unattended. All equipment should be secured.

### **PURCHASING OF SUPPLIES, SERVICES OR RENTALS**

No teacher is to contact a vendor for any books, supplies, and film rentals or in any way expend or commit the school to the dispersion of school funds without approval from an administrator.

You will be held personally responsible for any item that you order. Special items or needs are to be handled through the Principal.

### **PUPIL RECORDS**

Cumulative or personal records are **never** to be taken out of the guidance office. They are kept on file and are available to teachers for use as an aid to teaching and guiding pupils.

### **RECOMMENDED DISTRICT PROCEDURES FOR REPORTING CHILD ABUSE**

School officials are required, under Social Services law. Sec. 413, to report suspected Child Abuse and Neglect to New York State Child Protective Services (C.P.S.). Failure to do so constitutes a Class A misdemeanor. Any school staff member, who in good faith, reports suspected child abuse or neglect, is immune from civil or criminal liability.

## **Definition of Abuse**

Section 1012 (3) of the Family Court Act, defines an **abused** child, as a minor under 18 years of age, whose parent or guardian

1. inflicts or allows to be inflicted physical injury –
2. creates or allows to be created a substantial risk of physical injury –
3. commits, or allows to be committed, a sex offense against such a child

## **Definition of Maltreatment**

Section 1012 (f) of the Family Court Act, defines a neglected child as a minor less than 18 years of age:

1. Whose physical, mental or emotional condition has been impaired, as a result of the failure of the parent or guardian to exercise minimum care
  - a. in supplying the child with adequate food, clothing, shelter or education, or medical, dental, optical or surgical care
  - b. in providing the child with proper supervision, including the infliction of excess corporal punishment or by using drugs and or alcohol to the extent of the loss of self-control
1. Professional staff members are responsible to report all instances of suspected child abuse to the Building Principal and School Nurse.
2. **Anyone planning to contact CPS will inform the Principal of the intention to call – but you do not need to wait to place the call for any significant concerns – it is your responsibility to place these calls.**
3. The Building Principal or School Nurse will report the suspected child abuse or neglect to the New York State Central Register of Child Abuse and Maltreatment, using the statewide toll-free telephone number – 1-800-342-3720. The following information should be provided to the CPS specialist if known:
  - a. names and address of parents, or guardians
  - b. the child's age, sex and race
  - c. the nature and extent of the suspected abuse
  - d. the name of the person responsible for causing the injury, abuse or maltreatment
  - e. the source of the report

The Building Principal may not screen the referral or prohibit the report. The Building Principal should confirm the filing of the report with the original reporter by providing him/her with the State Central Register Number, which will be issued after the completion of the intake call. If it is believed that the child needs immediate protection, this should be noted at the time of the oral report.

4. The School Nurse or Principal will complete DSS221A and forward it to the local Protective Service Agency within 48 hours of the telephone report.
5. The School Nurse will be responsible for maintaining statistics regarding the number of reports filed annually with the New York State Child Abuse and Maltreatment Register and will make this information available in the form of an annual report to the Building Principal.
6. Building Administrators can request a summary report of the investigation from Child Protective Services. Such reports must be kept confidential. When a report has been determined to be unfounded, all identifying data in the State Central Register are automatically expunged. The school must also destroy its record.

### **ATTENDANCE PROCEDURES**

1. **Daily Attendance is taken:** by 7:53 a.m.
2. **Period Attendance is taken:** At the beginning of class and changes made when period ends as needed.
3. Teachers are responsible to provide the proper code in Power School for attendance.
4. **A student is marked Absent or the appropriate code:** if they miss more than 20 minutes of a class.
5. **Substitute process:** Substitute Access to Power School is provided for attendance taking.

### **How to Take Attendance Online:**

1. Log in to Power Teacher.
2. Click on attendance indicator icon next to each class.
3. Click the chair icon next to the class for which you want to take attendance.
4. Choose the appropriate attendance code from the current attendance code popup menu.
5. Click the cell next to each student who is absent or tardy to insert the code.
6. Click submit.



## **Absences and Excuses**

1. Inform the members of your homeroom and /or classroom that all students who have been absent or tardy are required, by the New York State Attendance Law, to submit an excuse. The excuse is due the day the student returns to school or the day of the tardiness. Inform the principal or his/her designee of students who do not bring written excuses by written referral forms. The Nurse will make initial home calls.
2. Excuses for “religious observances” must be handed in the day before the student is to be absent.
3. Students who must leave school early - see section on “Leaving Early”.
4. Those students who have been absent for illness of a contagious type (measles, etc.) have had surgery, a fracture, or have been ill for more than four days duration, upon entrance to school must report to the nurse’s office and will be readmitted by the school nurse.
5. Students who have had a cast applied must have a written permission slip from the private physician stating that he/she may be readmitted to school. This note is to be filed in his/her permanent health record and is kept in the health office. No student will be readmitted without the doctor’s note.
6. Students whose absence was illegal will be reported to the administration.
7. All excuse notes must be submitted to the nurse’s office to be kept in the students’ files.

