

Romulus Central School

Instructional Staff Handbook 2026-2027



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Welcome to the 2020-21 School Year!

Dear Romulus Royals Educators and Staff,

Welcome to another exciting school year! As we embark on this journey together, we are thrilled to introduce you to our updated Instructional Handbook. This handbook is designed to be a comprehensive resource that supports you in delivering exceptional education and fostering a positive and productive learning environment.

Our mission is to empower each of you with the tools, guidelines, and information necessary to excel in your role. This handbook includes essential policies and practical tips to help you navigate the school year with confidence. From classroom management techniques to understanding our school's vision and values, we have endeavored to cover all aspects that will assist you in your daily responsibilities.

We believe that a well-informed and supported staff is the cornerstone of student success. Your dedication and expertise are the driving forces behind our students' growth and achievement. As you review this handbook, we encourage you to reflect on how these guidelines can be applied to enhance your teaching practices and contribute to a collaborative and supportive school community.

Please take the time to familiarize yourself with the contents and refer to it as needed throughout the year. We also encourage open communication; if you have any questions or need further clarification, do not hesitate to reach out.

Thank you for your unwavering commitment to our students and for the vital role you play in our school. Here's to a successful and inspiring school year!

Warm regards,

Stephanie Moll
PK-6 Principal

Cristi Pesco
7-12 Principal



“The School with BIG Ideas”
#RoyalsRise

Mission:

Romulus Central School District honors the individuality of each student, empowering them to thrive in learning and in life through a future-focused environment.

Vision:

Inspiring learners to positively impact our ever-changing world.

Our Core Values

Safety

We prioritize the safety and security of our school community. This ensures physical and emotional well-being through a culture of respect, trust, and inclusivity where everyone can thrive.

Supportive Connections

We build positive and supportive relationships with students, staff, and our community. Strong, long-lasting connections drive learning, foster wellbeing, and unite us in facing challenges and celebrating successes together.

Accountability

We take responsibility for ourselves and each other, honoring our commitments and having pride in all that we do. Taking ownership of our successes and our mistakes creates opportunities for learning and shared achievement.

Innovation

We collectively utilize imagination, curiosity, and flexible thinking to solve problems creatively and develop new ideas while adapting to evolving circumstances and challenges. Innovation inspires life-long learners who impact our local and global community, creating hope for our future.

Personalized Opportunities

We tailor learning and life experiences to each individual. By personalizing opportunities equitably, we empower every member of our school community, ensuring that success is not determined by circumstance but by potential.

District Priorities

Academic Excellence

The district will deliver rigorous, high-quality teaching and learning experiences that prepare students for future success. Academic excellence is cultivated through aligned curriculum, effective instruction, strong academic programs, access to robust curricular resources, and strategic use of grant opportunities. We ensure that every learner is challenged, supported, and inspired to achieve at their highest level.

Achievement and Ongoing Growth

The district will embrace the power of continuous improvement for both students and staff. By using data to inform our decisions, we foster a culture of reflection, resilience, and results. Achievement and growth are measured not only through academic performance but also through social-emotional progress, professional development, and daily engagement.

Supportive Community

The district will nurture strong partnerships with families, staff, and community members to create a safe, inclusive, and caring environment where all individuals feel valued. A supportive community strengthens student success by fostering belonging, connection, and shared purpose across school and community experiences.

Student Focused Experience

Every decision the district makes is centered on students. We create meaningful and personalized experiences that reflect students' interests, strengths, and goals both in and beyond the classroom. From academics to extracurriculars, we offer diverse opportunities that develop well-rounded, future-ready learners.



Employment & Workplace Expectations

Regular Work Day

All staff are expected to report to work in accordance with their contractual hours and assignments. Instances may arise when adjustments to these times are needed (e.g., Parent/Teacher Conferences, Open House). These adjustments will be mutually agreed upon in advance. This section is intended as a summary of general workday expectations. For specific details, exceptions, or questions, staff should **consult their individual employment contract or collective bargaining agreement**.

Teachers and Teaching Assistants

- **Monday–Thursday:** 7:45-3:10
- **Friday/Final Day of the Week:** 7:45-2:35
- On up to **four scheduled Superintendent’s Conference Days**, staff may work up to **8 hours** (480 minutes) between **7:30 a.m. and 3:30 p.m.**.
- Teachers are responsible for providing extra help to students who need it, outside of regular class time. This time is Monday-Thursday from 2:27-3:10. .
- Duties such as preparation, grading, and professional responsibilities may occur outside the scheduled workday.

Teacher’s Aides

- Standard work hours are **7:30 a.m. – 2:30 p.m.**, unless otherwise directed by the supervisor.
- Aides are expected to work **all days that students are in the building**. (This includes working a full day if students have a half-day.)
- If aides are asked to report on Superintendent’s Conference Days or end-of-year days, they will be compensated at their **hourly rate**.

Elementary Bell Schedule - See schedules provided by the Elementary Principal

Secondary Bell Schedule (Grades 7-12)

Students are scheduled for: Eight 40-minute class periods, one advisory period, and one 30-minute lunch period There is a 3-minute passing time for students to travel to their next class	
Period 1 - 7:50-8:32 (2 additional minutes for announcements)	
Period 2 - 8:35-9:15	
Period 3 - 9:18-9:58	
Period 4 - 10:01-10:41	
Grades 7-8 Advisory 10:41-11:00	Grades 9-12 Lunch 10:41-11:11
Grades 7-8 Lunch 11:03-11:33	Grades 9-12 Advisory 11:14-11:33
Period 5 - 11:36-12:16	
Period 6 - 12:19-12:59	
Period 7 - 1:02-1:42	
Period 8 - 1:45-2:27 (2 additional minutes for announcements)	
<u>Regular Dismissal 2:27</u> After School Help / Activity Period / Detention 2:30-3:10	

Secondary Delay Bell Schedules

One Hour Delay		<u>Two Hour Delay</u>	
Period 1 – 8:50-9:25 (Additional minutes for morning announcements)		Period 1 – 9:50-10:14 (Additional minutes for morning announcements)	
Period 2 - 9:28-10:03		Period 2 - 10:17-10:41	
Period 3 – 10:06-10:41		Grades 7-8 Advisory 10:41-11:00	Grades 9-12 Lunch 10:41-11:11
Grades 7-8 Advisory 10:41-11:00	Grades 9-12 Lunch 10:41-11:11	Grades 7-8 Lunch 11:03-11:33	Grades 9-12 Advisory 11:14-11:33
Grades 7-8 Lunch 11:03-11:33	Grades 9-12 Advisory 11:14-11:33	Period 3 – 11:36-12:02	
Period 4 - 11:36-12:08		Period 4 - 12:05-12:31	
Period 5 – 12:11-12:43		Period 5 – 12:34-1:00	
Period 6 - 12:46-1:18		Period 6 – 1:03-1:29	
Period 7 - 1:21-1:53		Period 7 - 1:32-1:58	
Period 8 – 1:56 - 2:27		Period 8 – 2:01 - 2:27	
<u>Regular Dismissal 2:27</u> After School Help / Activity Period / Detention 2:30-3:10		<u>Regular Dismissal 2:27</u> After School Help / Activity Period / Detention 2:30-3:10	

S M T W TH F S

JULY 2026

			1	2	[3]	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 3 Independence Day Observed
JULY 9 Driver's Education Summer School/
Regional Cooperative Summer School begins

S M T W TH F S

AUGUST 2026

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUG 18-19 Regents Exams
AUG 19 Last Student Day-All Summer programs:
Driver's Educ, Cooperative Summer School
AUG 20 - Rating Day

S M T W TH F S

SEPTEMBER 2026

		1	2	3	4	5
6	[7]	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

of Days Pupils 17/19 Teachers 19
SEPT 1-2 Superintendent Conference Days
SEPT 4 - No BOCES students or instructional staff
SEPT 7 Labor Day
SEPT 8 Opening Day for Students

OCTOBER 2026						
4	5	6	7	1	2	3
11	[12]	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
# of Days		Pupils		21	Teachers	
		▶			▶	
OCT 12 Columbus/Indigenous Peoples' Day						

NOVEMBER 2026						
1	2	3	4	5	6	7
8	9	[10]	[11]	12	13	14
15	16	17	18	19	20	21
22	23	24	[25]	[26]	[27]	28
29	30					
# of Days		Pupils		16/17 Teachers		17
NOV 10 P.T. Conference Day PK-12- No School for Students						
NOV 11 Veterans' Day						
NOV 25 - 27 Thanksgiving Recess						

DECEMBER 2026						
6	7	1	2	3	4	5
13	14	15	16	17	18	19
20	21	22	[23]	[24]	[25]	26
27	28	29	30	31		
# of Days		Pupils		Teachers		
16		16		16		
DEC 23 – 31 Holiday Recess						

JANUARY 2027

3	4	5	6	7	[1]	2
10	11	12	13	14	15	16
17	[18]	19	20	21	22	23
24	25	26	27	28	29	30
31						

of Days Pupils 19 Teachers 19

JAN 1 Holiday Recess
JAN 4 School Reopens
JAN 18 Martin Luther King, Jr.
JAN 26 - 29 Regents Exams

FEBRUARY 2027

7	1	2	3	4	5	6
14	[15]	16	17	18	19	20
21	22	23	24	25	26	27
28						

of Days Pupils 15 Teachers 15

FEB 15 - 19 Winter Break Recess

MARCH 2027

7	1	2	3	4	5	6
14	15	16	17	[11]	12	13
21	22	23	24	25	26	27
28	29	30	31			

of Days Pupils 17/18 Teachers 18

MAR 11 P.T. Conferences PK-5 (Student 1/2 Day)
MAR 12 Professional Development Day
MAR 22-28 Spring Break Recess
March 8-June 11 - NYSSA English Language Arts, Mathematics, and Science

APRIL 2027						
4	5	6	7	1	2	3
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
# of Days		Pupils		22	Teachers 22	
APR 5 – May 14 3-8 ELA, 3-8 Math, 5&8 Science Assessments (computer-based)						
APR 6 - May 22 NYSESLAT Speaking						

MAY 2027						
2	3	4	5	6	7	1
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
# of Days		Pupils		19	Teachers 19	
APR 6 – May 14 Grades 3-8 ELA, 3-8 Math, 5&8 Science Assessments (computer-based)						
APR 6-May 22 NYSESLAT Speaking						
May 4-May 22 NYSESLAT Listening, Reading, Writing						
MAY 28-31 - Memorial Day						

JUNE 2027						
6	7	1	2	3	4	5
13	14	15	16	17	[18]	19
20	21	22	[23]	24	25*	26
27	28	29	30			

# of Days	Pupils	17	Teachers	17
	▶		▶	

JUNE Regents Exams 15-25

JUNE 18 - No Regents Exams/Rating Day

JUNE 23- ½ Day PK-8

JUNE 24 - Last day for students- ½ Day PK-8

JUNE 24 - Last Day for staff

JUNE 25 - Rating Day*

TOTAL NUMBER OF DAYS

Pupils = 183

Teachers = 183 (Includes 4 total Superintendent Conference Days)

*Education Law §3604(8) provides that up to four superintendent/parent-teacher/professional development conferences count towards the instructional day minimum

EMERGENCY MAKE-UP DAYS - If additional days must be used in the event an emergency causes an excessive closing of school, the parties shall meet and come to an agreement on the specified dates to be employed for instruction in order to bring the total up to the minimum days required by law. Administration may pivot instruction to remote mode as needed to comply with NYSED regulations. For example, once the number of planned emergency days (generally two (2)) have been used, instruction would pivot to remote learning in order to avoid converting break days to class days.

Leave and Substitute Procedures

1. Requesting Leave

- All staff must submit leave requests through **Frontline Absence Management**. Please be sure to contact via email your direct supervisor and the Office Coordinator as well when submitting leave.
(See all Requesting a Substitute below)
- Leave should be entered for **½ day or full day** requests.
- All leave must be **pre-approved** unless it is an emergency.
- If requesting leave the **day of the absence**, you must:
 1. Contact your **direct supervisor** immediately to ensure coverage
 2. Enter the leave in Frontline.

2. Flexible Leave (less than ½ day request) – RFA Members Only

- Requests for flexible leave time require a **pink leave slip**.
- Flexible leave should be requested **One Week in advance** and requires **prior authorization** from your direct supervisor.
- Same-day flexible leave should only occur in emergencies and **must be approved** by your supervisor.
- All flexible leave time will be recorded and tracked by the Office Coordinator. Once your accumulated flexible leave reaches **½ day**, the Office Coordinator will enter the time into Frontline as an official leave. You will receive an email that your ½ leave has been submitted.

