

Sauquoit Valley CSD

Physical Education Plan

2025-2026

Approved by the Sauquoit Valley Board of Education on May 19, 2026

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I. School Demographics

Sauquoit Valley Central School District is located in Oneida County, New York. The District encompasses parts of the counties of Oneida and Herkimer in central New York. The school district comprises the following townships: Paris, New Hartford, Bridgewater, Frankfort, Kirkland, Marshall, and Litchfield. The current district enrollment for the school year of 2024-2025 is 883 students. Within the school district 40% of the student population is eligible for free and reduced lunch. The cultural makeup of the Sauquoit Valley Central School District includes 92% Caucasian students, 4% Hispanic students, 1% African American students, and 3% Multiracial students. The annual attendance rate from 2024-2025 is 93.4%. The District is a member of the Oneida, Herkimer and Madison Board of Cooperative Educational Services (BOCES). Within the 223.8 acre campus the Sauquoit Valley Central School District comprises one elementary, middle school and high school buildings. This information was gathered from the NYS Education Department Report Card. <https://data.nysed.gov/enrollment.php?year=2024&instid=800000041397>

During the 2024-2025 school year the Sauquoit Valley Central School District nurses computed the body mass index for students in grades Pre-K, Kindergarten, first, third, fifth, seventh, ninth and eleventh grade. A total of 440 students in the aforementioned grades were surveyed and 33.8% of the students surveyed have a body mass index in the 85th percentile or higher which means they are considered at risk for being overweight, overweight, obese or severely obese. Of the 440 students surveyed 8% are currently severely obese. While this statistic does not encompass our entire school district it does offer some insight as to how many students are in need of physical activity. Due to this percentage of students that are overweight or obese it is the aim of the physical education program at Sauquoit Valley to reduce the number of students that are overweight or obese. To combat this problematic statistic we ensure that our students meet or exceed the New York State Mandated amount of Physical Education minutes. When possible movement is integrated into academic content areas, students are taught the importance of healthy lifetime habits, and encouraged to set attainable fitness goals for themselves. We have added a personal fitness class in the high school for students to utilize the weight room and set fitness goals. We have also incorporated field trips that encourage students to pursue lifetime activities such as cross country skiing, snow shoeing, and kayaking. In addition, our athletic programs in 2024-2025 serving students in grades 7-12 have averaged 44.9% participation rate. This is encouraging as it helps combat the number of students that are overweight or obese in middle and high school.

II. PE Plan

The District has created a Physical Education Program that is in compliance with the Commissioner of Education's regulation 135.4 governing physical education in the schools of the state of New York. This stipulates that each school district must have a comprehensive K-12 physical education plan.

a. Program Mission Statement, Goals and Objectives

The mission of the Sauquoit Valley Central School District Physical Education program is to create healthy, committed, life-long learners that appreciate movement and recognize the importance of an active lifestyle.

Goals:

The Sauquoit Valley Central School District Physical Education program goals are identical to the New York State Physical Education Learning Standards.

- New York State Learning Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.
- New York State Learning Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- New York State Learning Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- New York State Learning Standard 4: Exhibits responsible personal and social behavior that respects self and others.
- New York State Learning Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
- New York State Learning Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Objectives:

Elementary Objectives:

Students will:

- Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Develop physical fitness skills through regular practice, effort and perseverance
- Demonstrate mastery of fundamental locomotor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- Understand the relationship between physical activity and individual well being
- Demonstrate competency in a variety of physical activities
- Contribute to a safe and healthy environment as a participant and a spectator by observing safe conditions for all activities
- Work constructively with others to accomplish a variety of goals and tasks
- Demonstrate care, consideration and respect of self and others during physical activity
- Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time

Intermediate Objectives:

Students will:

- Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints
- Combine and integrate fundamental skills and adjust techniques based on feedback, including self, peer and teacher assessment
- Understand the relationship between physical activity and the prevention of illness, disease, and premature death
- Develop leadership, problem solving, cooperation, and teamwork by participating in group activities
- Understand the risks of injury if physical activity is performed incorrectly and recognize the importance of safe physical conditions as well as the emotional conditions essential for safety
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others

- Demonstrate the ability to locate physical activity information, products and services within their communities
- Know some career options in the field of physical fitness and sports

Commencement Objectives:

Students will:

- Demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- Establish, maintain and demonstrate mastery of fundamental skills
- Make physical activity an important part of their life and recognize the benefits of physical activity
- Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
- Demonstrate competence for leading and participating in group activities
- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- Demonstrate responsible personal and social behavior while engaged in physical activities
- Create a positive climate for group activities while assuming a variety of roles
- Understand the physical, social and emotional benefits of physical activity and be able to demonstrate leadership and problem solving through participation in organized games or activities

Objectives are condensed from the following website that includes the full explanation of each grade level outcome for Physical Education

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf>

b. Required Instruction (K-12)

The District meets and exceeds the Commissioner's Regulation. This is accomplished through regularly scheduled physical education classes.

Students in grades kindergarten through second grade are scheduled for a regular physical education class every other day for 40 minutes. On days that the students do not have regular physical education they are scheduled for a 14 minute physical education class that is taught by two certified physical education teachers. This physical education class combines fitness activities, ELA concepts, Math concepts and health concepts. This enables each student in kindergarten through second grade to receive daily physical education and to meet or exceed the Commissioner's Regulation. The total number of minutes that K-2 students receive is 148 minutes one week and 122 minutes the following week.

Students in third grade are scheduled for a regular forty minute physical education class four times in a six day cycle which equates to a minimum of three days per calendar week of physical education. The total number of minutes that 3rd grade students receive is 120 minutes per calendar week. At this time, third grade meets or exceeds the Commissioner's Regulation for minutes of physical education but does not meet the requirement on daily physical education.

Students in fourth grade are scheduled for a regular forty minute physical education class four times in a six day cycle which equates to a minimum of three days per calendar week of physical education. This meets the mandated amount of physical education minutes. The total number of minutes that 4th grade students receive is 120 minutes per calendar week.

Students in fifth, sixth, seventh and eighth grade are in middle school and receive 41 minutes of physical

education every other day. This meets the Commissioner's Regulation in meeting three days a week in one semester and two days a week in the other semester.

Students in ninth, tenth, eleventh, and twelfth grade are in high school and receive 38 minutes of physical education every other day. This meets the Commissioner's Regulation in meeting three days a week in one semester and two days a week in the other semester.

c. Curriculum Design

See appendix A for K-12 Curriculum Map

d. Adapted Physical Education

Sauquoit Valley Central School District offers adaptive physical education classes to students through the assistance of BOCES when the students' Individualized Educational Plan (IEP) so specifies. Students in this class are taught by a certified physical education teacher that is employed by the Oneida Herkimer Madison BOCES (this is a CoSer service through OHM BOCES). The Committee on Special Education protocol will determine the appropriate physical education placement for such students. Those students that are integrated into the regular physical education class participate in activities that are modified so that every student can participate in a safe manner and to the best of their abilities (IDEA legislation for least restrictive environment). If a student has the social and emotional capability to integrate into regular physical education class that student is permitted to do so. This occurs through the collaboration between classroom teacher, physical education teacher and the committee on special education chairperson (as needed). The same holds true for a student that requires a more restrictive setting.