## **DAILY PROCEDURES**

It is the homeroom teacher’s responsibility and obligation to keep a watch on the members in their homeroom. They should be alert to prevalent trends in absenteeism, such as a student continuously coming late, a student being absent the same day or days of the week, and other obvious trends. Below are procedures that should be followed when recording daily attendance.

### **Tardy Students**

1. If a student is tardy to 3 classes or school days in a quarter the student will receive detention for the third Tardy. After the sixth tardy, a parent conference will be held along with an additional detention.
2. Letters will be sent home by the attendance office for students who are frequently late to school.
3. SIR should be sent to the office for any student late to class without a pass. (those with a pass, the principal receives daily updates).

### **Absent Students**

1. Attendance shall be taken by the homeroom teacher
2. Nurse calls each family of a student marked absent
3. Excessive absences are reported to families by registrar, monthly.
4. Loss of credit due to absences is reported by the attendance office.

### **BOCES (Vocational Students)**

1. All BOCES students who attend vocational classes will be subject to the same attendance regulations.
2. All BOCES students must attend school for the full day – vocational and academic classes. If either session is not attended, it will be considered the same as cutting.

**ABSENCE FROM SCHOOL ON THE DAY OF ANY SCHOOL EVENT AUTOMATICALLY ELIMINATES PARTICIPATION IN THAT EVENT. THIS INCLUDES PROMS, SPORTS AND ANY OTHER SCHOOL ACTIVITY.**

**IF A STUDENT MUST LEAVE EARLY FOR ANY REASON ON THE DAY OF A SCHOOL ACTIVITY, HE/SHE SIMPLY BRINGS A NOTE REQUESTING THAT HE/SHE BE RELEASED EARLY.**

The homeroom teacher will record the attendance on the report card for each attendance period. Excessive absenteeism will lead to investigation and verification by administration. Court action will be instituted in cases of extreme absenteeism.

### **Lateness to School**

1. Some parents think if a student is absent for part of a day, he/she should miss the entire day. This is a gross misconception. If a student can return to school for part of the day, he/she should do so. Lateness does not cause the district a loss of state aid.
2. Any student coming to school late for any reason must receive a late pass.
3. Students reporting to school after 9:00AM will be ineligible for extracurricular activities on that particular day.
4. Excessive unexcused lateness will lead to detention or parent conference and ultimately credit loss.

## Miscellaneous Items

### A. Leaving Early

1. The parents should pick up students who must leave school early.
2. No students will be allowed to leave early without submitting a written note to the principal's office, or being signed out by parent/guardian. A parent may call for permission to leave school.
3. No student will be allowed to leave early to obtain driver's permits or licenses. In order to leave early for a road test, the appointment form must be submitted with the excuse note.
4. Students will not be sent home sick unless their parents pick them up.

### B. Working Students

1. Any student who is employed part time after school and has excessive absences shall have his/her working papers revoked.

**Probation and Ineligibility dates are provided to staff quarterly, as a listing. Guidance advises prior to each date.**

## SECTION II - RULES AND REGULATIONS

### FIRE DRILL

1. The primary function of the teacher in case of fire is first, ring fire alarm and second, get students out of the building as quickly as possible. Leave firefighting to the Fire Department.
2. No talking during drills.
3. Teachers must stay with their groups and are responsible for their respective groups at all times. **Teachers are to take attendance or take a head count once students are outside of the building.**
4. **Directions must be posted in all classrooms. (Please advise if they are not in your classroom).**
5. Single or double file may be used; it is up to the teacher to decide which direction offers speed with safety.

6. Instruct any student you see in the hallways to follow you out of the building.
7. All members of the faculty and staff should participate in drills and lend assistance as required.

### **DRILLS**

1. Fire drills (eight total) will take place before December 1<sup>st</sup> each year. **All Eight (8) drills will take place at a different period. Allowing each student to know how to properly exit the building from each class.**
2. Bus drills (three in all) will be announced prior to the drill taking place. These drills take place in the morning as students exit the bus upon arrival to school.
3. Lockdown Drill (four) will take place between October 1<sup>st</sup> & May 1<sup>st</sup>
4. Evacuation Drill (one) will take place in November of each school year. Information will be shared with students & staff well in advance of this drill

### **CIVIL RIGHTS OF STUDENTS**

1. Students may be interrogated by police officials only in the presence of school administrators and/or parents.
2. A student may not be taken from the school until the parents are notified that the student is being removed from said premises.
3. Court officials may talk to students provided permission is received from their parents/guardian and a representative of the school administration or staff is present.
4. The confidentiality of student records and information shall be maintained.