3. Leaving the Building

- Any staff member leaving the building during the workday must:
 - Receive prior approval from the **principal or supervisor**.
 - **Sign out** in the main office (not the district office) for safety and security purposes.
 - It is expected that staff are not requesting to leave when scheduled to supervise students or attend meetings.

Requesting a Substitute

While there's no true substitute for *you* in the classroom, if a sub is needed:

- All substitute requests must be entered into **Frontline Absence Management**.
- Requests should be submitted **as early as possible** to ensure coverage.
- Same day requests for substitutes must be submitted by 6:30 am in order for the system to attempt to find a substitute. Always call your direct supervisor and email the Office Coordinator if you are requesting a same-day substitute.

Substitute Plans

When a substitute is needed, email the Office Coordinator and your direct supervisors with the following attachments:

1. **Class roster** including any medical alerts (allergies, medical conditions, etc.).
2. **Daily schedule.**
3. **Lesson plans** with all necessary materials attached.
4. A note in your lesson plans indicating the **location of your emergency/safety chart**. If you are leaving all materials in your classroom, please email the Office Coordinator with the location of your plans.

Professional Dress Guidelines for School Staff

(adapted from the District Code of Conduct Policy #7310)

All staff are expected to dress in a manner that allows them to perform the duties of their position safely, effectively, and professionally. Professional dress contributes to a positive learning environment and models appropriate standards for students. Staff attire must also adhere to the following guidelines:

1. **Respectful and Non-Offensive Clothing**
 - Clothing and personal items (including buttons, backpacks, hats, and accessories) must not display content that is vulgar, obscene, libelous, or denigrates others based on race, color, religion, ancestry, national origin, gender/gender identity, sex, sexual orientation, or disability.
 - Clothing and personal items must not promote or endorse alcohol, tobacco, illegal drugs, weapons, or encourage illegal or violent activities.
2. **Appropriate Fit**
 - Clothing should fit appropriately, neither excessively tight nor overly loose, to ensure staff can perform their duties safely and effectively.
 - Attire should allow for movement and participation in school activities without restriction.
3. **Safe Footwear**
 - Shoes must allow staff to move safely and perform their duties without creating hazards for themselves or students.
 - Footwear such as wheeled shoes, excessively tall platforms or heels, and novelty shoes are not permitted.
4. **Functional Attire**
 - Staff clothing should allow for active participation in school activities, including supervising students, assisting in classrooms, and performing any other job-related tasks safely and comfortably.

By following these guidelines, staff model professionalism and maintain a safe, respectful, and inclusive environment for all members of the school community.

Professionalism and Collegial Relationships

The district expects all staff to work together cooperatively, in a spirit of friendliness and enthusiasm, for the good of the entire school community rather than focusing on individual departments, classes, or personal preferences.

Colleagues are expected to treat one another with mutual respect and dignity. Positive relationships are essential for a successful and productive workplace.

If you encounter difficulties with a colleague:

1. **Address the issue directly** – Speak with the colleague respectfully and privately.
2. **Seek guidance if needed** – You may consult your mentor for advice or support in resolving the issue.
3. **Escalate appropriately** – If the matter cannot be resolved directly, bring the concern to the principal.

All staff are encouraged to refrain from complaining about a colleague or workplace situation to others, as this can undermine trust and teamwork. Instead, approach concerns constructively and through the proper channels.

Chain of Command

To maintain open communication, address concerns efficiently, and ensure matters are handled at the most appropriate level, staff are expected to follow the District's chain of command:

1. **Start with the source** – Whenever possible, bring your question or concern directly to the person most closely involved. Many issues can be resolved quickly through respectful, direct conversation.
2. **Principal** – If the concern is not resolved after speaking with the individual directly, bring the matter to your building principal.
3. **Next level** – If you are dissatisfied with the principal's response, follow these guidelines based on the topic:
 - **Curriculum or Instruction** – Assistant Superintendent
 - **Finances or Purchasing** – District Treasurer
 - **Special Education** – CSE Chairperson
4. **Superintendent** – Any other matters, or unresolved concerns after following the steps above, should be brought to the Superintendent.

Following the chain of command helps ensure concerns are addressed by the person best equipped to resolve them, promotes clear communication, and supports a positive, professional work environment.

Professional Standards & Ethics

Summary of Code of Conduct (Policy #7310)

Staff Expectations

Teachers

- Foster a climate of respect and dignity for all students.
- Be prepared, engaged, and demonstrate concern for student learning.
- Know and fairly enforce school policies and rules.
- Clearly communicate course objectives, grading, expectations, and classroom discipline plans to students and families.
- Maintain regular communication with students, families, and colleagues about progress and concerns.
- Supervise students at all times—never leave them unattended.
- Address and report incidents of discrimination or harassment to administration/DAC.
- Reflect on and address personal biases to ensure equitable treatment of all students.

School Counselors

- Support students in managing peer pressure and personal/social challenges.
- Hold and document conferences with students, teachers, and parents when needed.
- Review student progress, career plans, and graduation requirements regularly.
- Provide career planning resources and encourage participation in academics and extracurriculars.
- Coordinate intervention services with staff and families as appropriate.
- Promote respect, dignity, and inclusivity for all students.
- Report discrimination or harassment to administration/DAC promptly.

Student Support Services Personnel

- Support academic and social-emotional goals of students.
- Know and consistently enforce school rules.
- Model dependability, integrity, and ethical conduct.
- Maintain confidentiality of student and family information.
- Hold or support conferences with students, families, and teachers when necessary.
- Monitor student progress and encourage engagement in academics and activities.
- Promote respect, dignity, and inclusivity for all students.
- Report discrimination or harassment to administration/DAC promptly.

Other School Staff

- Know and follow the Code of Conduct and school rules fairly.
- Model ethical behavior, dependability, and integrity.
- Help create and maintain a safe, orderly, and positive school environment.
- Keep student/family information confidential.
- Promote respect, dignity, and inclusivity for all students.

- Report discrimination or harassment to administration/DAC promptly.

Administrators

- Promote a safe, orderly, and stimulating environment for teaching and learning.
- Provide open communication and opportunities for staff and students to raise concerns.
- Monitor and evaluate school safety, behavior, and management practices.
- Support extracurricular opportunities for students.
- Enforce the Code of Conduct fairly, document actions, and ensure timely resolution of issues.
- Promote respect, dignity, and inclusivity for all students.
- Follow up on discrimination or harassment incidents with the DAC.

Harassment, Discrimination & Bullying (DASA)

- All forms of discrimination, bullying, and harassment are strictly prohibited.
- Protected categories include race, color, weight, national origin, religion, religious practice, creed, ethnic group, disability, age, sexual orientation, gender/gender identity, sex, political affiliation, marital or veteran status, and use of a guide/service dog.
- Prohibited student behaviors include:
 - Discrimination: Negative treatment based on protected categories.
 - Harassment: Creating a hostile environment that interferes with education or well-being.
 - Bullying/Intimidation: Actions or statements that cause fear of harm or discomfort.
 - Cyberbullying: Online actions (inside or outside school) that disrupt school operations or safety.
 - Sexual Harassment: Unwelcome advances, requests, inappropriate messages, or conduct of a sexual nature.
- Discipline for DASA violations may include removal from class, administrative review, and consequences up to suspension.

Disciplinary Practices (please also refer to **Student Behavior & Discipline** section later in the handbook.)

- Discipline aligns with restorative practices: build relationships, repair harm, and foster accountability.
- Disciplinary action will be firm, fair, consistent, and developmentally appropriate.
- Factors considered: age, nature of offense, prior record, effectiveness of alternatives, input from staff/parents, and extenuating circumstances.

Possible Consequences (progressive range):

- Restorative conversation & action plan
- Warnings (verbal or written)
- Parent/guardian notification
- Teacher conference
- Temporary removal from class
- Probation
- Reprimands
- Detentions (lunch/after school)
- Suspension (transportation, activities, social events, privileges, class exclusion)
- Financial restitution/confiscation/police involvement

- In-school or out-of-school suspension
- Long-term suspension (Superintendent's Hearing)
- Expulsion or legal charges

Due Process

- Students may not be disciplined without due process:
 - Notice of charges
 - Explanation of evidence
 - Opportunity to respond (with parent involvement prior to suspension)
- Students removed from class may return only after an administrator reviews the situation with the teacher and student.

Searches

- Lockers, desks, and other school property belong to the district and may be inspected.
- Student searches may occur with reasonable suspicion of illegal/dangerous items (e.g., drugs, weapons). Parents will be notified.
- District may review school property and technology (computers, hard drives, email).

Public Conduct on School Property

- All persons on school property or at school events must act in a respectful, courteous, and orderly manner and dress appropriately.
- Prohibited conduct includes:
 - Threats or injury to others.
 - Damaging property (graffiti, arson, vandalism).
 - Disrupting school activities or classes.
 - Wearing/distributing obscene, illegal, or disruptive materials.
 - Harassment/discrimination.
 - Unauthorized entry or remaining after hours.
 - Obstructing movement or violating traffic/parking rules.
 - Possessing/using alcohol, drugs, tobacco, THC products, firearms, or weapons.
 - Gambling, loitering, refusing staff directions, or inciting prohibited actions.
 - Interfering with pedestrian/vehicle flow during demonstrations.

Penalties for Violations:

- Visitors: Authorization to remain revoked; ejection if refusal.
- Students: Subject to disciplinary action per due process.
- Trespassers: Immediate ejection.
- Staff/Faculty: Subject to disciplinary action under Education Law, Civil Service Law, or district policies.

Enforcement:

- The Building Principal/designee is responsible for enforcement.
- If conduct poses no immediate threat, individuals will be warned before further action.

- If conduct poses a threat or continues, the person will be removed and possibly referred to law enforcement.
- District may pursue civil or criminal legal action when warranted.

Code of Ethics (Policy #6110 Summary)

All Romulus Central School District employees and Board of Education members are expected to uphold the highest standards of professional and ethical conduct. This includes:

- **Gifts** – Do not solicit or accept gifts valued at \$75 or more if they could appear to influence your work or reward you for an action.
- **Confidentiality** – Do not share or use confidential information for personal gain.
- **Conflict of Interest** – Disclose in writing any personal or family interest in a contract, purchase, lease, or other agreement with the District.
- **Representation** – Do not accept payment for representing anyone before the District in matters you oversee or have influence over.
- **Financial Interests** – Avoid investments or private employment that conflict with your official duties.
- **Future Employment** – After leaving District service, do not represent others before the District in matters you worked on during your employment.
- **Professional Decision-Making** – Disclose any financial or private interest related to matters or resolutions before the Board of Education.

Violations of this Code may result in disciplinary action, including fines, suspension, or removal from employment, as permitted by law.

A full copy of the Code of Ethics and General Municipal Law Sections 800–809 is available in each building and will be provided to all employees.

NYS Code of Ethics for Educators – Summary

The New York State Code of Ethics for Educators is a public declaration of fundamental principles guiding the professional conduct of all certified school staff—including classroom teachers, school leaders, and pupil personnel service providers. It emphasizes six core professional values:

1. **Nurturing Students**
Educators support the intellectual, physical, emotional, social, and civic development of every student, recognizing and respecting each individual's worth and cultural background
2. **Fostering Challenging Learning Environments**
Teachers create and sustain environments that foster curiosity, high expectations, and varied learning and assessment methods to meet diverse student needs
3. **Commitment to Professional Growth**
Educators continuously enhance their professional knowledge and teaching practices through both individual and collaborative learning opportunities and research engagement
4. **Collegial Collaboration**
Educators work cooperatively with colleagues and other professionals to improve curriculum, instruction, assessments, and overall student learning outcomes.
5. **Partnership with Families and Communities**
Educators build trust and maintain confidentiality when collaborating with parents and community members to support student learning and equity

6. **Ethical Leadership of the Learning Community**

As mentors and role models, educators demonstrate honesty, fairness, tact, and intellectual integrity, advancing the moral and academic character of their school community

Note: While the Code serves as an aspirational professional standard, it is *not* enforceable by the State Education Department for disciplinary or certification actions. It is intended to complement, not replace, official regulations and employer evaluation systems.

Reference Link for Full Code:

New York State Code of Ethics for Educators (available via NYSED)

Professional Certification: Registration and CTLE Requirements

Educators who hold one or more of the following certificates must register with the Department every five years:

- Permanent or Professional certificate in the classroom teaching service
- Permanent or Professional certificate in the educational leadership service (i.e., School Building Leader, School Administrator/Supervisor, School District Leader, School District Administrator, School District Business Leader, or School Business Administrator)
- Teaching Assistant Level III certificate

Educators who hold one or more of the following certificates are subject to the continuing teacher and leader education (CTLE) requirement:

- Professional certificate in the classroom teaching service
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader)
- Teaching Assistant Level III certificate

Examples of educators who do not need to complete the CTLE requirement include, but are not limited to, educators who:

- Hold only Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and does not also hold a Professional or TA Level III certificate; and
- Have "Registered - Inactive" status (e.g., not practicing in an applicable school).