Classroom aides are used when noted specifically on a student's IEP, or recommended through the TST (Teacher Support Team) protocol. The aides help to assist the specific student and offer whatever assistance is necessary for the student to be successful in physical education.

e. Attendance Policy

According to the Commissioner of Education regulations, all students must participate in physical education and are not allowed to be excused from physical education for any reason, unless illness or injury prevents a student from participating. The attendance policy of the Sauquoit Valley Central School District for physical education adheres to this regulation. Students that are injured must provide an individual medical certificate of limitations which must indicate the area of the program in which the pupil may participate. When a caregiver requests that a student be excused temporarily due to short-term illness or injury, the school nurse and caregiver will collaborate to indicate the area of the program in which the pupil may safely participate. A caregiver's excuse will only be valid for 3 school days, after that time a medical certificate is needed. The physical education teachers may modify the physical education activities so that all students are capable of participating in a safe environment.

e. Grading Policy

Elementary School:

Sauquoit Valley Elementary School grades kindergarten through second grade students in three areas. Those areas are: puts forth good effort, demonstrates the development of basic skills, and displays

sportsmanship and cooperation. The students are graded in each of these areas using the following scale: 4= students exceed expectations, 3= student meets expectations, 2= student performance is inconsistent and 1= Student does not meet expectations. The elementary physical education teachers keep a daily record of student effort using a system of checks and minuses. To determine the development of basic skills the teachers assess the students on various locomotor movements and skills using a four point rubric that coincides with the grading scale. Finally, the teachers keep track of sportsmanship and cooperation amongst the students using notations in their gradebook.

Sauquoit Valley Elementary School physical education teachers grade the third and fourth grade students on the following areas: puts forth good effort, demonstrates the development of basic skills, fitness and displays sportsmanship and cooperation . The students are graded in each of these areas using the following scale: 4 = exceeding standards 95%-100%, 3+= meeting standards 87%-94%, 3= meeting standards 80%-86%, 2+= Developing towards standards 76%- 79%, 2= developing standards 70%-75%, 1+= Not meeting standards 65%-69% and 1- Not meeting standards 64% and below. The elementary physical education teachers keep a daily record of student effort using a system of checks and minuses. To determine the development of basic skills the teachers assess the students during each unit with a skills assessment that is using the same rubric that coincides with the grading scale on the report card. To assess fitness the teachers do a fitness test in the fall, mid winter and spring. Finally, the teachers keep track of sportsmanship and cooperation amongst the students using notations in their gradebook.

Middle School:

The physical education grade will be based on four criteria.

1. Daily Preparation
2. Daily Participation/ Daily Fitness
3. Daily Affective Domain
4. Cognitive Assessment

DAILY PREPARATION:

The students are expected to:

1. Be on time to class
2. Be dressed in P.E. attire/ be prepared with sweatshirts/pants for inclement weather
3. Wear sneakers that tie
4. Remove all jewelry

DAILY PARTICIPATION:

The students are expected to:

1. Follow directions and stay on task
2. Actively participate in all warm-up and class activities
3. Show continuous effort
4. Be highly motivated and productive

DAILY AFFECTIVE DOMAIN

The students are expected to demonstrate:

1. Personal and Social responsibility and safety of self, others and equipment
2. Good sportsmanship
3. Cooperation and Teamwork/ the ability to help, get along with, and include others in activities.
4. Leadership

DAILY FITNESS

The students are expected to:

1. Performance in daily fitness activities in the areas of cardiovascular endurance, muscular endurance, strength, and flexibility during the fitness warm-up and activities.
2. A fitness test will be given twice a year (Fall and Spring)

COGNITIVE ASSESSMENT:

The students may be given homework assignments, extended activities, written quizzes/test, or simple verbal assessments to assess their comprehension of information given throughout the unit.

High School:

Sauquoit Valley High School uses the following as their grading policy:

Grading Policy:

Each student can earn up to 10 points per class.

- 1 point for being on time.
- 2 points for **changing** into a PE uniform with shorts.

- 7 points for effort, sportsmanship, personal/social responsibility, skill & safety (**all must be present to earn all 7 points**).
- ****Failure to participate = ZERO that CANNOT be made up.****
Absences/Medical
- Each student will receive **two free absences** each quarter (*excused or unexcused*).
- A student who misses **more than two** (*excused or unexcused*) will need to coordinate with their teachers to make up the classes.
- Students will make up missed classes in person as your first option upon return, and written assessments are used by the discretion of the teacher.

f. Safety Policy

Safety will be a primary concern when constructing unit or lesson plans. Each unit plan will indicate specific equipment and safety procedures associated with said activity. Teachers will determine what age appropriate equipment should be used to ensure the safety of all students. At the beginning of each unit the teachers will discuss with students all safety concerns for the unit regarding equipment, facility that will be used, classroom safety procedures, student safety procedures and safety rules of the game. Students will be held accountable to adhere and maintain the safety considerations that are discussed (NYS PE Standard #4).

Students should be using school issued equipment unless the personal equipment will not change the safety of the game. For example, using one's own baseball glove does not change the safety of the game in physical education but using one's personal ice hockey stick would change the safety of the game because it is made of different materials and the size of the stick may be different as well.

As decided upon by the Sauquoit Valley Physical Education Department and Director of Physical Education, goggles must be worn at all times during the following units for student safety: floor hockey, lacrosse, and field hockey.

Per the Superintendent, the physical education teachers are instructed not to participate in physical education classes other than for demonstration purposes or if the teacher participating will control the game/activity (for example, while playing softball/baseball in physical education the teacher should be the pitcher because it helps to control the flow of the game and ensures that no students get hit with a

pitched ball). In addition, physical education teachers will be aware of the skill level of students when placing students in positions in games/ activities and grouping students together for practice purposes. Finally, any new units should be discussed with the building principal and/or other physical education colleagues ahead of time so that safety concerns can be addressed.

g. Personnel

Sauquoit Valley Central School District employs seven New York State Certified Physical Education teachers that are certified to teach Physical Education to grades K-12. In each building there are two New York State Certified Physical Education teachers. Currently one teacher teaches high school health and is the district's athletic director.

Sauquoit Valley Central School District has a Director of Physical Education, Mr. Ronald Wheelock. Mr. Wheelock is our Director of Physical Education and has permanent K-12 physical education certification, permanent K-12 health certification, and permanent School District Administration certification. Mr. Wheelock is a shared Director of Physical Education through OHM BOCES. All certifications are located in appendix C.

h. Facilities

In the Sauquoit Valley Central School District each building has a full sized basketball court/gymnasium and shares athletic fields for physical education classes. In addition, the high school building has a fitness facility that houses strength training equipment and cardiovascular equipment. Located on the campus are five outdoor tennis courts, one baseball field, one softball field, a newly renovated multi-purpose athletic field, and renovated stadium that boasts a newly surfaced track and top of the line artificial turf field.

The facilities use chart is noted in appendix D.

i. Administrative Procedures

Students are required to have physicals upon entering Pre-K/Kindergarten, first grade, third grade, fifth grade, seventh grade, ninth grade and eleventh grade. Athletes are required to have an annual physical in order to participate in interscholastic athletics.

Students who are injured and are limited in their participation in physical education must have a medical note indicating such. Likewise, in order to return to play, a student must have medical clearance to do so.