### **SUBSTANCE ABUSE**

1. Teachers should contact a building administrator or the school nurse if they have reason to believe that a student is under the influence of illegal substance, or if he/she is suspected of trafficking any of these substances.
2. If a student is suspected of using drugs or alcohol, parents will be notified at once as part of the disciplinary process.
3. If sufficient evidence exists that a student has been involved in the sale or use of illegal substance, the police will be called and the school will press charges. The parents will be contacted as well. **A mandatory, five-day suspension will also be imposed.**

## **STUDENT DRESS**

The Commissioner's ruling on dress code permits schools some say on this topic. There are three categories under which we can exercise control. These are: **(a)** health, **(b)** safety, and **(c)** dress that could lead to disruption of the normal educational process. Students are, therefore, expected to dress in good taste. **HATS ARE NOT TO BE WORN IN CLASSROOMS OR THE BUILDING (MALES OR FEMALES)**. This topic is further described as follows in our safety policies:

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

## **STUDENT DRESS**

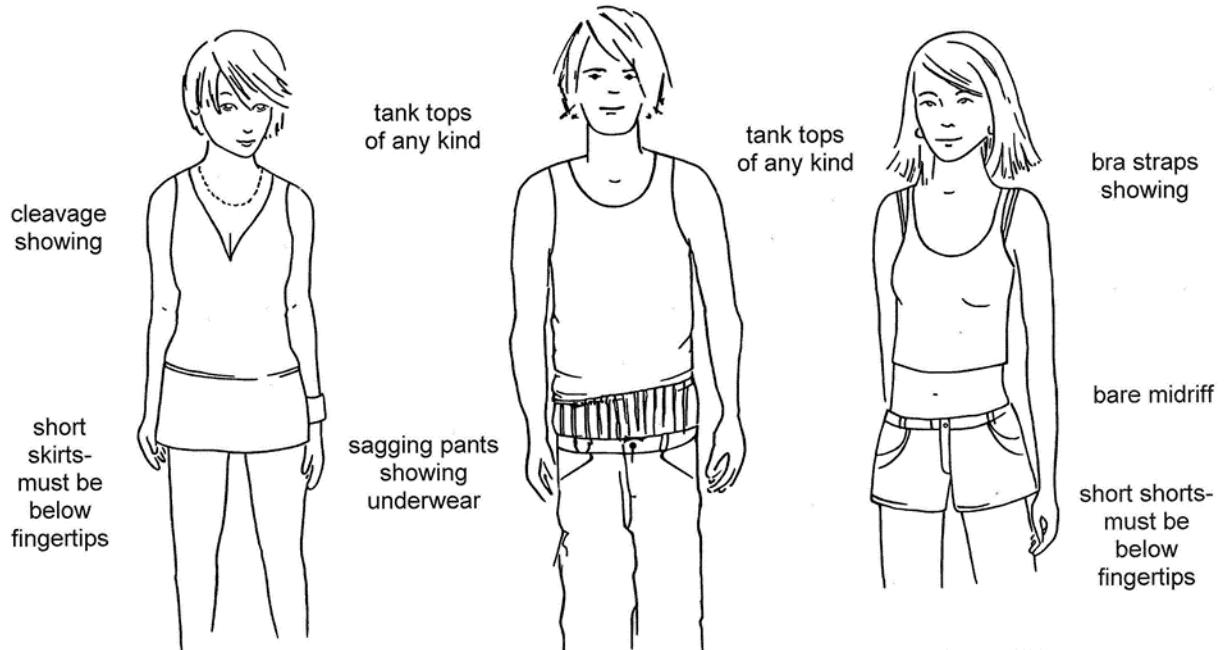
A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter-tops, spaghetti straps, plunging necklines (front and or back) and see through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
5. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

The Building principal shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

\*It is expected that faculty and staff will also follow these dress codes to ensure we are modeling the appropriate dress and attire.

## **These items are not to be worn at school**



**No hats can be worn or carried!**

### **SECURITY OF BUILDING**

1. When leaving a room during the day, teachers are reminded close and lock all windows and to **shut the door**. All doors and windows are to be locked at the end of the day and lights turned off.
2. Place valuables in the desk or cabinet area and lock them.

## **SECTION III - POLICIES AND PROCEDURES**

### **STUDENT CONDUCT**

The Board of Education is committed to maintaining a school that provides students and staff with productive, satisfying, and wholesome learning environments. Essentially, this means that relationships are such that students can learn and teachers can teach.

The Board is also committed to protecting First Amendment freedoms within the school system; however, lawlessness in any form will not be tolerated. The District will not permit students to engage in any conduct intended to destroy personal or school property, disrupt or interfere with teaching, research, service, administrative or disciplinary functions, or any District-sponsored or approved activity.

The school should reflect the ideas of the local community, and should act as an instrument for preserving the positive values and traditions of the District and the larger democratic society in which we live.