100 CTLE hours are required over the 5 year registration period. Certificate holders are responsible for maintaining a record of CTLE hours earned. The district uses Frontline Education Software to track district sponsored CTLE hours and staff can enter their own records and certificates as well. For more information about all specific requirements, please visit: <https://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>

Safety of Students & Fingerprinting of New Hires (Summary of Policy #6170)

To protect student safety, the District requires all prospective school employees to receive **full fingerprint clearance** from the New York State Education Department (SED) before beginning work, unless otherwise allowed by law.

- **Fingerprinting & Criminal History Checks** – If a prospective employee is not already in SED's criminal history file, they must be fingerprinted for a background check through the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI).
- **TEACH System** – The District uses SED's online *TEACH* system to submit fingerprint requests, track clearance status, and receive updates on any subsequent arrests.
- **Conditional Appointments** – Employees working under a conditional or emergency conditional appointment will be supervised by a building or program administrator, with periodic check-ins to ensure student safety in

classrooms, activities, and events.

- **More Information** – Fingerprinting requirements, FAQs, and instructions are available at: [NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#).

Staff Use of Computerized Resources (Summary of Policy #6410)

The District’s computer system (DCS)—including hardware, software, networks, email, and Internet access—is provided to staff for professional, job-related purposes. Use of the DCS, whether at school or remotely, is subject to District policy and regulations.

Key Guidelines:

- **Professional Use Only** – Staff are expected to use the DCS to support educational goals, perform job duties, and communicate professionally.
- **Confidentiality** – Do not share confidential information about students or staff via email or other electronic communication.
- **Compliance with Laws** – Follow copyright laws, software licensing agreements, and privacy regulations.
- **Monitoring** – All files, data, and communications on the DCS are District property and may be accessed by authorized personnel; users should have no expectation of privacy.
- **Misuse** – Unacceptable use may result in loss of access, disciplinary action, and/or legal consequences.
- **Reporting** – Any misuse or abuse of District software or electronic systems must be reported to a supervisor or building principal.

Staff-Student Relations (Summary of Policy #6180)

District employees must maintain professional, ethical relationships with students at all times, both on and off school property, during and outside of school hours. Staff are expected to serve as role models, set appropriate boundaries, and avoid any behavior that could create the appearance of impropriety.

Prohibited Conduct Includes:

- Dating, romantic involvement, or any undue familiarity with students, regardless of the student’s age or consent.
- Flirting, suggestive comments, or requests for sexual activity.
- Inappropriate touching, physical displays of affection, or sexual contact/relations.
- Providing alcohol or drugs to students.
- Frequent personal communication unrelated to schoolwork (via text, email, social media, etc.).
- Giving inappropriate personal gifts.

Reporting Requirements:

- Any student, staff member, or third party who witnesses or suspects inappropriate conduct must report it to a supervisor, principal, or the District’s Complaint Officer.

- Anonymous reports will be investigated.
- Allegations will be handled confidentially to the extent permitted by law.
- Suspected child abuse in an educational setting must be reported according to state law.

Retaliation Prohibited:

No one may retaliate against a complainant, witness, or participant in an investigation. Retaliation will result in disciplinary action.

Consequences:

Violations may lead to disciplinary measures up to termination, criminal or civil penalties, and possible action by the State Education Department.

Social Media & Professionalism Guidelines for Staff

The District expects all staff to maintain professionalism in their use of social media. Your online presence reflects not only on you personally, but also on the Romulus Central School District.

District Expectation:

- Classroom activities, student images, and other school-related content **should not** be posted on personal social media accounts.
- Any school-related content intended for public sharing must go through the **District Communications Specialist** or be posted through **ParentSquare** (classroom or school account).

Good Practices:

- **Be mindful of our close-knit community** – Even personal posts can quickly become public knowledge in Romulus.
- **Set accounts to private** whenever possible to limit public access to personal content.
- **Avoid friending or following students' families** on personal accounts, even if you have a personal connection; it is not considered best practice.
- **Use ParentSquare for all parent communication** instead of social media platforms.
- **Do not post student photos** or videos on your own personal social media accounts under any circumstances.

Remember: If in doubt, don't post. When it comes to student information and school-related content, always use official District channels.

Instruction & Curriculum

Lesson Planning

All faculty members are required to maintain lesson plans that reflect thoughtful preparation and alignment with district expectations.

- **Curriculum Alignment:** Lesson plans must use curriculum resources and materials approved by the district.
- **Student-Focused:** Plans should prioritize student learning and engagement, and demonstrate a clear connection to unit and lesson objectives.
- **Instructional Variety:** Lessons should include a variety of instructional practices and strategies to meet the diverse needs of learners.
- **Weekly Planning:** A plan book, either paper-based or digital, must be completed weekly and outline plans for the upcoming week. Plans should be ready before Monday.
- **Collaboration:** Weekly plans must be shared with special education teachers to support co-planning, accommodations, and student success.
- **Plan Components:** Each daily plan should include at least one clear objective, proposed activities, needed materials, and a method to check for understanding. Pupil assignments and lesson evaluations should also be included.
- **Administrative Review:** Plans may be reviewed by the administration at various times during the year.
- **Absences:** If lesson plans are at home on the day of absence, the teacher is responsible for ensuring they are delivered to school.
- **Substitute Preparedness:** Each faculty member must have a completed “Substitute Information” packet and “In Case of Emergency” Folder with five days of emergency plans for each class to be kept on file in the Main Office.

Curriculum Alignment

Faculty are expected to align instructional planning with both state and district guidance to ensure coherent and standards-based teaching.

- **Standards-Based Instruction:** Lesson plans must be aligned with the *New York State Next Generation Learning Standards* (NYS NGLS).
- **Standards Access:** The full set of NYS Next Generation Learning Standards—including English Language Arts and Mathematics—can be accessed via the New York State Education Department's Standards & Instruction page: NYSED Standards & Instruction.
- **Intentional Planning:** Teachers should reference specific standards when crafting unit and daily objectives, ensuring each lesson targets measurable learning outcomes.
- **Curriculum Maps (In Development):** District curriculum maps are currently being developed. Once completed, they will provide guidance on scope and sequence, pacing, priority standards, curriculum resources, and key assessments. Teachers will be expected to use these maps as the foundation for lesson and unit planning.
- **Cohesive Instruction:** By weaving together state standards and district curriculum maps, teachers deliver instruction that is academically rigorous, cohesive, and meaningful.

- **Continuous Review:** Educators are encouraged to revisit both state and district planning documents throughout the year—especially when revising lesson plans or preparing for assessments.
- **Equity and Consistency:** Aligning to these selected standards and curriculum maps promotes equity across classrooms and ensures consistency in expectations and instructional quality.

Grades and Assessment

Assessment and grading are essential components of teaching and learning. They serve not only as a measure of student progress, but also as tools for informing instruction, supporting student growth, and fostering communication with families.

Elementary (Grades PK–5):

- **Standards-Based Reporting:** Grades are standards-based and issued each trimester.
- **Assessment Practices:** Teachers are expected to use a balance of formative assessments (to monitor progress and adjust instruction) and summative assessments (to evaluate mastery of standards).
- **Progress Monitoring:** Assessment data should be used to support student learning and document progress for MTSS.
- **Benchmark Assessments:** District-required benchmark assessments must be completed according to the established schedule, and results should be shared with families.

Secondary (Grades 6–12):

- **Grade Reporting:** Grades must be uploaded into SchoolTool at least weekly to provide students and families with timely information about progress.
- **Accountability Checks:**
 - At weeks 5 and 10, teachers must print reports of missing assignments for all students who are not passing. These reports should be given directly to students who are academically ineligible.
 - At weeks 5 and 10, teachers must send a ParentSquare message to the families of all students failing a course. This may be done through a direct message with recipients bcc'd.
- **Communication with Administration:** Teachers must communicate regularly with the building principal regarding students on academic ineligibility lists.

Good Practice in Assessment and Grading:

- Provide students with timely, specific, and actionable feedback to support improvement.
- Use a variety of assessment methods (projects, performance tasks, discussions, digital assessments, etc.) to capture a full picture of student learning.
- Maintain updated gradebooks and use them as instructional tools to identify trends and address gaps.
- Keep families informed of student progress beyond report card or eligibility checkpoints, especially if a student begins to struggle.

- Collaborate with colleagues (including special education teachers and interventionists) to ensure assessments are accessible and reflect student needs.
- Emphasize growth and mastery over point accumulation to encourage student motivation and persistence.

Academic Intervention & MTSS

At Romulus, we are dedicated to providing students with personalized, targeted instruction that meets their individual needs and fosters growth and success. The *Multi-Tiered System of Supports (MTSS)* framework ensures that every student has access to high-quality instruction, data-driven interventions, and ongoing progress monitoring.

MTSS Overview:

- Throughout the year, teachers collect and analyze student data (formative and summative assessments, benchmark results, classroom performance) to identify students who may benefit from additional support.
- Teachers collaborate with Academic Intervention Services (AIS) providers, special education staff, and other team members to recommend students for MTSS support.
- The MTSS process emphasizes early identification, targeted instruction, and consistent progress monitoring to support student achievement.

MTSS Tiering System:

- **Tier 1:** Core instruction provided to all students through the grade-level curriculum. High-quality, evidence-based teaching practices support the learning needs of the majority of students.
- **Tier 2:** Supplemental support for students who need additional assistance to perform at or near grade level. This includes:
 - Small group instruction with a classroom teacher or AIS provider
 - Multiple sessions per week
 - Targeted interventions focused on identified areas of need
- **Tier 3:** Intensive support for students with significant learning needs. This includes:
 - Small group or individualized instruction with a teacher or AIS provider
 - Multiple sessions per week
 - Intensive, targeted interventions tailored to specific skill gaps

Referral Process:

- To make a referral, teachers must use the **MTSS Shared Google Drive** to locate and complete the referral form.
- The referral form requires the following information:
 - Reason(s) for referral

- Academic areas of concern
- Student strengths
- Academic concerns
- Interventions attempted (with supporting data)
- Initial goals based on referral
- Dates of parent contact
- Any supplemental work that can be provided
- Referrals should be completed thoroughly to ensure the MTSS team has the necessary information to develop an appropriate intervention plan.

Staff Responsibilities:

- Collect, review, and document data regularly to inform instructional decisions.
- Implement evidence-based interventions with fidelity and consistency.
- Collaborate with AIS providers, special education staff, and building teams to monitor student progress.
- Communicate with families about support provided and progress toward goals.

Good Practice in MTSS:

- Use data teams or grade-level meetings to review student progress and adjust interventions as needed.
- Maintain clear records of interventions and student responses to support decision-making for next steps.
- Provide differentiated classroom instruction to reduce the need for higher-level interventions.
- Engage students in goal-setting and self-monitoring when appropriate, to build ownership of their learning.

Student Behavior & Discipline

Classroom Management

At Romulus, we believe that effective classroom management is grounded in positive relationships, high expectations, and restorative practices. Every student deserves a safe, supportive, and engaging learning environment where they can thrive academically, socially, and emotionally.

Foundational Principles:

- **Relationships First:** Building trust and rapport with students is essential. When students feel respected and valued, they are more likely to engage and cooperate.
- **Restorative Practices:** Focus on repairing harm, restoring relationships, and teaching appropriate behavior rather than relying solely on punitive measures. Encourage reflection, accountability, and problem-solving.
- **Clear Expectations:** Establish clear, consistent classroom rules and routines at the start of the year. Whenever possible, involve students in creating the rules so they take ownership.
- **Positive Reinforcement:** Recognize and celebrate effort, improvement, and positive behavior. Reinforce expectations through encouragement and acknowledgement rather than only correction.

Proactive Classroom Strategies:

- Move frequently around the classroom to monitor engagement and provide support.
- Use eye contact and proximity to maintain attention and prevent minor disruptions.
- Begin and end lessons on time, with smooth transitions and clear instructions.
- Maintain organized physical spaces to promote focus and reduce distractions.
- Use consistent procedures for attendance, distributing materials, and turning in assignments.

Handling Challenges:

- Address minor misbehaviors promptly and calmly, seeking to understand the root cause.
- Avoid public embarrassment; provide students with a “graceful way out” to correct behavior.
- Use restorative conversations or reflection tools to guide students toward accountability.
- Group punishment should be avoided; discipline should target individual behavior while maintaining fairness.
- Document and communicate repeated or serious incidents to the office and parents promptly.