Physical fitness testing is used in the elementary school for third and fourth grade students. This test includes a four minute jog within the gym and the number of sit ups a student can do in one minute. The overall fitness score which is listed on the students report card is based on an average of two rubrics. Both rubrics have a range of laps/sit ups that corresponds with the score for the student. Students are evaluated three times a year using this assessment.

Physical fitness testing is conducted in the middle school for all fifth, sixth, seventh and eighth grade students. Students are required to complete a set number of push-ups and sit-ups at the start of each class, with the number increasing every few weeks. The mile run is practiced at the start of the school year and formally tested at the end of the school year. This evaluation serves as a personal assessment tool to measure student growth and provide direction for improvement.

Physical fitness testing conducted in the high school for grades nine through twelve is an ongoing informal assessment for students to measure their own personal fitness growth.

III. Sauquoit Valley Central School District Athletics

a. Philosophy

The safety, health, and welfare of student participants is the first priority for the Sauquoit Valley Central School District athletic program. Physical activity helps to develop skills that will enable students to live a productive and rewarding life. The Athletic Program will provide equal opportunity for all students to acquire knowledge, physical and psychological skills, and to develop character. Our athletic program is educational based, focusing on student athletes physical, mental and emotional wellbeing. The student athlete will learn the benefit of cooperation with and respect for other people. Athletic participation is a privilege that carries with it responsibilities to the school, to the team, to the student body, to the community, and to the student.

b. Athletic Placement Process (APP)

Moving junior high athletes up to play junior varsity or varsity level sports. When potentially selecting an athlete for the athletic placement process, please keep in mind the premise in which the procedure was designed. This procedure is designed to promote exceptional athletes to a higher level of competition to maximize their athletic abilities. We must keep in mind the athlete's physical, mental, and social safety. For the integrity of the athletic placement procedure, it should be in the best interest of the athlete for them to move up a level.

See the Section III Athletic Placement Process for procedures that are followed when moving up athletes. https://section3.org/documents/2024/10/10/athleticplacementprocess12_11_17finalrevised.pdf

c. Hiring Policy

Coaching vacancies are filled in the following manner:

- All district employees are canvassed first to determine if there is any interest .
- If no interest is generated in house or a more qualified candidate has not expressed interest from outside the district, the position will be advertised.
- When more than one candidate is interested in a position, interviews will be conducted and a decision is made pending appropriate coaching qualifications.
- State education protocols for coaching qualifications are adhered to in the hiring process.
- All coaches hired are subject to applicable fingerprinting guidelines and Board of Education approval.
- Salary is paid according to the Sauquoit Valley Central School District teachers' union contract.
- Volunteer coaches must be Board approved, fingerprinted, and follow coaching certification requirements.

d. Coaching Certification Requirements

1. Hold a current physical education certificate, which enables you to coach any sport with no further course work required. First aid for coaches and CPR must remain current.
2. Hold a current teaching certificate and complete all required coaching courses. First aid for coaches and CPR must remain current.
3. If you are a non-certified teacher you must complete all required coaching courses and apply **annually** for a temporary coaching license. All sports that you coach should be included on this application, which carries an annual fee of \$50.00. First aid for coaches and CPR must remain current.

4. The accepted time-line for satisfying all New York State coaching requirements is as follows:

1st Year of Coaching: Must hold current first aid for coaches, CPR, and a 2-hour violence prevention class.

2nd Year of Coaching: Prior to coaching your second year, you should have completed a course in coaching Principals and Philosophy. Child abuse is generally covered during this course also.

3rd Year of Coaching: Prior to coaching your third year, you should have completed either Coaching Theories and Techniques or Medical Aspects of Coaching.

4th Year of Coaching: Prior to coaching your fourth year, you should have all course work; including child abuse training completed.

- Current First aid for Coaches (only first aid accepted for coaching certification) and CPR must be held at all times in order for temporary certification to be granted.

5. After three years of coaching the same sport, you can apply for a “**Professional Coaching License**” (*you must have accrued 3 temporary coaching licenses in that sport prior to applying*). You apply with a professional coaching license application, pay \$50.00 (Money Order to State Ed. Dept.). This will put all coaches with this certification on the same status level as a teacher. You must re-apply after three years of coaching; however, the application must be accompanied by three years of successful evaluations in the particular sport.

- Must apply separately for each sport you coach.

6. Failure to meet above mentioned coaching requirements in a timely manner will jeopardize your future employment status as a coach in the Sauquoit Valley Central School District.

e. **Coaching Evaluations**

All coaches will be evaluated by the athletic director. If the athletic director is not a certified administrator, they will conduct evaluations under the supervision of the Superintendent or their administrative designee. Coaches will be observed during practice and/or contests at various times during the season.

The following will apply for all coaches:

- Each coach will have a post-season conference.
- Each coach will receive a copy of their evaluation and have the opportunity to comment if they wish.
- If a coach is found to “Need Improvement” in the sport they coached, that coach will devise a plan with the athletic director outlining the measures they will take to gain the necessary improvement.

f. **Extra Curricular Participation Policy**

I. Rationale:

The Mission of the Sauquoit Valley Central School District is to ensure that each student will become a lifelong learner and a responsible citizen in an ever-changing world.

II. Goals:

Strategic Goal #3: The SVCS will provide rich and meaningful opportunities for civic learning and democratic engagement throughout the district, combined with enhancing the well-being of each student to foster community responsibility.

A. Each student should be afforded opportunities for participation in at least one extracurricular activity. Students who are in more than one activity will be allowed to participate in more than one activity, even if practice schedules conflict, provided that they adhere to the 50-50 rule.

B. Students who participate in activities outside of the school district are also encouraged to participate in district activities if they choose to do so. It will be the responsibility of the student to communicate with his/her advisors and coaches when there is a conflict.

III. Definitions:

A. For the purposes of this policy, the term “extra-curricular activity” shall be defined as including but not limited to any club, athletic team, curricular team, music group, or drama group that is available to students as part of the district.

B. The term “season” shall be defined as the length of time that the extra-curricular activity is in effect for the school year. For a club, curricular team, and music groups, it will be the length of the school year in most cases. For drama groups, it will be the time from the beginning of the practice period until the culminating performance. In sports, it will be the sport season. The length of the “season” will also be inclusive of sectional and state competition.

C. The term “competition/performance” shall be the next major event on the schedule for clubs and curricular teams; in music or drama, it shall be the next concert or performance; in sports, it shall be the next game or meet.

D. The “50/50 Rule” applies when a student has two practices scheduled at the same time. In those cases, the student will attend 50% of both practices whenever practical.

E. The “Extra-Curricular Council” is composed of the following staff members: Athletic Director, Music Department Chair, Student Council Advisor, High School Principal, Middle School Principal, and Board of Education member(s).

IV. Responsibility of Coaches and Advisors:

- Coaches and advisors will establish practice times and meeting times at the beginning of each sports season and at the beginning of each semester for extracurricular activities.

- Coaches and advisors will maintain consistent practice and meeting times throughout the season and/or semester unless there is a compelling reason to change. Changes will be announced daily at school, posted on the district website, and forwarded to parents whenever possible.

- Coaches and advisors are responsible for monitoring student academic performance at the three-week report mark (in September) and every two weeks thereafter.

- Coaches and advisors will not penalize a student for missing a practice or meeting when the time change resulted in an unanticipated conflict.