All policies regarding student conduct and discipline shall be uniformly enforced and distributed annually to the students, parents and staff of the district.

Ref: Education Law No. 2801;32148NYCRR No. 100.2(1)

\*NOTE: The code of conduct posted on the school website – all policies, as well as an abridged version as required.

### **DISCIPLINE IN THE SCHOOL**

1. Discipline is an integral part of teaching and is as much a part of the educational process as is the basic subject matter. Consequently, the teacher has the major responsibility for classroom control and proper student school citizenship.
2. **All** staff members are expected to enforce or interpret rules in a **reasonable** manner. The need for consistency is of vital importance!



## **DISCIPLINE PROCEDURE**

When it appears that a pupil's behavior is becoming problematic, teachers should take the following actions:

1. Talk with the student; talk with the School Counselor about him/her.
2. Talk with the parents/guardian via the telephone, or in person.
3. Teachers cannot assign pupils to detention.
4. Make the appropriate referral to the Principal.

## **IN-SCHOOL SUSPENSION**

Bridgehampton School is a learning community. With this thought in mind, every effort should be made so that the environment in our building is conducive to accomplish this end. When, on occasion, the behavior of a student(s) disrupts the learning process or endangers the safety of others, disciplinary actions, to some degree, have to be imposed.

One such consequence for a student's misbehavior is **In-School Suspension (ISS)**. **ISS** usually is an assignment given by school administrators to a student whose actions have gone beyond what the teacher should normally have to deal with, but are not as serious to mandate out-of school suspension, Superintendent's hearing, or police action.

The following list of infractions on the part of a student would cause him/her to be assigned to **ISS**.

- Pattern of class cutting
- unacceptable and/or disruptive behavior in class, building, on minor vandalism
- offensive language or obscene gestures
- disobedience and insubordination
- use of tobacco
- unauthorized absence

Upon the repeating of the above offenses and/or in cases of extreme infractions, administrators might deem **Out-of-School (OSS)** to be more appropriate.

\*Code of Conduct – posted on website.

## **GRIEVANCE PROCEDURE FOR STUDENTS**

### **TITLE I REGULATIONS**

Under Title I Regulations, a school district is required to establish grievance procedures for students. The purpose of the procedures is to resolve problems that develop in the school building. The following procedure will apply at the **secondary level**:

#### **Stage 1: Informal - Guidance**

The student having a grievance will make an appointment with his/her Guidance Counselor to discuss the problem. The Guidance Counselor and the student will try to resolve the problem informally.

#### **Stage 2: Principal**

If the grievance is not resolved informally, the student will prepare a written report and submit the report to the Principal within seven (7) school days after Stage 1. Within ten (10) school days, the Principal will conduct a hearing at which time appropriate witnesses may be invited to submit testimony for both sides in the grievance. The student may elect to have a student government officer in attendance to present the grievance.

#### **Stage 3: Superintendent of School**

If the aggrieved student is not satisfied with the decision of the Principal, he/she may request a hearing before the Superintendent of Schools. The Superintendent will grant the student a hearing within ten (10) school days after receiving the grievance in writing. The student and his/her representative will present the grievance and may invite appropriate witnesses to appear. The Superintendent may also invite the Principal, the Guidance Counselor, and another member of the faculty and staff that are needed at the hearing. The Superintendent will render a final decision to the student in writing within ten (10) school days after the conclusion of the hearing.

### **EMERGENCY CLOSING OF SCHOOLS**

1. In case of a “**Snow Day**” or other emergency school closing, you will be notified by our emergency automated phone system.

## **GRADING PROCEDURES for Students in Grades 6-12**

1. Grades are given on a numerical system based on 100. The passing grade is 65.
2. In a full year course, a grade of 50 will be the lowest grade a student may receive for the first two marking periods. Students whose averages are mathematically below 50 in the first two marking periods must receive the comment, **“Average is lower than 50”** on their report card.
3. In a semester course, a grade of 50 will be the lowest a student may receive for the first marking period of that course. Students whose average is mathematically below 50 in the first marking period, must receive the comment, **“Average is lower than 50”** on their report card.
4. Any mark lower than 50 for marking period 3 and 4 in full year courses and the second marking period of a semester course, is subject to the approval of the Principal.
5. The final grade for a full-year course consists of 22% weight for each of the four marking periods plus 12% weight for the final exam.
6. The final grade for a half-year course consists of 44% weight for each of the two marking periods plus 6% weight of the final exam.
8. Marking period grades are arrived at through daily classroom attendance, oral participation, and all required classwork. The passing of tests or quizzes is also a very important element of the grading system.
9. Incomplete – at the end of a marking period, an **“I “** may be given as a grade and the student placed on the Academic Probation List if he/she is not currently on probation. If the student is on the Probation List, he/she will be placed on the Ineligible List. The student will have ten (10) school days to make up incomplete work. The mark earned at the end of the tenth (10th) day will then be recorded on the student’s report card in place of the **“I”**.