Referral and Administrative Support:

- Teachers should attempt classroom-based strategies first.
- If the behavior persists or is severe, send the student to the main office. Please call prior to sending. Submit an online discipline referral via SchoolTool--this should be done the same day you sent a student out.
- Contact the student's parents (same day) to inform them of the behavior and steps taken. Please either make a phone call or use ParentSquare.
- The administration will support teachers in enforcing rules and implementing consistent consequences--remember, it is a partnership.

Supervision Expectations:

- Teachers are responsible for supervising students at all times—classroom, hallways, cafeteria, auditorium, and outdoor areas.
- Supervision includes monitoring student behavior, maintaining safety, and guiding appropriate interactions.
- Exceptions are only allowed for individual students completing necessary errands or using facilities.

Promoting a Positive Learning Environment:

- Encourage student participation and collaboration.
- Design lessons that engage students and reduce opportunities for off-task behavior.
- Recognize individual differences and adapt instruction to meet diverse needs.
- Foster self-control, persistence, and responsibility through consistent expectations and supportive guidance.

Quick Tips for Effective Classroom Management:

- Maintain calm, consistent, and fair responses to misbehavior.
- Avoid idle threats; enforce rules consistently.
- Keep students actively engaged; a busy student is usually a well-behaved student.
- Use varied instructional approaches to sustain interest and motivation.
- Encourage student reflection on behavior and learning choices.

Student Discipline & Referrals

The goal of our discipline process is to maintain a safe, respectful, and productive learning environment while supporting students in making positive behavior choices.

When to Submit a Referral

All discipline referrals must be entered in SchoolTool and will be reviewed by the building principal. Referrals should be used for:

- Serious incidents that require administrative involvement
- Repeated or ongoing misbehavior after classroom interventions have been attempted.

Examples of behaviors warranting a referral include, but are not limited to:

- Rudeness or disrespect toward staff or other students
- Loud, boisterous, or disruptive conduct
- Failure to follow reasonable directions
- Repeated classroom disruptions

Referrals may be submitted by administrators, teachers, bus drivers, cafeteria staff, custodians, and aides through SchoolTool.

Classroom Expectations & Progressive Discipline

- Set Clear Expectations
 - Establish and teach behavior expectations early and consistently.
 - Address minor misbehaviors in the classroom whenever possible.
- Document & Communicate
 - Keep notes on repeated behaviors.
 - Communicate with parents/guardians early—before behavior escalates.
- When Sending a Student Out of Class
 - Call the office to let them know a student is on the way. .
 - Submit a SchoolTool discipline referral before the end of the day.
 - Contact parents/guardians by phone or email regarding the incident.
- Teacher-Assigned Consequences
 - Teachers may assign after-school detention with themselves at their discretion.

Why Progressive Discipline Matters

When minor behaviors are consistently referred directly to the office without prior classroom interventions, it can reduce your ability to effectively manage your classroom and build student accountability. Using a progressive approach ensures that discipline is fair, consistent, and educational.

Code of Conduct (Policy #7310)--Student-Friendly Version for Grades 6-12

Full version of the policy as well as the Elementary Student-Friendly version can be found at:
<https://www.romuluscsd.org/parents-and-students>

1. Student Rights and Responsibilities

With every right comes a responsibility.

Your Rights:

1. **Education Access** – To attend school in the district where your parent or legal guardian lives and receive a high-quality education.
2. **Safety** – To expect a safe and orderly school environment.
3. **Respect** – To be treated as an individual and with dignity.
4. **Expression** – To express opinions verbally or in writing.
5. **Personal Appearance** – To dress in a way that expresses your personality within the guidelines of the dress code.
6. **Equal Opportunity** – To have equal access to all educational programs.
7. **Participation** – To take part in school activities on an equal basis regardless of race, color, creed, religion, sex, gender identity, sexual orientation, national origin, ethnicity, political affiliation, age, marital status, or disability.
8. **Support Services** – To access information and assistance for issues like drug/alcohol abuse, mental health, and personal concerns.
9. **Freedom from Harassment and Discrimination** – To be protected from intimidation, harassment, or discrimination of any kind.

Your Responsibilities:

1. **Attendance** – Attend school daily, on time, and ready to learn; complete work to the best of your ability.
2. **Rule Awareness** – Know and follow all school rules to keep the environment safe and focused on learning.
3. **Respect for Others** – Treat others how you wish to be treated.
4. **Respectful Expression** – Share opinions respectfully without offending or limiting the rights of others.
5. **Dress Appropriately** – Follow the dress code so clothing does not distract from learning or pose safety issues.
6. **Use Opportunities** – Take advantage of educational opportunities to develop your abilities.
7. **Fairness** – Be fair and supportive of others in academic and extracurricular activities.
8. **Seek Help** – Use available information and services when facing personal problems.
9. **Promote Safety** – Help create an environment free from harassment, intimidation, and discrimination, and report incident

2. Dress Code (*exact language*)

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.

Here are specific guidelines:

- No clothing/personal items (buttons, backpacks, hats, accessories) that include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin,

gender/gender identity, sex, sexual orientation or disability.

- No clothing/personal items that promote and/or endorse the use of alcohol, tobacco, illegal drugs, weapons and/or encourage other illegal or violent activities.
- No shirts that expose the ribs (i.e. cut-off tees with excessively large arm holes).
- No footwear that creates a safety hazard for the student or other students. Examples of such footwear include wheeled shoes, excessively tall platforms or heels, or novelty shoes.
- No skirts, dresses, shorts or pants that expose the student's buttocks or expose any undergarments.
- Nothing sheer or see through may be worn without an undershirt.
- Stomach and shoulders cannot be exposed at the same time. If the shoulders are exposed with straps that are less than two inches in width and the stomach is exposed, a shirt must be worn over top of the stomach/shoulder-baring shirt.

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 considered insubordinate and subject to disciplinary action.

3. General Expectations for Behavior

Summary: Students are expected to act respectfully, responsibly, and safely at all times, whether in school, on the bus, or at school-sponsored events. This means following staff directions, treating people and property with care, and avoiding actions that disrupt learning or endanger others. Our goal is to create a positive environment where everyone can focus on learning and feel safe.

While on school property, at school functions, on buses, and at off-campus school-related activities (including internships, work experiences, and field trips), students are expected to:

- Show respect for the rights and safety of others.
- Follow all reasonable directions from staff.
- Avoid disruptive, disorderly, or violent conduct.
- Take care of school facilities, materials, and other people's property.
- Follow the District Acceptable Use Policy for technology.
- Use language that is respectful — avoid profanity, slurs, or harassment.
- Avoid physical or verbal behavior that could harm or intimidate others.
- Not possess or use drugs, alcohol, vaping devices, THC products, tobacco, or any illegal or dangerous substances.
- Not possess or use weapons or items that appear to be weapons.
- Not engage in bullying, harassment, discrimination, or sexual harassment — in person or online.

4. Cell Phones and Personal Devices (Prohibition on Internet-Enabled Device Use During the School Day, Policy #7136)

- Devices must be **turned off** and stored away during the instructional day unless approved for educational use, health or safety needs, legal reasons, or if written into a 504 Plan or IEP.
- Devices may not be kept on your body during the school day.
- Violations will result in the following steps:
 - **First Offense** – Verbal warning, immediate compliance expected.
 - **Second Offense** – Device confiscated, parent notified, returned at the end of the day.
 - **Third Offense** – Device turned into the main office each morning and picked up after school for the rest of the year.

5. Bus Conduct

- Follow all driver instructions.
- Stay seated and face forward.
- Keep noise at a reasonable level.
- No physical contact, fighting, harassment, or discrimination.
- Behave as you would in a classroom to avoid distracting the driver.

6. Academic Integrity

Academic misconduct is not allowed. This includes:

- Plagiarism (using someone else's work as your own).
- Cheating.
- Altering grades or records.
- Accessing or tampering with another person's school account.
- Violating the Acceptable Use Policy.
- Helping someone else break these rules.

7. Consequences

If you break the rules, possible consequences may include:

- Restorative conversations and action plans.
- Verbal or written warnings.
- Parent/guardian notification.
- Conferences with teachers or administrators.
- Loss of privileges or participation in activities.
- Detention (lunch or after school).
- In-school or out-of-school suspension.
- Long-term suspension or expulsion for serious offenses.
- Police involvement for illegal activities.

The school uses **restorative practices** whenever possible — working to repair harm, rebuild relationships, and take responsibility for actions.

8. Searches and Safety

- Lockers, desks, and school-owned technology are school property and may be inspected.
- School officials may search students or their belongings if there is reasonable suspicion of unsafe or prohibited items.
- Any illegal items will be confiscated, and law enforcement may be contacted.

The goal: To maintain a safe, respectful, and supportive learning environment where everyone can succeed.

The Dignity for All Students Act

What It Is:

The Dignity for All Students Act (DASA) is a New York State law designed to provide a safe and supportive environment free from discrimination, harassment, and bullying for all students. The law protects students from harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Staff Responsibilities:

All staff members are expected to uphold the principles of The Dignity Act and contribute to a safe, respectful school environment. Responsibilities include:

- **Preventing and Responding to Harassment:** Actively prevent and respond to incidents of discrimination, harassment, or bullying.
- **Reporting:** Immediately report any observed or reported incidents of harassment, bullying, or discrimination to the school administration according to district procedures. Forms are available in the main office.
- **Support:** Provide support to students who are affected by harassment or bullying, ensuring they feel safe and heard. You can also assist students in completing a report.
- **Modeling Respect:** Demonstrate respectful behavior toward all students, staff, and community members at all times.
- **Training Participation:** Complete required DASA training and professional development to understand legal responsibilities and effective intervention strategies.

Goal:

The goal of The Dignity Act is to ensure every student can learn in a safe, inclusive, and respectful environment. Staff play a critical role in maintaining this culture of dignity and respect. Being present in your classroom and school community, paying attention to student interactions, and noticing signs of distress or conflict are essential in preventing harassment and supporting students effectively.

You can find more information online at: <https://www.romuluscsd.org/parents-and-students/dignity-for-all-students>

ROMULUS CENTRAL SCHOOL DISTRICT
DIGNITY FOR ALL STUDENTS (DASA) COMPLAINT FORM



Student Name _____ **Grade** _____

Describe the incident(s). Please include when and where it happened.

List the name of the individual(s) accused of bullying and/or harassment:

Were there any witnesses: **YES** **NO**

If yes, please list the names of the witnesses:

I certify that all the statements on this form are accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Print name: _____

Please attach any support documents (i.e: copies of emails, notes, photos, etc) and return this form to:

DASA Coordinator

- Elementary: Stephanie Moll, PK-6 Principal
- Secondary: Cristi Pesco, 7-12 Principal
- District: Jennifer Bartlett-Prati, Assistant Superintendent

If the principal is unavailable, please place all materials in a sealed envelope and give to the Office Coordinator.

Note on confidentiality: In order to investigate the complaint, the district will disclose the content of the complaint only to those persons who have a need to know. This form will not be shown to the accused students(s) or staff.

Student Activities

ASSEMBLIES

Assemblies provide an opportunity for students to be entertained and informed. Many of the assemblies are programs from outside the school, chosen to include fine arts, practical arts, and general education. Other assemblies represent the organizations and departments within the school. They allow as many students as possible to appear before a large group in an activity that interests them and, by doing so, develop their skills and poise.

Staff Responsibilities:

- **Supervision:** Ensure students are safe, orderly, and attentive during assemblies.
- **Attendance:** Take and maintain attendance, helping to account for all students before, during, and after the assembly.
- **Behavior Support:** Model respectful behavior and address any disruptions in accordance with school policy.
- **Preparation:** Familiarize yourself with the assembly program and any special instructions or procedures.
- **Participation:** Encourage and support student participation when applicable.

Recommending Topics, Speakers, or Activities:

Staff are encouraged to suggest topics, speakers, or activities for assemblies. To do so, speak with the principal and complete a **Request for Activity Form** and **Facility Use Request in the Master Library** which will be reviewed for approval based on appropriateness, relevance, and scheduling.

Field Trips & Student Trips

Field trips are educational experiences designed to enhance classroom learning by providing first-hand opportunities not available in the school. Trips may also be organized by clubs, classes, or student organizations to support educational and cultural experiences.

Approval and Documentation:

- All field trips must be **pre-approved by the principal** before planning or scheduling.
- Teachers or advisors must submit a **transportation request, general itinerary, and cost breakdown** with their trip proposal.
- **Parental/guardian permission forms** must be signed and kept on file before students leave school premises.
- Board of Education approval is required for trips with destinations over **200 miles**.
- Trips may be canceled by the Superintendent or designee due to extenuating circumstances.