- Coaches and advisors will respect and adhere to the 50/50 rule.

- Coaches and advisors will not penalize a student for missing a practice or meeting for an academic reason, medical/dental appointments, or family emergencies. Such reasons include, but are not limited to, college visits, tutoring, etc.
- Coaches and advisors are expected to adhere to the District Code of Conduct.

V. Responsibility of the Extra-Curricular Council:

- The Extra-Curricular Council will meet as needed to discuss upcoming events, athletic contests, and performances.
- The Extra-Curricular Council will review potential conflicts and determine solutions whenever possible.
- The Extra-Curricular Council will make decisions jointly and will communicate them to all coaches and advisors on a monthly basis. Coaches and advisors must share this information with students.

VI. Responsibility of the Student:

- All students are expected to maintain academic eligibility.
- All students are expected to attend practices and meetings and assume their share of the group/club/team's responsibilities.
- All students will adhere to the 50-50 rule for meetings, practices, etc., unless directed otherwise by both coaches and/or advisors.
- All students will adhere to the priority established and are expected to attend the appropriate practice, meeting, game, etc.
- Students are expected to communicate with their coach and/or advisor if they have an individual conflict.

VII. Responsibility of the Parent:

- Parents will encourage their children to be responsible for communication with the coach and/or advisor.
- Parents are expected to demonstrate good sportsmanship and be positive role models for the students.
- Parents are expected to respect the decisions of coaches and/or advisors and to allow students to learn to be effective problem solvers and improve their time management skills.
- Parents are expected to adhere to the District Code of Conduct.

g. Physical Education Participation

Athletes must be properly participating daily in the regular physical education program to be eligible for practice or competition. Exceptions may be granted in cases where a physician indicates that an athlete is cleared to participate in their specific sport but not in physical education. It is expected that athletes must properly participate and dress each day for physical education (unless legally excused). If the

V. Appendices

- a. **K-12 Curriculum Map**
- b. **Certifications for all physical education staff are on file in the district office**
- c. **Facility Use Chart**
- d. **Equal Opportunity and Non-Discrimination Policy- Per Board Of Education Policy 0015 as found on the Sauquoit Valley Central School District Website**

Content Area: Physical Education

Standards Document: <https://www.nysed.gov/sites/default/files/programs/standards-instruction/pe/pe-standards-physical-education-learning-standards-2020.pdf>

	September	October	November	December	January	February	March	April	May	June
K	Rules/ Social/Locomotor movement/ Baseball/ Softballs	Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Catching/ Fall Harvest Games	Fall Harvest Games/ Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Catching/ Heart Healthy/ Throwing Games	Heart Healthy/ Mindfulness/ Hula Hoops/ Winter Games	Stretching with implements/ Jump Rope/ Hula Hoop/ Review Rules/ Cooperation Games	Review Rules/ Cooperation Games/ Admatics/ Frisbee/ Mindfulness/ Jump Rope	Mindfulness/ Jump Rope/ Golf/ Dance/ Hand Eye/ Throwing/ Large Ball/ Handing	Catching/ Soccer's Pillow/ Pdd/ Large Ball/ Handing/ Throwing	Track/ Foot Eye Skills/ Lawn Games	PE Favorites/ Cooperation Games
1	Rules/ Social/ Locomotor movement/ Baseball/ Softballs	Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Handing/ Fall Harvest Games	Fall Harvest Games/ Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Handing/ Heart Healthy/ Throwing Games	Heart Healthy/ Mindfulness/ Hula Hoops/ Winter Games	Stretching with implements/ Jump Rope/ Hula Hoop/ Review Rules/ Cooperation Games	Review Rules/ Cooperation Games/ Admatics/ Frisbee/ Mindfulness/ Jump Rope	Mindfulness/ Jump Rope/ Golf/ Dance/ Hand Eye/ Throwing/ Large Ball/ Handing	Catching/ Soccer's Pillow/ Pdd/ Large Ball/ Handing/ Throwing	Track/ Foot Eye Skills/ Lawn Games	PE Favorites/ Cooperation Games
2	Rules/ Social/ Locomotor movement/ Baseball/ Softballs	Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Handing/ Fall Harvest Games	Fall Harvest Games/ Throwing/ Foot Eye Skills/ Catching/ Large Ball/ Handing/ Heart Healthy/ Throwing Games	Heart Healthy/ Mindfulness/ Hula Hoops/ Winter Games	Stretching with implements/ Jump Rope/ Hula Hoop/ Review Rules/ Cooperation Games	Review Rules/ Cooperation Games/ Admatics/ Frisbee/ Mindfulness/ Jump Rope	Mindfulness/ Jump Rope/ Golf/ Dance/ Hand Eye/ Throwing/ Large Ball/ Handing	Catching/ Soccer's Pillow/ Pdd/ Large Ball/ Handing/ Throwing	Track/ Foot Eye Skills/ Lawn Games	PE Favorites/ Cooperation Games
3	Rules/ Project Adventure/ Fitness/ Frisbee/ Tennis	Fitness/ Frisbee/ Tennis/ Football/ Soccer	Football/ Soccer/ Floor Hockey/ Basketball/ Fall Harvest Games	Floor Hockey/ Basketball/ Winter Games	Basketball/ Floor Hockey/ Street Quest/ Jump Rope	Jump Rope/ Stretch Quest/ Team Games/ Volleyball	Team Games/ Volleyball/ Self-Defense/ Create a Game/ Adventure (Geocaching)	Adventure (Geocaching)/ Create a Game/ Team Games/ Track/ Baseball	Baseball/ Track/ Lacrosse/ PE Favorites	PE Favorites/ Cooperation Games
4	Rules/ Project Adventure/ Fitness/ Frisbee/ Tennis	Fitness/ Frisbee/ Tennis/ Football/ Soccer	Football/ Soccer/ Floor Hockey/ Basketball/ Fall Harvest Games	Floor Hockey/ Basketball/ Winter Games	Basketball/ Floor Hockey/ Street Quest/ Jump Rope	Jump Rope/ Stretch Quest/ Team Games/ Volleyball	Team Games/ Volleyball/ Self-Defense/ Create a Game/ Adventure (Geocaching)	Adventure (Geocaching)/ Create a Game/ Team Games/ Track/ Baseball	Baseball/ Track/ Lacrosse/ PE Favorites	PE Favorites/ Cooperation Games
5	Rules/ Cross Country/ Race/ Stride, Individual and Team Scoring) History	Football/ Soccer (Passing, Catching, Rules) Game structure	Hand Ball/ Fitness Stations (5 components of fitness) fitness routines, day to day	Volleyball/ Basketball	Badminton/ Pickleball	Floor Hockey/ Advanced Stretching	Orienteering/ Cooperative Games	Track and Field	Tennis/ Softball	Outdoor Activities/Clean Lockers
6	Rules/ Cross Country (Race, Stride, Individual and Team Scoring) History	Football/ Soccer (Passing, Catching, 4 Routes, Trapping, Defense) Game structure	Hand Ball/ Fitness Stations (3 components of fitness) fitness routines, day to day	Volleyball/ Basketball	Badminton/ Pickleball	Floor Hockey/ Advanced Stretching	Orienteering/ Cooperative Games	Track and Field	Tennis/ Softball	Outdoor Activities/Clean Lockers
7	Rules/ Cross Country (Race, Stride, Individual and Team Scoring) School Programs	Football/ Soccer (Passing, Catching, 8 Routes, Defense, Kicking, Punishment Goals) Game structure	Hand Ball/ Fitness Stations (3 components of fitness) fitness routines, stress relief, self discipline, peer confidence and esteem.	Volleyball/ Basketball	Badminton/ Pickleball	Floor Hockey/ Advanced Stretching	Orienteering/ Cooperative Games	Track and Field	Tennis/ Softball	Outdoor Activities/Clean Lockers
8	Rules/ Cross Country (Race, Stride, Heart Rate, Individual and Team Scoring) School Programs	Football/ Soccer (Passing, Catching, 8 Routes, Defense, Kicking, Punishment Goals) Game structure	Hand Ball/ Fitness Stations (3 components of fitness) fitness routines, stress relief, self discipline, peer confidence and esteem.	Volleyball/ Basketball	Badminton/ Pickleball	Floor Hockey/ Advanced Stretching	Orienteering/ Cooperative Games	Track and Field	Tennis/ Softball	Outdoor Activities/Clean Lockers
9-12	Understanding best practices in soccer/football/ultimate games/Standard 2	SS will demonstrate proper understanding in date: strength/fitness) 3, L1, L4, L1	Safety and goal setting will apply to the NASP (Anchors) 3, L1	Improvement in the SPORT ED MODEL in an Expressional unit (Standards 1,2,3,4)	Racket/Volley units (Standards 1,2,3,4)	Racket/Volley units (Standards 1,2,3,4)	Racket/Volley units (Standards 1,2,3,4)Introduction to team building/Cooperative games and self defense.	Team game of Lacrosse, Individual lifetime sports of tennis and Golf.	Individual lifetime sports of tennis and Golf, Fitness	Softball/ lawn games, Gymnastics/hockey/rifle as center clean up.