## **RECORDING OF GRADES**

1. All grades, failing or otherwise, will be used to determine high school average and rank in class.
2. If a student drops a course before he/she has completed one marking period, nothing is to be recorded.

3. A student who drops out, or is dropped from a half-year course at the end of the first marking period, or who drops out, or is dropped from a full-year course at the end of the second marking period, will have a “WP” recorded if he/she is passing. If he/she is failing, a “WF” will be recorded.

### **MAKE-UP SCHOOL EXAMINATIONS**

1. If a student misses a school examination, either final or mid-term, and has a physician’s note, a make-up examination **MUST BE** provided.
2. Teachers will inform the Principal of students who fail to take the examination. He/she will establish legitimacy of the excuse and inform the teacher. If the excuse is legitimate, the teacher and Principal will determine how and when the exam is to be made up.
3. Students who do not have a legitimate excuse for failure to appear will receive a zero for their final or mid-term examination mark and their final grade will be determined accordingly.

### **STUDENT INVOLVMENT IN THE GRADING PROCESS**

Evaluation and self-evaluation are important behavioral outcomes. Involving students in the grading process in an advisory manner will be a valuable experience for them in this area and will also compel them to know the aims and goals for the course.

Therefore, **all** teachers in **all** courses **must** involve students in the grading process in some way. **One suggested procedure** is as follows:

1. Explicitly share with each of your classes your grading criteria for the respective course. These criteria should be based on the important objectives of the course itself.

**\*\* It is REQUIRED that grades be entered into PowerSchool for grades 6-8 at LEAST bi-weekly, and weekly for high school. This was a pattern that was agreed upon when the parent portal went into place.**

## **HOMEWORK**

There are two major reasons for giving homework assignments:

1. To reinforce concepts and skills learned in class.
2. To expand the classroom approach to the subject matter with appropriate assignments; i.e., newspapers, television, interviews, etc.

**Students should know that when they are absent, they are still responsible for learning the material missed. In order to do this systematically, it is imperative for each teacher to have a definite procedure by which students can make up the work missed, even before they return to school.**

## **STUDENT HARASSMENT AND BULLYING PREVENTION AND INTERVENTION REGULATION**

The Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing, intimidation and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds, such as cyberbullying, which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

### **Definitions**

#### **Bullying**

Under the amended Dignity for All Students Act bullying and harassment are equivalent and used interchangeably. In order to facilitate implementation, provide meaningful guidance and prevent behaviors from rising to a violation of law, bullying is further understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

1. **Power imbalance** - occurs when a bully uses his/her physical or social power over a target.
2. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** - the bully and the target believe the bullying will continue.
4. **Terror** - when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.”

(Barbara Coloroso, *The Bully, The Bullied & The Bystander*, 2003)

There are at least three kinds of bullying: verbal, physical and social/relational.

- Verbal bullying (which can be delivered orally, electronically or in writing) includes, but is not limited to, name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, anonymous notes, etc.
- Physical bullying includes, but is not limited to, poking, slapping, hitting, tripping or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.
- Social or relational bullying includes, but is not limited to, excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

The New York State Education Department provides further guidance on bullying and cyberbullying prevention on the following website: [http://www.p12.nysed.gov/technology/internet\\_safety/documents/cyberbullying.html](http://www.p12.nysed.gov/technology/internet_safety/documents/cyberbullying.html)

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## **Discrimination**

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as listed under *Harassment* as defined below).

## **Harassment**

Harassment has been defined in various ways in federal and state law (including the penal law) and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent behaviors from escalating to violations of law and, instead, to promote a positive school environment and limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).
- Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

For purposes of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.



### Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

### Prevention

Prevention is the cornerstone of the district's effort to address bullying. The components of such an effort involve the following:

- Following the principles and practices of "*Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* – Adopted by the Board of Regents July 18, 2011." District curriculum will emphasize developing empathy, tolerance and respect for others.
- Learning about and identifying the early warning signs and precursor behaviors that may lead to bullying.
- Gathering information about bullying at school directly from students (through surveys and other mechanisms); analyzing and using the data gathered to assist in decision-making about programming and resource allocation.
- Establishing clear school wide and classroom rules about bullying consistent with the district's code of conduct.
- Training adults in the school community to respond sensitively and consistently to bullying.
- Raising awareness among adults, through training, of the school experiences of marginalized student populations (as enumerated in the *Definitions* section above), social stigma in the school environment, gender norms in the school environment, and strategies for disrupting bullying or other forms of violence.
- Providing adequate supervision, particularly in less structured areas such as in the hallways, cafeteria, school bus and playground.
- Raising parental awareness and involvement in the prevention program and in addressing problems.
- Using educational opportunities or curriculum, including, if applicable, the Individual Educational Program (IEP), to address the underlying causes and impact of bullying.