Duration and Scheduling:

- A maximum of **two full school days** may be allowed for student release for any trip.

Funding and Costs:

- **Educational field trips:** District pays transportation and chaperone costs for trips outside of contract hours.
- **Club trips:** Clubs cover transportation costs; advisors attend as part of their stipend and do not receive extra hourly chaperone compensation. Extra chaperones may be paid by the district to maintain a **10:1 student-to-chaperone ratio** if time exceeds contract hours.
- **RFEO trips:** Include cost of 1 chaperone and transportation within grant parameters; extra chaperones paid by district if needed.
- **Fun trips (non-educational):** Students or clubs pay all transportation and chaperone costs.
- **Chaperone compensation guidelines:**
 - Monday–Friday: up to 3 hours beyond contract hours per day
 - Saturday/Sunday: up to 7 hours per day
 - Overnight: up to 5 hours on school days, up to 10 hours on non-school days

Chaperones:

- One chaperone for every 10 students for overnight trips, with a **minimum of two chaperones**.
- Overnight chaperones should **preferably be district employees**.
- Non-RCS adult chaperones must be fingerprinted and BOE-approved before attending.
- Chaperones are responsible for **student supervision at all times**, including on buses.

Bus Procedures:

- Chaperones must either:
 1. Spread out on the bus (front, middle if needed, back), or
 2. Sit in the front and walk to the back every 15 minutes.
- At the end of the trip, ensure the bus is orderly: remove personal belongings and dispose of garbage

Student Conduct:

- The **RCS Code of Conduct** applies on all trips.
- Discovery of drugs or alcohol results in **immediate termination of the trip** for the student, with return transportation costs borne by the student/parent/guardian.

Staff Responsibilities:

- Ensure **student safety and supervision** at all times.
- Take and maintain **accurate attendance** before, during, and after the trip.
- Address **behavior issues immediately** according to district policy.
- Support student participation and encourage engagement in all activities.
- Follow all **budget and approval procedures** prior to the trip.

Please refer to Policy #8460: Field Trips/Student Trips for all district guidelines.

Fund Raising by Students

Key Points of District Policy #7450

- **Approval Requirement**
 - Fundraising projects must be sponsored by a school organization and have express approval from the Building Principal.
 - A school organization is one that has its own account. Some individual activities such as individual teams or performing groups may NOT be considered school organizations for the purpose of fundraising. Fundraising for those groups not considered a school organization should only occur through booster programs. If you are unsure, please ask.
 - Fundraising plans must have a clearly defined purpose.
- **Purpose & Alignment**
 - Projects should contribute to the educational experience of students.
 - Fundraisers must not conflict with instructional programs or state mandates.
 - Activities away from school property should be kept to a minimum.
 - Student participation must be voluntary.
- **Special Restrictions**
 - Door-to-door sales using the Romulus CSD name require prior Board of Education approval.
 - Fundraising/solicitation by outside groups during school-sponsored events also requires Board approval.
 - Profits must be used to enhance school programs and fund expenditures not normally covered by the District.
 - Outside group sales/solicitations are further outlined in [Policy #3271 – Solicitation of Charitable Donations](#).
- **Employee Guidance & Prohibitions**
 - Employees must not suggest that sales or fees help pay for the District's educational program.
 - Participation in fundraising or ability to pay may not be a condition for participation in any school program, field trip, or activity.

- Employees must never deposit fundraising proceeds into personal accounts.
- Improper handling of funds may result in personal liability for the employee.

Chaperoning Duties

Chaperones play a critical role in ensuring student safety, supervision, and appropriate behavior during all school-sponsored events.

General Responsibilities:

- Supervise students at all times, ensuring they remain in designated areas.
- Enforce school rules, including **drug-, alcohol-, and tobacco-free policies**.
- Monitor student behavior and intervene promptly in cases of unsafe or inappropriate conduct.
- Take and maintain accurate attendance before, during, and after events or trips.
- Support student participation, engagement, and respectful interactions.
- Ensure the event begins and ends on schedule.

Field Trip Specific:

- Maintain supervision on buses and during all trip activities.
- Follow chaperone seating protocols (spread out or periodic monitoring) for bus safety.
- Ensure buses are clean and orderly after trips.

Dance and In-School Event Specific:

- Monitor entrances and exits; once a student leaves, they may not re-enter.
- Check that students and guests are properly dressed and adhere to conduct expectations.
- Enforce the event area boundaries and discourage wandering into non-designated areas.
- Observe for displays of affection or inappropriate conduct; report incidents if necessary.

Chaperones are expected to model respectful behavior and serve as positive role models while maintaining a safe and inclusive environment for all students.

Contests for Students, Student Awards and Scholarships (Policy #7430)

Contests for Students

Distribution of educational material, essay contests, and poster contests must be approved in advance by the Building Principals if the sponsoring organization wishes to involve students in the project on school time. Samples of informational material should accompany the request. Upon the judgment of the Principal, the request may be forwarded to the Superintendent and the Board of Education for approval.

Student Awards and Scholarships

The School District may obtain and award to its students awards and scholarships. The Board of Education, having been entrusted by law, will hold in trust gifts, grants, bequests and legacies given or bequeathed to the Romulus Central School District and shall apply the same and/or their interest and proceeds according to the instruction of the donors and according to the procedures established by the administration.

Visitors & Volunteers

Visitors:

- All visitors must **sign in at the main office** and display a visitor's pass at all times.
- If a visitor is observed without a pass, staff should **escort them to the main office**.

Volunteers:

Romulus CSD values the involvement of parents, guardians, and community members in supporting students and school programs. Volunteers may assist with classroom activities, field trips, school events, and extracurricular programs.

Approval and Screening:

- All volunteers must complete a **Volunteer Application, Availability Form, and Consent to Criminal Record Check**. (Per Policy #3150)
- Applications are reviewed by the district office, and **Board of Education approval** is required before volunteers may participate.
- Volunteers may be denied or suspended based on criminal convictions, pending charges, or other factors determined to protect student safety.
- Volunteers may be subject to **additional screening** if their role involves substantial or unsupervised contact with students.
- Volunteer coaches must meet all applicable **New York State training and certification requirements**.

Responsibilities:

- Volunteers assist under the supervision of district staff and **cannot replace staff**, provide initial instruction, discipline students, transport students, contact parents regarding student performance, or grade student work.

- Volunteers are expected to act with **civility, respect, honesty, and integrity**, and maintain **confidentiality** in accordance with district policy and FERPA.
- Volunteers must **sign in and out** and wear identification while in the building.
- Approval to volunteer may be **revoked at any time** by the Superintendent.

Key Takeaways for Staff:

- Ensure volunteers are approved and properly screened before participation.
- Direct volunteers to assist only in approved roles under staff supervision.
- Support volunteers in maintaining a **safe, respectful, and positive environment** for all students.

Student Safety

Attendance

Why Attendance Matters

Consistent attendance is directly linked to academic success, graduation, and school safety. Teachers play a key role in accurate recordkeeping and early intervention. **Attendance should be taken within the first 15 minutes of the day for first period, and the first 5 minutes of all remaining class periods.**

Your Responsibilities

- Take & Record Attendance
 - Elementary (PK–5): Record attendance daily in SchoolTool for each core subject.
 - Secondary (6–12): Take attendance every class period in SchoolTool.
 - Mark each absence/tardy/early departure as excused or unexcused based on documentation received.
 - If you are noticing a trend in absences or are concerned about a student’s attendance, please reach out to the building principal or SST team via email.
- Documentation
 - Accept parent/guardian written notes or medical/dental notes with the provider’s name, phone, and appointment time
 - Submit any documentation to the main office promptly.
- Excused vs. Unexcused
 - Excused: Illness, family emergency, religious observance, court, medical/dental, college visit, military, school event.
 - Unexcused: Vacation, babysitting, oversleeping, personal errands, hunting, road test, haircut.
- Student Participation in Activities
 - Students must attend all scheduled classes to participate in extracurricular activities that day (spectators and participants).
 - Exceptions require documented excused appointments.
- Follow-Up on Absences
 - Encourage students to bring in excuses upon return.
 - Remind secondary students it’s their responsibility to make up missed work; elementary teachers initiate make-up work.
 - Contact parents/guardians early if you see patterns of absence or lateness.
- Course Credit & Tardiness (Grades 6–12)
 - Three tardies = one absence for that class.
 - Excused absences with completed work do not count toward credit denial.

Key Reminders

- Attendance is legal documentation — accuracy matters.
- Patterns of unexcused absences/tardiness should be reported to administration.
- Consistency in attendance procedures supports students, families, and the school community.

The full Student Attendance Policy #7110 is mailed to families each summer and reviewed annually by the Board of Education. You can view the policy on our website.

Supervision

Romulus CSD is committed to providing a **safe and supportive environment** for all students. Staff play a critical role in maintaining both **physical and emotional safety** at all times.

General Safety Guidelines:

- Supervise students at all times and maintain a safe learning environment.
- Monitor for hazards and report unsafe conditions promptly.
- Enforce school rules to maintain student safety, respect, and order.

Student Supervision:

- All students must be supervised by a teacher or staff member during any activity, including classroom work, extracurricular programs, sports, and school events.
- Permission for practices, meetings, or events should only be granted if a staff member is clearly in charge.
- District personnel are fully responsible for supervising students in their class or during after-school activities.
- Students **must not be sent on errands away from the building** without direct supervision.
- Coaches must supervise students in **dressing rooms**, during practice, and ensure safe transportation home, including monitoring bus duty if applicable.
- Staff in charge of assemblies, field trips, clubs, or other school activities are responsible for **student supervision at all times**, including transitions and breaks.
- Clear expectations for behavior and activity boundaries should be communicated in advance.

Bus Duty

A **rotating schedule** of end-of-day bus duty will be established by the elementary principal. Staff assigned to bus duty are expected to:

- Supervise students to ensure safe and orderly entry to and exit from both the school building and buses.
- Monitor student behavior to maintain safety and respect during loading and unloading.
- Confirm that all students who are assigned to a bus are on the correct bus before departure.

Bus duty is a vital responsibility for student safety, requiring active supervision and attentiveness.

Emergency Procedures

- Follow established procedures for **fire drills, lockdowns, evacuations**, and severe weather events.

- Keep your Confidential Safety Plan Handbook in a secure location and review it quarterly.
- Respond appropriately to medical emergencies and notify the nurse or administration as needed.

Accidents and Medical Emergencies (Summary of Policy #7520)

General Guidelines:

- Students who become **obviously ill** should be referred to the school nurse immediately.
- If a student has an **accident** while under school supervision, send or take the student to the nurse to determine the extent of the injury.
- For serious accidents, staff must complete an **accident report** including dates, times, injuries, and a description of what occurred. Accident report forms can be obtained from the nurse or nurse's aide.

Student Emergency Treatment:

- All staff are responsible for obtaining **first aid care** for students who are injured or become ill while under school supervision.
- In most cases, first aid is provided and parents are contacted to transport the student to their **family physician**.
- Beyond first aid, the **student's medical care is the responsibility of the parent**, but the student's welfare is always the **primary concern**. Staff must exercise good judgment and care in all situations.
- The Board encourages staff to become certified in **First Aid, CPR, and AED use**, with training opportunities offered throughout the year.

Transporting an Ill or Injured Student:

- An **ambulance may be called** if warranted, after contacting parents or guardians whenever possible.

Insurance:

- All students are covered by **group insurance**, which serves as co-insurance with family coverage as the primary policy.

Students with Life-Threatening Allergies (Summary of Policy #7521)

The safety of students with chronic health conditions, including severe allergies and asthma, requires **collaboration among parents, health care providers, and school personnel**. The District is committed to ensuring these students can participate safely in all school activities.

Key Responsibilities and Procedures:

- **Individual Health Care Plan:** Each student with a chronic or life-threatening condition will have a plan that includes treatments, medications, training, and educational requirements. Accommodations under **IDEA, Section 504, or the ADA** will be implemented when applicable.
- **Healthcare Provider Authorization:** Written authorization is required from the student's healthcare provider, detailing testing/treatment frequency, symptoms, treatments, and emergency directions.
- **Parental Responsibility:** Parents must provide healthcare orders, necessary equipment, and participate in educating and co-managing their child toward self-management.

District Support for Self-Management:

- Train all staff involved in the student's care.
- Ensure availability of necessary equipment and medications.
- Provide trained licensed staff, and additional trained adults for delegated tasks as allowed by law.
- Develop and maintain a personalized **emergency plan** for each student.
- Provide ongoing staff and student education regarding the student's condition.