University of the
Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

DUPLICATE

ISABELLA M. ARRIGO

Certification Area: Physical Education

Form: INITIAL

Certificate Number: 2991375

Effective Date: 08/05/2021 TO 08/31/2026

Control Number: 2013324262


Deputy Commissioner for Higher Education

Given under the authority of
the State Education Department


Commissioner of Education

University of the
Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

BRETT M. CARDILLO

Certification Area: Physical Education

Form: PROFESSIONAL

Certificate Number: 862984

Effective Date: 09/01/2009

Control Number: 358271091

Senior Deputy Commissioner of Education - P-16

Given under the authority of
the State Education Department

Interim Commissioner of Education

rec'd 1-19-10

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Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

BRETT M. CARDILLO

Certification Area: Health Education

Form: PROFESSIONAL

Certificate Number: 862984

Effective Date: 09/01/2009

Control Number: 337144091

Senior Deputy Commissioner of Education - P-16

Given under the authority of
the State Education Department

Interim Commissioner of Education

ELIGIBILITY FOR THE PROFESSIONAL CERTIFICATE

The holder of an initial certificate shall be eligible for a Professional certificate upon the completion of the specific requirements prescribed in the appropriate Regulations of the Commissioner of Education and shall be responsible for becoming familiar with the requirements.

The Professional certificate is continuously valid upon the completion of the specified professional development. The holder of the Professional certificate shall be responsible for complying with this requirement.

The requirements for progressing from an initial certificate to a Professional certificate as well as the requirements for maintaining the validity of a Professional certificate may be found on the Office of Teaching Initiatives' website at <http://www.highered.nysed.gov/tcert>.

COPY

Rec'd
3-25-09

Frank J. Curriere Jr
25 BROOKLINE DR
UTICA

COPY

NY 13501-6551

COPY

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Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

FRANK J. CURRIERE JR

Certification Area: Physical Education

Form: PROFESSIONAL

Certificate Number: 805143

Effective Date: 02/01/2009

Control Number: 299939091

Given under the authority of
the State Education Department

Johanna Duncan Porter
Senior Deputy Commissioner of Education - P-16

Richard Mills
Commissioner of Education

University of the
Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

DUPLICATE

NATHANIEL R. DEPERNO

Certification Area: Physical Education

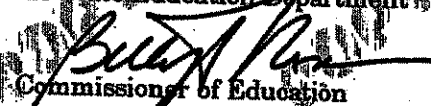
Form: INITIAL

Certificate Number: 3100145

Effective Date: 05/25/2023 TO 08/31/2028

Control Number: 1716618232


Deputy Commissioner for Higher Education

Given under the authority of
the State Education Department

Commissioner of Education

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching
Albany, New York 12234

America's Job Bank (www.ajb.org) is an easily accessible nationwide job bank that helps job seekers and employers connect. This service provides job seekers a method to post their resumes on the Internet. Employers regularly search this database to find suitable candidates for their job openings. This service is available *free* to job seekers and employers.

It is expected that a certified teacher be knowledgeable of New York State's new learning standards. For information about the learning standards and new State assessment system, please visit the Department's web site at <http://www.nysed.gov> or write to the Office of Curriculum, Instruction and Assessment, New York State Education Department, Albany, NY 12234.

file
rec'd 10/18/01

DOUGLAS E. JONES
420 BRIARCLIFF AVE.
UTICA NY 13502

University of the
Education



State of New York
Department

Public School Teacher Certificate

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

DOUGLAS E. JONES

Certification area: **HEALTH**

*Form: **PERMANENT**
(over)

Effective date: **09/01/01**

Certificate number: **051667053**

Control number: **095987011**

Given under the authority of
the State Education Department

Charles C. Mackey, Jr.
Administrator, Teacher Certification

Richard P. Mills
Commissioner of Education

ELIGIBILITY FOR THE PROFESSIONAL CERTIFICATE

The holder of an Initial certificate shall be eligible for a Professional certificate upon the completion of the specific requirements prescribed in the appropriate Regulations of the Commissioner of Education and shall be responsible for becoming familiar with the requirements.

The Professional certificate is continuously valid upon the completion of the specified professional development. The holder of the Professional certificate shall be responsible for complying with this requirement.

The requirements for progressing from an Initial certificate to a Professional certificate as well as the requirements for maintaining the validity of a Professional certificate may be found on the Office of Teaching Initiatives' website at <http://www.highered.nysed.gov/tcert>.

Lindsay G. Kidder
25 BEVERLY PLACE
UTICA NY 135012102

rec'd
9-9-09

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State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