The Superintendent will appoint a district-wide bullying prevention committee, chaired by the DAC. The committee will include representation from staff, administration, students and parents. The committee will assist with the development and implementation of the prevention and intervention program, which may include the strategies listed above.

**Role of the Dignity Act Coordinator(s)(DAC)**

The Board of Education will annually designate a staff member, who has been thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex, as the Dignity Act Coordinator (DAC) for the District, accountable for implementation of this policy and ensuring equivalency in programming for the District.

The DAC will be responsible for coordinating and enforcing this policy and regulation in the school, including but not limited to coordination of:

- the work of the building-level committees;
- professional development for staff members and,
- the complaint process, and
- management of the Dignity Act's civility curriculum components.

**Incident(s) Reporting**

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets and persons with knowledge of bullying report such behavior immediately to the Superintendent/Principal or DAC as soon as possible after the incident so that it may be effectively investigated and resolved. The district will also make a bullying complaint form available on its website to facilitate reporting. The district will collect relevant data from written and verbal complaints to allow for systematic reporting.

Staff who observe or learn of incident(s) of bullying are required, in accordance with State law, to orally report it to the Superintendent/Principal or DAC within one school day and to fill out the district reporting form within two school days. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

The district will thoroughly, promptly and equitably investigate all complaints, formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner, although limited disclosure may be necessary to complete a thorough investigation.

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

**Confidentiality**

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

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

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

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

**Investigation and Resolution Procedure****A. Level I Procedure**

Whenever a complaint of bullying is received whether verbal or written, it will be subject to a thorough preliminary review and investigation. Except in the case of severe or criminal conduct, the Superintendent/Principal or the Dignity Act Coordinator shall make all reasonable efforts to resolve complaints informally at the school level. The goal of informal procedures is to end the bullying, prevent future incidents, ensure the safety of the target and obtain a prompt and equitable resolution to a complaint.

As soon as possible, but no later than three school days following receipt of a complaint, the Superintendent/Principal or the Dignity Act Coordinator will begin an investigation of the complaint by:

- Reviewing any written documentation provided by the target(s).

- Conducting separate interviews of the target(s), alleged perpetrator(s), and witnesses, if any, and documenting the conversations.
- Providing the alleged perpetrator(s) a chance to respond and notify him/her that if objectionable behavior has occurred, it must cease immediately. The individual will be made aware of remediation opportunities as well as potential disciplinary consequences.
- Determining whether the complainant needs any accommodations to ensure his/her safety, and following up periodically until the complaint has been resolved. Accommodations may include, but are not limited to:
  1. A “permanent” hall pass that allows the student to visit a designated adult at any time;
  2. Access to private bathroom facilities;
  3. Access to private locker room facilities;
  4. An escort during passing periods;
  5. If the student feels unsafe in a specific class, an opportunity for individual tutoring or independent study until the case is resolved;
  6. An opportunity for independent study at home with district-provided tutor until the case is resolved;
  7. Permission to use personal cell phone in the event that the student feels threatened and needs immediate access to parent or guardian;
  8. Assignment of a bus monitor.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Parents of student targets and accused students should be notified within one school day of allegations that are serious or involve repeated conduct.

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

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

Appropriate disciplinary action shall be recommended and imposed in accordance with district policy, the applicable collective bargaining agreement or state law. The district will make every reasonable effort to attempt to first resolve the misconduct through non-punitive measures.

The investigator shall report back to both the target and the accused, within one week notifying them in writing, and also in person, as appropriate, regarding the outcome of the investigation and the action taken to resolve the complaint. The actions taken will be in conformance with the *Remediation/Discipline/Penalties* section of this regulation. The target shall report immediately if the objectionable behavior occurs again or if the alleged perpetrator retaliates against him/her.

If a complaint contains evidence or allegations of serious or extreme bullying, or a civil rights violation, the complaint shall be referred promptly to the Superintendent. The complainant will also be advised of other avenues to pursue their complaint, including contact information for state and federal authorities.

In addition, where the DAC or school psychologist has a reasonable suspicion that the alleged bullying incident involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact the school attorney, appropriate child protection and, if appropriate, law enforcement authorities.

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

#### B. Level II Procedure

The Superintendent or his/her designee shall promptly investigate and equitably resolve all bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation. In the event the complaint involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to an appropriate independent individual for investigation.

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

In conducting the formal Level II investigation, the district will endeavor to use individuals who have received formal training regarding such investigations or that have previous experience investigating such complaints.

If a Level II investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior in accordance with the *Remediation /Discipline/ Penalties* section of this regulation.

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

Any party who is not satisfied with the outcome of the Level II investigation may appeal to the Board of Education by submitting a written request to the Board President within 30 days.