Epinephrine Auto-Injector (Epi-Pen) Use:

- Trained school staff may administer an epi-pen in an emergency if prescribed by a licensed healthcare provider.
- Training must be provided by a registered nurse, nurse practitioner, physician, or physician's assistant, and documented in the **Anaphylaxis Protocol**.
- Emergency response by non-licensed staff is permitted under **Education Law Sections 6527 & 6908** and covered by the **Good Samaritan Law (Public Health Law Section 3000-a)**.

Technology Safety

The use of technology in the Romulus Central School District is a privilege designed to support teaching, learning, and school operations. All staff and students are expected to use technology **responsibly, ethically, and legally** in accordance with the District's Acceptable Use Guidelines.

Acceptable Use

- Students are responsible for using district devices, software, and internet access for educational purposes only.
- Misuse of technology, including inappropriate communication, access to prohibited websites, or attempts to bypass security systems, may result in disciplinary action.

Teacher Monitoring

- Teachers and staff play a critical role in supervising student technology use.
- While the District uses filtering and monitoring software to protect students online, active teacher oversight is essential. Staff should monitor students during technology use just as they would during any other classroom activity.

Cyberbullying Awareness

- Although students do not have access to most social media or texting platforms on school devices, they are able to communicate through email and Google tools.
- Staff should remain attentive to signs of cyberbullying, including inappropriate or harmful messages shared electronically.
- If concerns arise, staff are expected to listen carefully, take them seriously, and report them promptly to administration so that appropriate follow-up can occur.

Internet Safety and Data Privacy

- The District is committed to protecting the privacy of students and staff. Personally identifiable information will never be sold or shared for commercial purposes.
- The District complies with the Family Educational Rights and Privacy Act (FERPA), New York State Education Law §2-d, and Part 121 Regulations to safeguard student data.
- A **Data Protection Officer** oversees compliance, and procedures are in place for reporting and addressing data breaches.
- Staff will receive annual training on privacy and security awareness.

Best Practice

- Technology use should always be supervised by an involved adult.
- Students should immediately report unsafe online situations or inappropriate use to a teacher, administrator, or parent/guardian.
- In the event of theft or personal risk, students are advised to prioritize safety over equipment and seek immediate help.

Conflict Resolution & De-escalation

The District is committed to creating a safe, supportive environment where students can learn positive ways to resolve conflict. Staff play a key role in teaching and modeling respectful interactions, preventing escalation, and using restorative practices to rebuild relationships when harm has occurred. These practices align with the goals of the **Dignity Act (DASA)**, which ensures that every student learns in a safe, inclusive, and respectful environment.

Proactive Strategies

- Build strong, respectful relationships with students to establish trust and a sense of safety.
- Set clear, consistent expectations for behavior and reinforce them positively.
- Pay attention to early warning signs of frustration, withdrawal, or peer conflict, and intervene early.
- Teach and model problem-solving skills, respectful communication, and empathy in daily interactions.

De-Escalation Practices

- Stay calm, use a steady tone of voice, and give students space when emotions are heightened.
- Avoid power struggles; instead, focus on listening and validating the student's feelings.
- Use clear, simple directions and offer choices when possible to give students a sense of control.
- Move the conversation to a quieter, less public space when appropriate.
- Prioritize safety for all students and staff—if a situation escalates beyond verbal strategies, seek immediate support from administration.

Restorative Approaches

- After a conflict, guide students through reflection: What happened? Who was impacted? How can the harm be repaired?
- Encourage students to take responsibility and engage in making amends rather than focusing only on punishment.
- Support opportunities for peer mediation, restorative circles, or facilitated conversations when appropriate.
- Reinforce skills for repairing trust and restoring positive relationships.

Staff Role

- Be present, attentive, and responsive to student interactions.
- Use restorative practices consistently to address both small conflicts and larger incidents.
- Collaborate with colleagues, counselors, and administrators to provide wraparound support for students in need.
- Recognize that proactive conflict resolution and de-escalation are essential to fulfilling our shared responsibility under the Dignity Act to maintain a safe and respectful school climate.

Communication and Collaboration

Clear, consistent, and professional communication is essential to support student learning, foster positive relationships, and ensure that our school functions smoothly. All staff are expected to engage in collaborative practices that promote trust, accountability, and efficiency.

Student Communication

Effective communication with students sets the foundation for a supportive and productive learning environment. Students are best served when expectations are clear and feedback is timely.

- Maintain respectful, professional communication with students at all times.
- Provide timely and constructive feedback on assignments and assessments.
- Clearly communicate grading policies, expectations, and deadlines.
- Use school-approved platforms (Google Classroom, StudentSquare, email) for sharing grades, assignments, and feedback.
- Ensure students understand how to access support and ask questions.

Parent/Guardian Communication

Parents and guardians are essential partners in student success. Positive, proactive, and consistent communication helps build trust and ensures families remain engaged in the learning process.

- Parents/guardians are partners in student success. Communicate with them in a respectful, professional, and proactive manner.
- **ParentSquare** is the district's primary communication tool. All school-to-home communication must be shared through this platform unless directed otherwise. Email and phone calls are also acceptable forms of communication. Be sure to document phone conversations.
- Respond to parent inquiries within 24–48 hours during the school week.
- Share positive updates in addition to addressing concerns.
- Maintain confidentiality and professionalism at all times.

Communication and Collaboration with CSE and MTSS Teams

Student needs are best met when educators work collaboratively with support teams. Clear and timely communication ensures that interventions and services are aligned and effective.

- Provide timely submission of data, progress monitoring, and other required documentation.

- Collaborate with interventionists and special education staff to support students' individualized needs.
- Attend meetings prepared with relevant student information.
- Follow established timelines for MTSS documentation, CSE referrals, and other required paperwork.
- Maintain consistent communication to ensure continuity of support services.

Communication and Collaboration with Administration

Open and timely communication with administration supports effective decision-making and ensures that processes run smoothly. Staff should take initiative to meet deadlines and follow established procedures.

- Submit required forms (requests, purchases, curriculum approvals, extra duty, etc.) located in **district shared drive** in a timely manner.
- Follow established timelines for approvals to allow for processing and planning.
- Keep administration informed of significant classroom or student concerns.
- Seek clarification when expectations or procedures are unclear.
- Demonstrate professionalism and thoroughness when requesting support or resources.

Professional Communication Etiquette (Email, Phone, Meetings)

Professionalism in all forms of communication reflects our commitment to respect, collaboration, and the district's values. Staff are expected to model effective communication in every interaction.

- Use district email and phone systems for professional communication only.
- Maintain a respectful and professional tone in all communications.
- Proofread emails and messages before sending; avoid overly casual language.
- Respond to staff and administrative emails within 24–48 hours during the school week.
- Refrain from using group emails/threads for concerns better addressed individually.
- Practice active listening, collaboration, and respect in meetings.

Faculty and Other Meetings

Regular meetings ensure that staff remain informed, aligned, and collaborative in supporting student learning and school-wide initiatives. Attendance and participation are an important part of professional responsibilities.

- **Faculty Meetings:** Held monthly. Attendance is mandatory for all faculty members unless prior approval for an absence has been granted by the building principal.
- **Department/Grade-Level/Team Meetings:** These meetings provide important opportunities for collaboration, planning, and problem-solving. The district strongly encourages staff to establish these meetings as they directly support student success.
- **Curriculum and Data Meetings:** These meetings may occur during the school day or after school hours. Attendance is mandatory when staff are requested to participate.
- **Additional Meetings:** Other meetings (e.g., committees, school improvement, or planning groups) may be scheduled at the building principal's discretion based on school needs. Staff are expected to attend when requested.

Evaluation and Professional Growth

Ongoing evaluation and professional growth are essential for ensuring high-quality instruction and student success. The district provides structured evaluation processes for all instructional and support staff to promote reflection, improvement, and professional development.

Annual Professional Performance Review (APPR)

All instructional staff are evaluated annually by their supervising administrator (Lead Evaluator) in accordance with Education Law §3012-d and the district's collective bargaining agreements.

a. Observation Process for Teachers

- All teachers are observed separately by both a supervising administrator (building principal--Lead Evaluator) and an Independent Observer (other building principal or ASI).
- The observation scoring weight is 80% from the supervising administrator and 20% from the independent observer.
- Observations are conducted using the Danielson Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition.

b. Tenured Teachers

- Tenured teachers receive **one announced formal observation** of a complete instructional period (with pre- and post-conference) and **one unannounced observation** of approximately 20 minutes.
- Observations are scheduled throughout the school year to allow reflection and growth.
- A **final summative report** is generated using both observation data and student growth data to determine a teacher's HEDI rating (Highly Effective, Effective, Developing, Ineffective).

c. Non-Tenured (Probationary) Teachers

- Probationary teachers receive **one announced formal observation** and **two unannounced observations** of approximately 20 minutes.
- Pre- and post-conferences are conducted for formal observations; only post-observation conferences are held for unannounced observations.
- Observations are scheduled to allow reflection and professional growth throughout the year.
- A **final summative report** is generated using both observation data and student growth data to determine a teacher's HEDI rating (Highly Effective, Effective, Developing, Ineffective).

d. Unannounced Observations

- Must be completed by **June 1** of each school year.
- Four sub-components from Domains 2 and 3 of the Danielson rubric (2a–2d, 3a–3d) are evaluated.
- Observations are completed using an electronic evidence collection tool.

e. Announced Formal Observations

- Must be completed by **May 1** of each school year.
- Pre-observation conferences require a lesson plan and related materials; post-observation conferences provide scores and allow teachers to self-rate.
- Teachers may submit additional evidence during post-observation or summative conferences.

f. Cancelled Observations

- Responsibility to reschedule a cancelled formal observation falls on the person cancelling.
- Administrators may observe teachers more than the minimum; only required observations count toward APPR scoring.

g. Scoring of Observations

- Evaluators must be trained in the Danielson rubric.
- Scoring focuses on eight sub-components from Domains 2 and 3.
- Sub-components are scored 1–4 (1 = Ineffective, 2 = Developing, 3 = Effective, 4 = Highly Effective).
- A holistic HEDI rating is assigned based on the sub-component scores.
- Observation scores are converted into the observation portion of the teacher’s overall **Composite Rating**, combined with student performance data (SLO scores or NYS Growth scores).
- Final summative evaluations are completed as soon as practicable, but no later than **September 1** following the school year being evaluated.

h. Evaluation Management

- The district uses the **Frontline Employee Evaluation Management module** within the Professional Growth Application to manage schedules, scoring, and evaluation records.

Evaluation of Counseling, Support Staff, and Nursing Staff

Teacher aides, counseling staff, and nursing staff are evaluated annually to support professional growth and ensure high-quality service to students. Evaluations are designed to provide constructive feedback and identify areas for development.

a. Evaluation Process

- All evaluations are conducted by the staff member's supervising administrator.
- Evaluations occur at the **end of the school year**.
- Staff receive feedback on performance in relation to their assigned duties, professional responsibilities, and contribution to student success.

b. Evaluation Components

Evaluations may include, but are not limited to:

- Observations of professional performance and interactions with students and colleagues.
- Completion of assigned responsibilities, tasks, and required documentation.
- Communication and collaboration with teachers, administrators, and support teams.
- Demonstration of professional conduct, including adherence to district policies and procedures.
- Attendance

c. Feedback and Professional Growth

- Supervisors provide a written evaluation and schedule a meeting to review performance.
- Staff have the opportunity to discuss strengths, areas for improvement, and professional development goals.
- Evaluations are intended to guide growth and inform future professional learning opportunities.

d. Documentation and Recordkeeping

- Evaluation records are maintained in the staff member's personnel file.
- Feedback from evaluations may inform professional development plans or assignments.

Professional Growth / Staff Development

The District is committed to providing professional growth opportunities that benefit both employees and students. Attention is given to in-service, pre-service, and other staff development programs designed to enhance the skills and professional competencies of all staff members.

The Superintendent, in consultation with administrative staff and/or teacher committees, is responsible for arranging in-service programs and other staff development opportunities. These programs are intended to:

- Select subjects relevant to the District's curriculum and Strategic Action Plan.
- Develop courses or topics that help employees acquire new methods or improve existing techniques.
- Support staff in improving professional competencies and instructional effectiveness.

Goals of Professional Development

All staff development programs should aim to:

1. Contribute to the instructional program of the schools.
2. Promote improved educational outcomes for students.
3. Ensure compliance with state mandates.
4. Enhance the professional competencies and instructional abilities of staff members.
5. Align professional learning to the District's **Strategic Action Plan** to support school-wide goals and priorities.