LINDSAY G. KIDDER

Certification Area: Physical Education

Form: PROFESSIONAL

Certificate Number: 767745

Effective Date: 09/01/2009

Control Number: 332965091

Given under the authority of
the State Education Department

Johanna Runcap Postier
Senior Deputy Commissioner of Education - P-16

R. Howard Mills
Commissioner of Education

University of the
Education



State of New York
Department

PUBLIC SCHOOL TEACHER CERTIFICATE

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

DUPLICATE

BRITTNEY R. KUHN

Certification Area: **Physical Education**

Form: **INITIAL**

Certificate Number: **3176841**

Effective Date: **07/08/2022 TO 08/31/2027** Control Number: **2021859262**

Given under the authority of
the State Education Department


Deputy Commissioner for Higher Education


Commissioner of Education

Policy

GENERAL COMMITMENTS

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EQUAL OPPORTUNITY AND PROHIBITION OF DISCRIMINATION AND HARASSMENT

I. Statement of Policy

- A. The Sauquoit Valley Central School District (the District) provides education programs and services, does business with vendors and the public, provides equal access to groups designated by Federal law, and makes decisions regarding employment without consideration of an individual's race, (including but not limited to hair texture and protective hairstyles), color, creed, religion, national origin (regardless of English language skills), age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, except when sex or age are a bona fide occupational qualification, when a criminal conviction is related to job duties, and when an individual's religion or disability warrants reasonable accommodation.
- B. Our commitment to providing education programs and services without discrimination includes participation in nonacademic and extracurricular services such as transportation, counseling services, student clubs, and physical education and athletics.
- C. Our commitment to providing employment without harassment, including sexual harassment, or discrimination includes recruiting, employment decisions, promotion opportunities, compensation, fringe benefits, workplace conditions, workplace discipline, and termination decisions.
- D. No student shall be subjected to harassment or bullying (as defined below) by employees or students on school property or at a school function. No student shall be subjected to discrimination based on a person's actual or perceived race, (including but not limited to hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex by another student or a school employee on school property or at a school function. This Policy does not prohibit a denial of admission into, or exclusion from, a course of instruction that is permissible under the New York State Education Law and Federal Title IX of the Education Amendments of 1972; nor does it prohibit actions that are permissible under Section 504 of the Rehabilitation Act of 1973.
- E. This goal of this Policy is to create a school environment that is free from discrimination, bullying and harassment. This Policy shall be interpreted and implemented so that the District complies with its obligations under Titles VI and VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, Section 201-g of the New York Labor Law, Section 504 of the Rehabilitation Act of 1973, the New York State Human Rights

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

Law, and the New York State Education Law, as interpreted and enforced by applicable regulations.

- F. Complaints of sexual harassment, retaliation, or other unlawful harassment or discrimination in the workplace or educational setting may be investigated and acted upon under this or another applicable District policy. These policies include but are not limited to: Equal Opportunity, Dignity for All Students Act (DASA), Title IX, Sexual Harassment in the Workplace, the Code of Conduct, and any other applicable/relevant District policy.

II. Opportunities for Individuals with Disabilities

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

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

III. Harassment Bullying and Discrimination Prohibited

A. General Standard of Conduct

No one who is receiving an education from the District, or employed by the District, or present on school property or at a school event, should experience harassment, bullying, or discrimination. The District's Code of Conduct (Policy 1010) prohibits harassment, bullying and discrimination. The District's Code of Conduct applies to conduct by District employees, District students, and anyone else on school property or at a school event.

When determining whether particular conduct or statements are to be classified as prohibited harassment, the determining factor will be whether the person at whom the conduct or statement was directed reasonably experienced the conduct or statement as unwelcome harassment, not the intent of the person engaging in the conduct or making the statement.

B. Conduct Directed at a Student

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

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

C. Conduct Directed at Someone Other than a Student

Conduct (including verbal conduct) directed at someone other than a student who is present on school property or at a school event will be classified as discrimination or harassment if it is motivated by that person's race, (including but not limited to hair texture and protective hairstyles), color, creed, religion, national origin, age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, and

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

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

1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation, or attempts to commit these assaults.
 - b. Intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or detriments;
 - b. Subtle or obvious pressure for unwelcome sexual activities; or

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

- c. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience which create a hostile work environment.
 - 3. Sexual or discriminatory displays or publications anywhere in the workplace, such as displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic.
 - E. Anyone who feels that they have experienced prohibited discrimination or harassment should bring this to the District's attention by using the Complaint Procedure described below. Administrators and other supervisors who observe conduct that might constitute harassment, including sexual harassment, are required to report that conduct to the Title IX and Compliance Coordinator(s).
 - F. An employee, including supervisors and managers, who subject another employee to harassment, including sexual harassment, will be subject to disciplinary consequences, consistent with applicable laws and collective bargaining agreements.
 - G. Conduct that occurs away from school property, such as on social media or at after-hours events, may violate this policy if it has a prohibited workplace impact.
 - H. Allegations of sexual harassment and discrimination will be investigated pursuant to Policy 6010, this Policy, and any other applicable policy or law that prohibits such conduct in the workplace or educational setting.
- IV. Strategy to Prevent Harassment, Bullying, and Discrimination
- With the objective of preventing acts of harassment, bullying, or discrimination from interfering with any student's educational opportunities or sense of safety in school, the District will implement the procedures described in this Policy to:
- A. Expand student and employee awareness of the problem;
 - B. Train staff and instruct students about appropriate, non-discriminatory behavior;
 - C. Respond to reports of conduct that may violate this Policy; and
 - D. Implement corrective and restorative measures as appropriate, when unacceptable conduct occurs.
- V. Compliance Coordinator(s)

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

- A. The Compliance Coordinator for purposes of implementing this Policy shall be:

Superintendent or Designee
Sauquoit Valley Central School District
Sauquoit, New York 13456
Telephone: (315) 839-6311

The Compliance Coordinator is responsible for receiving complaints of conduct that may violate this Policy and Title VI, Title VII, Age Discrimination in Employment Act, §201-g of NYS Labor Law, NYS Human Rights Law, Section 504 or the Americans with Disabilities Act; directing a thorough fact finding regarding those complaints; making a determination whether a violation of the Policy and federal law has occurred; overseeing the implementation of corrective action when necessary, including the making of reasonable accommodations for student or employee disabilities; ensuring that this Policy has been publicized as required by law; keeping records of all reports of possible discrimination or harassment, including sexual harassment, and making recommendations for the updating of this Policy as necessary.

The Compliance Coordinator is responsible for fulfilling these responsibilities whether the incidents involve adult conduct directed at other adults, adult conduct directed at students, and student conduct directed at other students.

- B. The principal of each school building is designated as the District's DASA Coordinator for that school building, and their names and contact information shall be included in the Code of Conduct and prominently displayed in each building. The DASA Coordinators are responsible for receiving complaints of conduct directed at students by adults or other students that may be harassment, bullying, or discrimination as described in Part I-D and Part III of this Policy; conducting a thorough fact-finding regarding those complaints; determining whether a violation of this Policy has occurred; overseeing the implementation of corrective action when required; and keeping accurate records of complaints received and action taken, as required by the State Education Department. The DASA Coordinators serve as the Superintendent's designee for purposes of Article 2-A of the Education Law (DASA).
- C. The Compliance, Title IX, and DASA Coordinators shall promptly inform each other of complaints that involve conduct that may violate these other District policies, for further review and investigation, if required.
- D. When there is a complaint of possible discrimination by the Compliance Coordinator, or a DASA Coordinator, the Superintendent shall designate another school official to conduct the necessary fact-finding and make recommendations.

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

VI. Complaint and Fact-finding Procedure

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

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

- B. Fact-finding Inquiry: Upon receiving a written report of possible harassment, bullying, or discrimination, the Compliance Coordinator or DASA Coordinator shall log the report, acknowledge in writing its receipt, and conduct a fact-finding inquiry designed to determine with a reasonable degree of probability what actually transpired.