### C. Level III Procedure

When a request for review by the Board has been made, the Superintendent shall submit all written statements and other materials concerning the case to the President of the Board. The individual requesting the review shall be afforded the opportunity to submit documentation in support of his or her position.

The Board shall render a decision in writing after its next succeeding board meeting. If the Board requires additional time to render a decision, it shall apprise all relevant parties as to when it expects to render a decision.

The district shall retain documentation associated with complaints and investigations in accordance with Schedule ED-1.

### **Retaliation Prohibited**

Any act of retaliation against any person who opposes bullying behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified assisted, or participated in any manner in an investigation, proceeding, or hearing of a bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action up to and including suspension or termination.

### **Remediation/Discipline/Penalties**

Any individual who violates this policy by engaging in bullying will be subject to appropriate action, which may include disciplinary action. Remedial responses to bullying include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support group;
- Corrective instruction or other relevant learning or service experience;

- Changes in class schedule;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plan, with benchmarks that are closely monitored;
- Student counseling;
- Parent conferences; or
- Student treatment or therapy.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Parent education seminars/workshops;
- Peer support groups.

Disciplinary measures available to school authorities include, but are not limited to the following:

Students: Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the Code of Conduct and applicable law.

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

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

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

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

### **Policy Dissemination**

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



All employees shall receive information about this policy and regulation at least once a year. Principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and information about the impact of bullying on the target and bystanders.

**Training**

Training needs in support of this bullying prevention and intervention program will be reflected in the district's annual professional development plan, new teacher orientation, in curriculum and will be considered in the budget process. The DAC(s), administrative employees and other staff, such as counselors or social workers who have specific responsibilities for investigating and/or resolving complaints of bullying shall receive yearly training to support implementation of this policy, regulation and on related legal developments.

Adoption date: August 29, 2012

Revised & Adopted: November 18, 2015

**SEXUAL HARASSMENT REGULATION**

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

**Sexual Harassment Defined**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education (including any aspect of the student's participation in school-sponsored activities, or any other aspect of the student's education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's employment or a student's education; or
3. the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

**Unacceptable Conduct**

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

1. rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc.;
3. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
4. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc;

5. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
6. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. clothing with sexually obscene or sexually explicit slogans or messages;
10. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;
11. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet material, etc.;
12. any other unwelcome gender- or sexually orientated-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

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

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

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

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

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

### **Reporting Complaints**

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

Complaints should be filed with the Principal or the Title IX coordinator.

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

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

### **Confidentiality**

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

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

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

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

### **Investigation and Resolution Procedure**

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

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

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

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

4. Instruct the alleged harasser to have no contact or communication regarding the complaint with the victim and to not retaliate against the victim. Warn the alleged harasser that if he/she makes contact with or retaliates against the victim, he/she will be subject to immediate disciplinary action.
5. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.
6. Review all documentation and information relevant to the complaint.
7. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
  - discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
  - suggesting counseling and/or sensitivity training;
  - conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
  - requesting a letter of apology to the complainant;
8. Parent/Student/Employee Involvement and Notification
  - Parents of student victims and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct.
  - The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.
  - If either the victim or the accused is a disabled student receiving special education services under an IEP or section 504/Americans with Disabilities Act accommodations, the committee on special education will be consulted to determine the degree to which the student's disability either caused or is affected by the discrimination or policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.
  - The Principal or Title IX Coordinator (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the Superintendent.
  - The investigator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the victim to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
  - The investigator shall notify the victim that if he/she desires further investigation and action, he/she may request a district level investigation by contacting the Superintendent of Schools. The investigator shall also notify the victim of his/her right to contact the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.

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

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

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

#### B. District-level Procedure

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

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

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

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



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

The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. In addition, victims have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights.

Employee victims also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

### **Retaliation Prohibited**

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

### **Discipline/Penalties**

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

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

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

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

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

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

**False Complaints**

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

**Training**

All students and employees shall be informed of this policy in student and employee handbooks and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All secondary school student body officers shall receive district training about the policy at the beginning of each school year.

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

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

Adoption date: April 14, 1997 (prior regulations 5020.1-R and 9010.2-R)

Revised: August 14, 1999

Revised: January 27, 2010

**Bridgehampton UFSD Policy #0110: Sexual Harassment****SEXUAL HARASSMENT**

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

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

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee. In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the district will determine if accommodations need to be made until the issue is resolved.

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

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

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

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

A committee of administrators, teachers, parents, students and the school attorney shall be convened annually to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to Board.