All employees are encouraged to seek professional growth beyond the regular performance of their assigned duties. Opportunities may include:

- Planned in-service programs, courses, seminars, and workshops offered within the District or externally.
- Visits to other classrooms or schools, as well as attendance at professional meetings, to improve instruction and educational services.
- Orientation or re-orientation programs to familiarize staff with programmatic, organizational, or policy changes, including District expectations.

Attendance and Participation

- Attendance at professional development programs must be directly related to the duties and responsibilities of the employee's job description.
- Employees are encouraged to participate in the planning of staff development programs to ensure they meet individual and professional needs.

Approval and Funding

- The Assistant Superintendent has the authority to approve release time and expenses for staff participation in conferences, workshops, summer study programs, school visitations, and similar activities, within budgetary constraints.
- Employees must submit a **conference/course approval form** and receive approval prior to attending any professional development.

Mentoring Programs for First-Year Teachers

- First-year probationary teachers are required to participate in a mentoring program as part of the District's Professional Development Plan.
- The purpose of mentoring is to increase retention of new teachers and improve their ability to help students achieve State learning standards.
- Mentors provide guidance, support, and practical assistance. The District selects mentors and requires submission of a list of topics covered and dates of mentoring activities.
- Additional resources for probationary teachers may include book talks, online curriculum, and other professional learning materials.

Conference Requests

Requests through WFL-BOCES/Frontline Professional Growth:

You will receive email throughout the year about professional development opportunities offered through WFL-BOCES. If you are interested, here are the steps to follow.

1. Respond to the email expressing interest.
2. Register for professional development when you have received a response from the Assistant Superintendent.
3. Complete a Conference Request Form and submit for tracking to the Assistant Superintendent.
4. Include any requests for mileage reimbursement.
5. Once you have been approved, submit a request through Absence Management for a substitute.
6. After attending, please submit any requests for reimbursement by resubmitting your conference request form.

If you are interested in attending a non-BOCES conference, here are the steps you need to take:

1. Complete a conference request form (front page only) with conference information--please print out and attach any supplemental information such as conference program, registration information, and map/directions if you are requesting mileage.
2. Email Assistant Superintendent to let them know about the conference request. You might receive an email asking for additional information, clarification or justification prior to approval.
3. Conference Requests need to be approved by 1-Assistant Superintendent and 2-Superintendent. (All requests with overnight accommodations must also be approved by the BOE). You will receive a conference request packet back--KEEP IT in a safe place.
4. Complete registration for the conference--which includes working with the Assistant Superintendent and Superintendent's Secretary to complete registration. Please note--registration takes time, so plan accordingly.

5. After attending the conference, you will need to submit your conference packet again with the completed portion for mileage. Don't forget to re-attach the map/printed direction with mileage on it for CBO.

Important Notes:

1. Requests are not processed instantly--so please plan accordingly. The BOE must approve any conference request with overnight accommodations. If a payment needs to be paid by PO/check, understand that these are processed by the CBO and take time.
2. Multi-day conferences: The district will only approve 1 multi-day conference per staff member a year, so keep that in mind if you have more than one conference you would like to attend.
3. Extra-hourly pay: Extra hourly pay is not guaranteed. Hourly pay for a conference is for weekend days (not for driving time or weekdays that you would normally be working).
4. All requests will be evaluated on and approved based on their alignment with the district's Strategic Action Plan.

Procedural Items

Purchasing & Requisitions

Instructional classroom staff are provided with an annual budget to purchase materials for their classrooms. All purchases must follow district procedures and be submitted through the **nVision Program**:

- **Approved Vendors:** Requisitions must be submitted using vendors with whom the district has an established relationship. Orders from unapproved vendors will not be processed.
- **Shipping Costs:** Staff must include shipping charges in their requisitions. Failure to do so may result in orders exceeding the allotted budget and being cancelled.
- **Approvals:** All requisitions require approval from the staff member's immediate supervisor and the District Treasurer before being processed.
- **Notification of Order:** If a staff member needs to place an order **outside the typical ordering timeline**, they must notify their supervisor by email so the order can be reviewed and processed appropriately.
- **Receiving Orders:** Once an order has been placed, staff will receive an **orange copy** of the purchase order in their mailbox. It is the staff member's responsibility to:
 - Check in the order as soon as it arrives.
 - Notify the company immediately if any items are missing or damaged.
 - Make necessary arrangements directly with the company for returns.
 - Once the order is complete, sign the **orange purchase order**, attach any packing slips, and interoffice the paperwork to **Cheryl Bristol at the CBO, WFL BOCES**.
 - This step is critical, as it signals the district that the order is complete and authorizes payment to the vendor.
- **Budget Freezes:** The district reserves the right to freeze budgets and/or purchasing at any time.

Textbooks and Novels: Textbook and novel purchases are handled differently than classroom supply purchases. All textbook and novel orders require **Board of Education approval** and are placed **exclusively by the Assistant Superintendent**. Staff do not place these orders directly.

- Requests for new textbooks or novels must be submitted to the Assistant Superintendent for review.
- Requests for replacement textbooks or novels should be submitted using the District **Purchase Requisition Form**, which will then be processed through the Assistant Superintendent's office.

Staff are encouraged to plan ahead to ensure timely ordering and delivery of classroom materials, as well as to allow for Board approval timelines when applicable.

Purchase Requests--Above/Beyond Classroom Budgets

- All purchasing requests that are above/beyond your normal allocation in nVisions, whether they are to buy physical items or pay for a conference, must be written or typed on the most updated requisition form. We will no longer be emailing to request purchases.
- All purchases should be from a company that is on NY State Contract or BOCES Bid. The contract # must be filled in on the requisition form. See the FAQ section for more on this subject.

- Any order from a vendor that is not currently in nVisions needs to have a NEW VENDOR REQUEST FORM (see Suzy) filled out, with a W-9 attached and emailed to Suzy Nicholson or Ed Ninestine. A lot of the vendors will have a W-9 on their website for you to print OR they will email one for you.
- Be specific when filling out the form with quantities, units, descriptions, and pricing. If you are attaching a cart, make sure it contains all the needed information and that it is a “good” printout that will be able to be scanned or reproduced. DON’T forget to check for and add shipping or freight charges! If you are unsure about the shipping costs, please contact the company.
- When it is completed, give it to your immediate supervisor to code and sign (supervisors- no stamps or photocopied signatures) and put the budget code on the requisition. The requisition will then be put electronically into nVisions by the appropriate office personnel as determined by the direct supervisor (with any carts, quotes, or other paperwork as an attachment) and all physical papers sent to the business office.
- After items are ordered you will receive an orange copy of the purchase order in your mailbox. It is your responsibility to check in your order as soon as it comes in and notify the company if you are missing anything, make arrangements for returns or contact the company promptly if anything is damaged. Once everything has been received, please sign the orange purchase order, attach any packing slips, and interoffice it to Cheryl Bristol at the CBO at WFL BOCES. This is a very important step, as this is how we know it is ok to pay the vendor.

Reimbursement Procedures

Reimbursements are **very limited** and require **prior authorization**. They are not a substitute for ordering materials through the district’s **nVision Program**. Staff should always explore ordering through nVision first and must speak with their supervisor before making any purchase that may require reimbursement.

- **Authorization:** All reimbursement requests must be approved in advance by the staff member’s supervisor.
- **Expense Voucher:** Requests are submitted using a District **Expense Voucher Form** with original receipts attached.
- **Tax Exemption:** The District is tax-exempt. Staff must remove sales tax from reimbursement requests, as they will be personally responsible for paying any tax incurred.
- **Amazon Purchases:** If purchasing items from Amazon, staff must use nVision to create a requisition for **self-reimbursement** of the Amazon purchase. This ensures the expense is properly tracked and authorized.

Staff are strongly encouraged to plan ahead and use district-approved purchasing processes whenever possible.

Extra Duty Pay

Extra duty pay is provided for work performed outside of a staff member’s contractual hours and must follow district procedures.

- **Pay Rates:**
 - **RFA Members:** \$30/hour
 - **CSEA Members:** Staff member’s regular hourly rate

PRIOR APPROVAL IS REQUIRED.

All extra duty work must be pre-approved by the staff member’s supervisor or the individual requesting the work. Extra duty performed without prior approval will not be compensated.

- **Voucher Submission:** To receive payment, staff must complete an **Extra Duty Voucher**, which must include:

- Staff member's name and address
- Date(s) worked
- Description of the work performed
- Total hours worked
- Total compensation requested
- Staff signature

Completed vouchers are coded and forwarded to the **CBO** for processing. Payment cannot be issued without a fully completed and signed voucher.

Staff are reminded that extra duty assignments are not part of their contractual responsibilities and must always be approved in advance.

Badges, Keys, and Building Access

All staff are issued a **badge**, **FOB**, and **keys** as part of the district's safety and security measures.

- **Badges:**
 - Staff must wear their district-issued badge at all times while on school property.
 - Badges must reflect the **current school year**.
 - If a new or replacement badge is needed, staff should contact the **Superintendent's Secretary**.
- **FOBs:**
 - FOBs provide entry to district buildings.
 - Staff are responsible for keeping their FOB secure and must report any loss immediately so access can be deactivated.
- **Keys:**
 - Staff are issued keys to doors required for their position.

Wearing badges, carrying keys, and using FOBs as required ensures that staff can safely access locations necessary to perform their work and is a **critical part of the district's safety protocols**.

Use of Facilities Requests

All staff and community members requesting the use of district facilities must submit requests through the **Master Library Application**.

- **How to Submit a Request:**

1. Visit the **School Website** and select the **District Events Calendar**.
2. Log in using your **district account** or **email**.
3. Submit a request to reserve a space within the district using **Master Library Schedules**.

This system ensures proper scheduling, avoids conflicts, and allows the district to track facility usage efficiently.

Use of District Technology

All staff are issued a **district device** (laptop or Chromebook) for instructional and administrative purposes. Staff are responsible for keeping their device secure and protecting it from damage.

- **Acceptable Use:** Staff must follow the district's **Acceptable Use Policy** at all times. Devices are intended for **school-related use only** and should not be used for personal purposes.
- **Device Security:**
 - Staff should **not allow anyone else**, including family members, to use their device.
 - When not in use, the device should be **locked or shut down** to prevent unauthorized access.
- **Privacy and Compliance:** Staff must adhere to district protocols regarding **student Personally Identifiable Information (PII)** and maintain confidentiality at all times.

Best Practices for Staff Technology Use:

1. **Regular Updates:** Keep the device updated with the latest security patches and software.
2. **Strong Passwords:** Use complex passwords and change them regularly.
3. **Physical Safety:** Avoid leaving the device unattended in unsecured locations.
4. **Data Backup:** Save files to approved district cloud storage or network locations, not solely on the local device.
5. **Phishing Awareness:** Be cautious with emails or links requesting login information or sensitive data.
6. **Safe Charging:** Only use district-approved chargers and avoid charging devices in unsafe locations.
7. **Reporting Issues:** Immediately report any lost, stolen, or damaged device to your supervisor or the technology department.

Following these practices helps ensure devices remain secure, functional, and compliant with district policies.

Money and Valuable Items

All school personnel should take care to protect money and valuable items and minimize risk of loss.

- **Classroom Items:** Staff should **refrain from keeping money or other valuable personal items in classrooms**. Encourage students to safeguard their valuables. Lock your room whenever it is left unoccupied.
- **Fundraising or Ticket Sales:** Funds collected for school-related activities should be **kept secure at all times**. If funds exceed **\$100**, they must be stored in the **Central Office** or **Main Office**.
- **Personal Valuables:** The district is **not responsible** for personal valuables left in classrooms, especially over breaks or the summer. Staff are strongly encouraged to **remove or securely store personal items** during vacations, summer breaks, or times when facilities staff may be entering rooms for deep cleaning, repairs, or other work.

These procedures help ensure both student and staff property, as well as school funds, are protected.

Jury Duty

A district employee who is called for jury duty shall receive their **full day's pay** from the school district, in addition to any **mileage reimbursement** provided by the State.

- Employees are **not entitled to receive the per diem allowance** from the Unified Court System for any regularly scheduled workday on which jury duty is performed if their wages are not withheld for that day.
- **Absence Requests:** Staff must submit absence requests for jury duty through the **Frontline Absence Management System**.
- **Documentation:** A copy of the jury summons should be provided to the **Superintendent's Office** for record keeping.
- **Leave:** Jury duty leave is **not deducted** from the employee's overall leave balance.

Compliance Notifications

Non-Discrimination

The District is committed to providing a work environment free from discrimination, harassment, and retaliation. In accordance with New York State Labor Law and the New York State Human Rights Law, the District prohibits discrimination and harassment in all aspects of employment, including recruitment, hiring, training, promotion, compensation, benefits, discipline, and termination.