While the specific process may vary from case to case, upon receipt of a complaint, the District Compliance Coordinator will:

1. Conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take interim action (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate.
2. If complaint is verbal, a request to the Complainant will be made to complete the written complaint form. If the Complainant does not wish to do so, the District Compliance Coordinator prepare a complaint form or equivalent documentation based on the verbal reporting;
3. Take steps to obtain, review, and preserve documents sufficient to assess the allegations, including documents, emails or phone records that may be relevant to the investigation. The Compliance Coordinator or designee will consider and implement appropriate document request, review, and preservation measures, including for electronic communications;
4. Seek to interview all parties involved, including any relevant witnesses;
5. Create a written documentation of the investigation which contains the following:
 - a. A list of all documents reviewed and a detailed summary of relevant documents;
 - b. A list of names of those interviewed with a detailed summary of their statements;
 - c. A timeline of events;
 - d. A summary of any prior relevant incidents disclosed in the investigation, reported or unreported; and
 - e. The basis for the decision and final resolution of the complaint, together with any remedial measures and/or corrective action(s).
6. Keep the written documentation and associated documents in a secure and confidential location;

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7. Promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document; and
 8. Inform the complainant of the right to file an external complaint (outside of the District) as outlined later in this Policy.
- C. Resolution: The Compliance Coordinator or DASA Coordinator shall prepare a written fact-finding report describing what investigation was done, what conclusions have been drawn about what happened, a conclusion as to whether the conduct violated the District's Policy, and, if it did, what corrective action should be taken.
1. If the determination is that this Policy has not been violated, the person who made the report, and each person whose conduct was challenged, shall be told of that determination in writing or by email. The person who made the report shall be told of the option to have the determination reviewed.
 2. If the determination is that this Policy has been violated, the person who made the report of possible discrimination shall be told of that determination in writing or by email and, consistent with the confidentiality accorded to student and personnel records, told that appropriate corrective action has been taken to deter any repetition of the offending conduct. The person whose conduct violated the Policy shall have that explained to them, shall be told of the corrective action being taken by the District, and shall be told of the option to have the determination reviewed.
 3. When the Compliance Coordinator or DASA Coordinator verifies the occurrence of harassment, bullying, or discrimination directed at a student, the school shall take prompt action that is consistent with the District's Code of Conduct and is reasonably calculated to end the harassment, bullying, or discrimination to eliminate any hostile environment; to create a more positive school culture and climate; to prevent a recurrence of the behavior; and to ensure the safety of the student(s) at whom the conduct was directed.
 - a. Responsive actions shall be measured, balanced, and age-appropriate.

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- b. Responsive actions shall follow a progressive model and make appropriate use of intervention, education, and discipline.
 - c. Responsive actions shall vary according to the nature of the offending behavior, the developmental age of the person engaging in the behavior, and the prior history of problem behaviors by the person engaging in the conduct.
- D. Report to Law Enforcement Agency: When a DASA Coordinator believes that conduct has occurred that constitutes criminal conduct, the Coordinator shall promptly notify the Superintendent, and the Superintendent shall promptly notify the appropriate law enforcement agency.
- E. Confidentiality: It shall be explained to anyone making a report or providing information about a report that the District does not reveal information about reports or the fact-finding process except to the extent necessary to fulfill its legal obligations to make as complete an inquiry as possible and to take appropriate corrective action when discrimination has occurred. Every witness interviewed during the fact-finding inquiry shall be instructed not to discuss the complaint or the investigation with anyone else, except as may be privileged by law.
- F. Special Fact-finder: The Superintendent is authorized to appoint a special fact-finder to carry out the responsibilities of the Compliance Coordinator or DASA Coordinator when the Superintendent concludes that the circumstances of a particular report warrant that action, and the special fact-finder shall fulfill the responsibilities of the Compliance or DASA Coordinator described in this policy.
- G. Immediate Corrective Action: The Superintendent has discretion to implement immediate corrective action, pending the completion of a fact-finding inquiry, to protect an individual when the Superintendent concludes that the circumstances of a particular report warrant that action.
- H. Review of Administrative Response: If a person who initiated a report of possible discrimination, or a person whose conduct was challenged by a report of possible discrimination, is not satisfied with the determination of the Compliance Coordinator (or other designated investigator), they may request that the determination be reviewed by the Board of Education.
 - 1. A request for Board review must be made in writing, filed with the District Clerk within ten (10) business days of receiving the written notice of the determination.
 - 2. The person requesting review shall provide a written explanation of their objection(s) to the determination, including the corrective action taken, if

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

any. That statement shall be filed with the District Clerk at least five (5) business days before the Board meeting at which the review will be conducted.

3. Board discussion of the determination and the objection(s) made shall take place in executive session. Board action to adopt or change the determination shall take place in a public session.
 - a. Retaliation: Unlawful retaliation is any action by an employer or supervisor that seeks to punish a worker or covered individual for engaging in protected activity. The person engaged in the protected activity is protected from retaliation if the person had a good faith belief that the practices were unlawful even if the alleged harassment does not turn out to rise to the level of a violation of law or Policy. Examples of unlawful retaliation include, but are not limited to:
 - a. Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
 - b. Publicly releasing personnel files;
 - c. Refusing to provide a reference or providing an unwarranted negative reference;
 - d. Labeling an employee as “difficult” and excluding them from projects to avoid “drama”;
 - e. Undermining an individual’s immigration status; or
 - f. Reducing work responsibilities, passing over for a promotion, or moving an individual’s desk to a less desirable office location.
 - g. Threats of physical violence out of work hours or disparaging someone on social media could also be considered retaliation under this Policy.
 - b. Protected activity includes but is not limited to: making or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. These actions need not be job-related or occur in the workplace to constitute unlawful retaliation. Additional protected activities could include:
 - a. making a complaint of sexual harassment or discrimination, either internally or with any government agency;
 - b. testifying or assisting in a proceeding involving sexual harassment or discrimination, making a verbal or informal complaint of harassment or by informing a supervisor or manager of suspected harassment or discrimination; or

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- c. encouraging a fellow employee to report harassment.
 - c. This anti-retaliation provision is not intended to protect persons making intentionally false charges of harassment or discrimination.
 - I. If allegations of retaliation are received by the District in connection with a complaint of sexual harassment or discrimination under this Policy, an investigation will be conducted pursuant to this Policy. Possible consequences for a finding of retaliation by an employee against another person for engaging in protected activities shall include, but not be limited to, counseling, discipline, suspension, and/or termination.
- VII. Remedial Measures When This Policy is Violated
 - A. An employee found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) in the course of their employment will be subject to discipline, up to and including termination. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct) and applicable statutes and collective bargaining agreements.
 - B. A student found to have engaged in prohibited harassment, bullying or discrimination against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property will be subject to discipline. Such decisions will be made and implemented in accordance with other District policies (e.g. the Code of Conduct), the New York State Education Law, and any other applicable statutes.
 - C. Any other person found to have engaged in prohibited harassment or discrimination against another person (whether a District employee, District student, or member of the public) while participating in a school activity or on school property may have their future access to school activities limited, as deemed appropriate under the circumstances.
- VIII. Dignity Act Coordinator
 - A. The Board appoints at least one staff member at each school to serve as the Dignity Act Coordinator for that school, upon the recommendation of the Superintendent. Each person designated for this role shall be instructed in the provisions of Article 2-A of the Education Law and thoroughly trained in methods to respond to human relations in the areas of race, (including but not limited to hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

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- B. The name and contact information for each Dignity Act Coordinator shall be publicized as follows:
1. listing such information in the Code of Conduct posted on the District's website;
 2. including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students before the beginning of each school year;
 3. including such information in at least one mailing per school year to parents and persons in parental relation, and in additional mailings if the information changes;
 4. posting such information in a highly visible location in each school building; and
 5. making such information available at the District office and each school building office.