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*  
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*  
*Davis v. Monroe County Board of Education*, 526 U.S. 629, 652 (1999)  
*Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998)  
*Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
*Burlington Industries v. Ellerth*, 524 U.S. 742 (1998)  
*Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)  
*Franklin v. Gwinnett County Public Schools*, 503 U.S. 60 (1992)  
*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)  
Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*  
Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*  
Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

Adoption date: 8/29/2012



Accredited by the Middle States Association/Council on Elementary and Secondary Education

**Bridgehampton Union Free School District**

P.O. Box 3021, 2685 Montauk Highway, Bridgehampton, NY 11932

Telephone: (631) 998.1300

[www.bridgehampton.k12.ny.us](http://www.bridgehampton.k12.ny.us)

Facsimile: (631) 537-9038

**ATTENDANCE POLICY**

**TO PARENT/GUARDIAN OF:**

**STUDENT NAME:**

**DATE:**

**This is to inform you that your child has been absent and/or late a significant number of times this year. To receive credit for any course, a student may not exceed absences as follows:**

**FULL YEAR COURSE (1 full credit)- 18 ABSENCES PER SCHOOL YEAR**

**ONE SEMESTER COURSE (1/2 credit) -9 ABSENCES PER SCHOOL YEAR**

**LATENESS OF MORE THAN 20 MINUTES TO CLASS  
WILL BE COUNTED AS AN ABSENCE**

**Your child's attendance records are attached.**

**Your child's attendance records indicate that she/he was tardy a total of \_\_\_\_\_ times. Students are expected to be in class at 7:45am. Students will be assigned lunch detentions for being late to school or class in accordance with the code of conduct and the school's attendance policy.**

**If you wish to discuss this matter with myself or the Superintendent, please feel free to call the school at (631) 998-1300.**

**Sincerely,**

**Christina Banados  
Attendance Officer**

# **Bridgehampton Union Free School District**

P.O. Box 3021 • 2685 Montauk Highway • Bridgehampton, NY 11932

Telephone: (631) 988-1300

Facsimile: (631) 537-1030

## **Playground Safety Rules**

- ***Actively supervise children on playgrounds:*** You should always have your eye on your students as they play on playground equipment.
- ***Proper Attire:*** Make sure students are dressed appropriately. You should remove purses, scarves and necklaces that could become caught in playground equipment.
- ***Sit down on the swings*** and slow down before getting off. Trying to stand on, or jump off swings is dangerous.
- ***Use both hands when climbing.***
- ***Avoid climbing on wet equipment.*** Wet equipment could be slippery and could lead to a fall.
- ***Never climb up the front of slides.*** Students are in danger of getting injured by someone coming down the slide if they try to climb up it. Furthermore, they could slip and fall when climbing up the front of a slide the wrong way.
- ***Avoid walking in front or behind of swings.*** A student could be hit when walking near another person on a swing.
- ***Avoid broken equipment.*** Children need to be aware that they should never play on broken equipment, and that they should let the administrative staff know right away if there is a problem with the equipment.
- ***Avoid pushing or shoving.*** Students should take turns using playground equipment and should not crowd or push others to get onto playground apparatuses.

## **Injuries**

### ***1. Stay Calm***

***2. Determine the severity of the injury, if unsure of severity, treat as an injury.***

***3. Ask student to remain on ground***

***4. Carefully position individual on back or the most comfortable position for that child.***

***5. Radio for nurse or administrator.***

***6. Fill out accident report and contact parent the same day as injury.***

## Duties Roles/Responsibilities

### Testing Duty

- Report to assigned testing location to perform any modifications/services necessary for student testing and remain for the full period. **Please see teacher with any questions regarding testing accommodations.**
- Teacher will collect and disseminate all testing materials to assigned teacher at the end of the period.

### Hallway Duty

- Monitor student safety and ensure that students report to and remain in their homeroom, as well as the first and last five minutes of each period before being in the hallways.
- Assign late passes by clearly identifying student name (first and last), time in, and attending class.

### Recess Duty

- Proactively monitor student safety and interactions by and ensuring students are using appropriate conduct both physically and verbally.
- Work with duty members to determine an appropriate position inside/outside to space out ensuring proper supervision of all students, in all areas, at all times.
- Ensure smooth transitions to and from lunch consistent with the proper conduct in the hallways and lining up.

### Lunch Duty

- Monitor the flow of the lunch line to ensure that students are prepared and it moves steadily along.
- Ensure student conduct is appropriate and consistent with proper etiquette when eating.
- Ensure students are aware of the time they have to eat and assist in coordinating cleanup and disposal of food.
- Ensure smooth transitions to and from lunch consistent with proper conduct in the hallways and lining up.

### Bus Duty

- Monitor and coordinate the proper flow of cars/trucks/busses through the circle. Ensure that vehicles do not impeded the flow of morning drop-off and students are entering the school safely.
- Direct visitors to the greeter inside the vestibule to check-in.

### Morning Gym Duty

- Ensure elementary students are seated and remain in their appropriate gym locations and secondary students remain in the bleachers until dismissed by teacher(s).