Protected Categories

Employees are protected from discrimination based on the following characteristics:

- Age
- Race
- Creed
- Color
- National origin
- Sex (including pregnancy, childbirth, or related medical conditions)
- Disability
- Sexual orientation
- Gender identity or expression
- Marital status
- Military status
- Citizenship or immigration status
- Status as a victim of domestic violence
- Reproductive health decisions

Prohibited Conduct

The District prohibits:

- **Discrimination:** Unfair treatment based on any protected characteristic.
- **Harassment:** Unwelcome conduct that creates a hostile, intimidating, or offensive work environment.

- **Retaliation:** Adverse actions against individuals who report discrimination or harassment, participate in investigations, or exercise their legal rights.

Reporting and Enforcement

Employees who believe they have been subjected to discrimination, harassment, or retaliation should promptly report the incident to their supervisor, or Assistant Superintendent (Title IX Offer), or Superintendent.

The District will investigate all complaints promptly and take appropriate action to address any violations. Employees are protected from retaliation for making good faith complaints or participating in investigations.

Legal Protections

Under New York State Labor Law § 215, it is unlawful for an employer to discharge, penalize, or discriminate against an employee for:

- Making a complaint about a possible labor law violation.
- Providing information to the Department of Labor.
- Starting a proceeding under the Labor Law.
- Testifying in an investigation or other proceeding under the Labor Law.
- Exercising any rights protected under the Labor Law.

Violations of this law may result in civil penalties and other appropriate relief .

Equal Opportunity Employer

The District is an equal opportunity employer and strives to create a diverse and inclusive workforce. All employment decisions are based on merit, qualifications, and business needs.

Nursing Mothers

In accordance with New York State Labor Law § 206-c, the district supports employees who wish to express breast milk during the workday and provides the following accommodations:

- **Paid Break Time:** Employees are entitled to **30 minutes of paid break time** each time they have a reasonable need to express breast milk. This break is in addition to any regularly scheduled break or meal time and may be taken in succession with such breaks, before, or after them. Employees may also use their regular paid break time or meal time for milk expression if they need additional time beyond 30 minutes.
- **Duration of Right:** This accommodation is available for up to **three years following the birth of a child**.
- **Private Space:** The district will provide a private room or other location close to the work area where the employee can express breast milk in privacy. This space will not be a bathroom and will include a chair, a flat surface, good lighting, an electrical outlet, and access to clean water. If the workplace has a refrigerator,

employees will be allowed to use it to store breast milk.

- **Advance Notice:** Employees wishing to express breast milk at work must provide **written notice** to their supervisor or the designated HR representative, preferably before returning to work following the birth of a child. The notice should include the anticipated return date, the number of breaks needed, and preferred times for expressing milk.
- **No Deduction from Leave:** Time taken for lactation breaks will **not** be deducted from the employee's leave balance.
- **Non-Discrimination:** The district will not discriminate against any employee who chooses to express breast milk in the workplace.

Employees are encouraged to discuss their needs with their supervisor or HR to ensure appropriate accommodations are made.

Child Abuse And Neglect / Maltreatment

Legal Framework & Purpose

The School District adheres to all provisions of **Title 6, Article 6 of the New York Social Services Law (Sections 411–428)**. Its purpose is to provide protective services for children who are abused or maltreated and to inform all school personnel of their legal obligations as mandated reporters.

Key Reporting Regulations

The District will establish, maintain, and disseminate administrative regulations covering:

1. Mandatory reporting of suspected child abuse or neglect/maltreatment.
2. Procedures and responsibilities for mandated reporters.
3. Protocols for taking a child into protective custody.
4. Reporting requirements for child deaths.
5. Immunities from liability for good-faith reporting and consequences for failure to report.
6. Obligations to provide or arrange services necessary to ensure the child's safety.
7. Guidance on identifying signs of unlawful methamphetamine laboratories, provided to all current and new mandated reporters.

Required Training for Mandated Reporters

All mandated reporters must complete training that meets updated New York State requirements, including content on:

- Reducing implicit bias in decision-making
- Recognizing **Adverse Childhood Experiences (ACEs)**
- Spotting signs of abuse during virtual interactions

- Identifying abuse or maltreatment in children with intellectual or developmental disabilities

Who Are Mandated Reporters?

Under Social Services Law § 413, mandated reporters include—but are not limited to—teachers, school guidance counselors, school psychologists, school social workers, school nurses, licensed school administrators, and other school personnel required to hold professional certification.

Reporting Procedures

- Mandated reporters must **personally** make an oral report to the **Statewide Central Register (SCR)** immediately upon reasonable suspicion, **then notify the Building Principal or designee**.
- Reports must include name, title, contact information of all staff with direct knowledge of the suspected maltreatment.
- For allegations involving staff or volunteers in educational settings, a separate written report to the administrator or superintendent is required and may need forwarding to law enforcement and the Commissioner of Education, depending on certification status [NYCFindlawNY Mandated Reporter Center](#).

No Retaliation Allowed

Social Services Law § 413(1) and Labor Law § 740 prohibit any retaliatory employment action—such as discharge, suspension, or demotion—against employees who in good faith report suspected abuse.

Forms and Support

- The form **LDSS-2221A** (“Report of Suspected Child Abuse or Maltreatment”) is available through the New York State Office of Children and Family Services (OCFS). Paperwork and support to complete the report can be obtained from a school social worker, who can also assist in making a report.

Hotline for Reporting

- **New York State Child Abuse & Maltreatment Hotline (SCR): 1-800-342-3720** (available 24/7)
- **SCR Mandated Reporter Hotline: 1-800-635-1522** (reserved for mandated reporters)
- In urgent situations, staff should call **911**.

Confidentiality & Immunity

All reports and related documentation are confidential and may only be shared with authorized investigative bodies or pursuant to law or court order. Mandated reporters are granted immunity from civil liability when they report in good faith..

Annual Training & Communication

- Staff must receive **annual training** on abuse reporting procedures, including immunity provisions. This training is part of the district’s annual mandatory training completed New York Safe Schools Vector Solutions Platform.
- The Commissioner of Education provides the District with required training materials and regulations to fulfill staff responsibilities under the law

“Silent Resignation” Prohibition

Superintendents and administrators must not accept or withhold allegations of abuse in exchange for a staff member's resignation or voluntary suspension. Good-faith reporting to law enforcement or education authorities in such cases carries immunity from civil or criminal liability.

Title IX and Sexual Harassment

The District is committed to maintaining an educational and work environment that is free from discrimination and harassment. This includes compliance with **Title IX of the Education Amendments of 1972**, which prohibits sex-based discrimination in any education program or activity operated by a district that receives federal financial assistance.

Prohibited Conduct

The District strictly prohibits all forms of **sexual harassment** and **sex-based discrimination** by employees, students, volunteers, contractors, and other third parties, including at off-site and out-of-state activities. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances or requests for sexual favors.
- Other verbal, written, or physical conduct of a sexual nature when:
 1. Submission to such conduct is made a condition of employment or participation;
 2. Submission to or rejection of such conduct affects employment or participation decisions; or
 3. Such conduct unreasonably interferes with work or creates a hostile, intimidating, or offensive environment.
- Sexual harassment can occur between individuals of any gender or sex.

Reporting Procedures

- Employees or other individuals who experience or witness sexual harassment should **immediately report** it to one of the District's designated **Complaint Officers**. (Assistant Superintendent and Superintendent)
- Complaints may be **informal or formal**, and are recommended to be in writing, although verbal reports will be accepted and promptly investigated.
- If the Complaint Officer is the alleged offender, reports should be made to the next level of supervisory authority.

Investigation and Resolution

- The District will conduct a **thorough, prompt, and fair investigation** of all complaints, regardless of whether they are anonymous.
- Investigations will maintain **confidentiality to the extent possible**, sharing information only on a "need-to-know" basis.
- If harassment is confirmed, the District will take **corrective action**, which may include discipline up to termination for employees or sanctions for third parties.
- If harassment is not substantiated, the complainant will be notified, and the Superintendent may still implement staff awareness or training measures.

Retaliation

- Retaliation against any individual who reports sexual harassment, participates in an investigation, or assists in the process is strictly **prohibited**.
- Follow-up inquiries will be conducted to ensure that harassment has not resumed and that no retaliation has occurred.

False Allegations

- Employees or students who knowingly make false accusations of harassment may face disciplinary action.

Training and Awareness

- The District provides **training for all staff**, including supervisors, on recognizing, preventing, and reporting sexual harassment.
- Policies and regulations are communicated through handbooks, school publications, and postings in school buildings.

Privacy and Access

- The District may access school property and equipment, including computers, desks, lockers, and other locations, to conduct investigations as necessary.

Employees are encouraged to familiarize themselves with the District's **Title IX and Sexual Harassment Policy (#3421)** and accompanying regulations, available upon request.

Family and Medical Leave Act (FMLA)

The District complies with the Family and Medical Leave Act of 1993 (FMLA), providing eligible employees with up to twelve (12) workweeks of unpaid leave during a twelve-month period for certain family and medical reasons. The twelve-month period is measured backward from the date an employee uses any FMLA leave.

Eligibility:

Employees are eligible for FMLA leave if they have been employed by the District for at least twelve (12) months and have worked at least 1,250 hours during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250-hour test.

Qualifying Reasons for Leave:

Eligible employees may take FMLA leave for one or more of the following reasons:

- The birth of a child and to care for the newborn child;
- The placement of a child for adoption or foster care and to care for the newly placed child;
- To care for a spouse, child, or parent with a serious health condition;

- A serious health condition that makes the employee unable to perform the essential functions of their job;
- Because of a qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or has been notified of an impending call to active duty in support of a contingency operation.

Service Member Family Leave:

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty while on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single 12-month period during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

Implementation and Benefits:

- At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave.
- An employee on FMLA leave is entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay their share during the leave period.
- In most instances, an employee has the right to return to the same position or an equivalent position with equivalent pay, benefits, and working conditions at the conclusion of the leave.

Notice Requirements:

- The Board of Education requires thirty (30) days advance notice from the employee where practicable.
- The Board of Education may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in the denial of FMLA leave.
- The Board of Education may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The Board of Education has the right to deny restoration to employment if the employee does not furnish the certificate of fitness.

FMLA Notice:

A notice explaining the FMLA's provisions and providing information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building. Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

Workplace Violence Prevention (Policy #6121-A)

The Romulus Central School District is committed to maintaining a safe and secure work environment for all employees. Workplace violence, which includes physical assaults, threats, intimidation, or other aggressive behavior, will not be tolerated.

Policy Highlights:

- **Reporting:** All employees are required to report any incidents or threats of workplace violence immediately. Reports should be made to the designated contacts:

- Superintendent of Schools
- Assistant Superintendent
- **Investigation:** The District will promptly and thoroughly investigate all reports of workplace violence, ensuring appropriate corrective measures are taken.
- **Employee Responsibilities:** Employees are expected to foster a respectful and professional workplace, adhere to all district policies, and promptly report violent or threatening behavior.
- **Prevention Program:** In compliance with NYS Labor Law 27-b and 12 NYCRR 800.6, the District involves employee representatives in:
 - Evaluating workplace violence risks
 - Developing and implementing prevention programs
 - Reviewing incident reports to enhance workplace safety
- **Training:** All employees are required to participate in annual workplace violence prevention training.

The District's proactive approach ensures that safety is a shared responsibility and that employees are supported in a respectful and secure working environment.

Digital Location of Staff Resource

All district forms referenced in this handbook are available on the Shared Google Drive for staff access and use.

In addition, the Romulus Central School District provides access to all required New York State labor law workplace notices. These notices, which cover topics such as minimum wage, workplace safety, discrimination, and employee rights, are posted online for easy access and review. Please refer to the screenshot below and visit our [Staff Resources page](#) for the full collection of current labor law postings.

Labor Law Workplace Notices

WORK PLACE DISCRIMINATION	JOB SAFETY AND HEALTH (OSHA)	FAMILY MEDICAL LEAVE ACT
EQUAL OPPORTUNITY IS THE LAW	EMPLOYEES JOB SAFETY & HEALTH PROTECTION	PREGNANT WORKERS FAIRNESS ACT (PWFA)
EMPLOYEE RIGHTS UNDER FAIR STANDARDS ACT	NEW YORK STATE DISABILITY BENEFITS STATEMENT	EMPLOYEE RIGHTS POLYGRAPH PROTECTION ACT
WAGE THEFT PROTECTION ACT	WAGE STATEMENT REQUIREMENTS	ELECTION DAY VOTERS' RIGHTS
	UNIFORMED SERVICES EMPLOYMENT RIGHTS ACT	