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

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

IX. Training and Publication of Policy

- A. All District employees will be provided with a copy of this Policy. Online access to a printable copy of this Policy will satisfy this requirement.
- B. All students and their families will be notified at the beginning of the school year, or at the time of enrollment, of this Policy, the conduct expectations established by it, and how they may request accommodation of a disability or initiate a complaint or report possible discrimination, harassment or bullying.

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- C. A summary of this Policy shall be posted as part of the District's website, and shall be distributed periodically with District publications.
- D. The Superintendent shall ensure that all District employees receive training designed to meet the following objectives each year in an interactive format:
 - 1. discourage the development of harassment, bullying, and discrimination;
 - 2. make employees aware of the effects on students of harassment, bullying, cyberbullying, and discrimination;
 - 3. raise the awareness and sensitivity of employees to potential harassment, bullying, and discrimination;
 - 4. enable employees to prevent harassment, bullying, and discrimination;
 - 5. enable employees to respond to harassment, bullying, and discrimination;
 - 6. inform employees about social patterns of harassment, bullying, and discrimination, including that based on a person's actual or perceived race, (including but not limited to hair texture and protective hairstyles), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; and
 - 7. strategies for effectively addressing the problems of exclusion, bias, and aggression in an educational setting.
- E. The Superintendent shall develop and implement guidelines:
 - 1. for the development of nondiscriminatory instructional and counseling methods to be used by District staff.
 - 2. for the development of measured, balanced and age-appropriate responses to instances of harassment, bullying and discrimination by students, with remedies and procedures following a progressive mode that make appropriate use of intervention, discipline and education, vary in method according to the nature of the behavior, the developmental age of the student and the student's history or problem behaviors, and are consistent with the Code of Conduct; and
 - 3. include safe and supportive school climate concepts in curriculum and classroom management.

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- F. The District shall develop and implement a program of instruction in grades kindergarten through Grade 12 to include a component on civility, citizenship and character education in accordance with Education Law.
1. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.
 2. Instruction on the principle of respect for others shall discourage acts of harassment, bullying, and discrimination.
 3. Instruction on the principle of tolerance, respect for others, and dignity shall seek to instill an awareness and sensitivity to harassment, bullying, discrimination, and civility in the relations of people of different races, (including but not limited to hair texture and protective hairstyles), weights, national origins, ethnic groups, religious, religious practices, mental or physical disabilities, sexual orientation, genders (including gender identity or expression), and sexes.
 4. This shall include instruction about safe and responsible use of the internet and electronic communications.
- X. Legal Protections and External Remedies
- A. In addition to this and other Policies, District employees and other persons visiting or doing business with the District are protected from discrimination and harassment, including sexual harassment, by New York State and federal law. There also may be applicable local laws.
- B. The New York State Human Rights Law prohibits discrimination in employment and public accommodations, including sexual harassment. Your rights can be enforced by a complaint filed with the New York State Division of Human Rights or by filing a complaint in the New York State Supreme Court.
1. You may learn more about your rights under the Human Rights Law by calling the Division's toll-free telephone number (888-392-3644) or visiting the Division's website (www.dhr.ny.gov). DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Contact the Division via TDD/TTY at 718-741-8300.
 2. Go to dhr.ny.gov/complaint for more information about filing a complaint with DHR. The website has a digital complaint process that can be completed on your computer or mobile device from start to finish. The

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- website has a complaint form that can be downloaded, filled out, and mailed to DHR as well as a form that can be submitted online. The website also contains contact information for DHR's regional offices across New York State.
3. Call the DHR sexual harassment hotline at 1(800) HARASS3 for more information about filing a sexual harassment complaint or access a form at <https://dhr.ny.gov/complaint>. This hotline can also provide you with a referral to a volunteer attorney experienced in sexual harassment matters who can provide you with limited free assistance and counsel over the phone.
 4. You may file a complaint with the Division within three years of the event you feel was harassment. You do not need a lawyer to file a complaint with the Division and there is no cost to do so. The Division will investigate your complaint and make a determination whether there is probable cause to believe sexual harassment occurred. Probable cause cases receive a public hearing before an administrative law judge. The Division will provide an attorney. If sexual harassment is found at the hearing, DHR has the power to award relief. Relief varies but it may include requiring your employer to take action to stop the harassment, or repair the damage caused by the harassment, including paying of monetary damages, punitive damages, attorney's fees, and civil fines.
 5. An individual may not file with DHR if they have already filed a HRL complaint in state court.
- C. Federal laws, including Title VII of the Civil Rights Act of 1964, also prohibit discrimination in employment and public accommodation, including sexual harassment. Your rights can be enforced by filing a charge of discrimination with the United States Equal Employment Opportunity Commission (EEOC).
1. You may file a charge with the EEOC within three hundred (300) days of the most recent event you feel was harassment or discrimination. You do not need a lawyer to file a charge with the EEOC.
 2. An employee alleging discrimination at work can file a "Charge of Discrimination." A form is available at <https://www.eeoc.gov/filing-charge-discrimination>
 3. The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at <https://www.eeoc.gov> or via email at info@eeoc.gov.
 4. The EEOC will investigate your charge. If it determines there is reasonable cause to believe that unlawful discrimination occurred, the EEOC will attempt to obtain a remedy on your behalf through a conciliation process. If that is not successful, the EEOC (or Department of Justice in some cases), will decide whether to file a lawsuit. If they decide

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- not to sue, you will be given a Notice of Right to Sue permitting an employee to file a lawsuit in federal court.
5. If an individual filed an administrative complaint with the New York State Division of Human Rights, DHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.
- D. You may start a lawsuit in the state Supreme Court within three years of the event you feel was harassment. You can start a lawsuit yourself (pro se), but it is recommended that you retain a lawyer who is familiar with court procedures.
- E. Many localities enforce laws protecting individuals from sexual harassment and discrimination. Contact the county, city, or town of residence to find out if such a law exists.
- F. Local Police Department: If the harassment involves unwanted physical touching or contact, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

Sauquoit Valley Central School District

Legal Ref: § 504, Rehabilitation Act of 1973 (29 USC 794, 45 CFR Part 84); 28 CFR 35.107(b), 34 CFR 104.7(b), 106.8(b), 106.9; NYS Human Rights Law, (Article 15, NYS Executive Laws); 8 NYCRR §§100.4, 135.4, 141.1 and 200; Civil Rights Act of 1964, Title VI and VII (42 USC 2000d and 2000e); NYS Education Law, Article 2-A and §§3201 and 3201-a; Americans with Disabilities Act of 1990 (42 USC 12101-12213, 29 CFR Part 1630); Age Discrimination in Employment Act (29 USC 621-634); EEOC guidelines (29 CFR Part 1609.1 and 1609.2); and NYS Labor Law §201-g.

Cross Ref: 0013, Title IX Grievance Process; 6010, Prohibition of Sexual Harassment in Employment

Adopted: 12/13/94, 09/30/03

Revised: 02/28/06, 10/16/07, 03/11/08, 07/30/13, 10/23/18, 12/15/20, 6/18/24