

**ROME CITY SCHOOL DISTRICT
CSE/CPSE
Board of Education Meeting
September 23, 2021**

PART 200 REGULATIONS OF THE COMMISSIONER OF EDUCATION Part 200.2, Section (d)

...The board of education or board of trustees of each school district shall, upon completion of its review of the IEP in accordance with section 200.4(d)(2) of the Part, arrange for the appropriate special education programs and services to be provided to a student with a disability as recommended by the committee on special education.

Part 200.2, Section (d) (2)

...arrange for appropriate special education programs and services for a preschool student...

DISABILITY	CSE	CPSE
Autistic	1	
Deafness		
Deaf-Blindness		
Emotionally Disturbed		
Hearing Impaired		
Intellectual Disability	1	
Learning Disabled	1	
Multiply Disabled		
Orthopedically Impaired		
Other Health Impaired		
Speech Impaired		
Transfer Review		
Traumatic Brain Injury		
Visually Impaired		
Pre-School with disability		2
Non-Disabled		
Declassified		
Section 504		
Tabled		

Rome City School District

Board Action Sheet

Meeting 09/02/2021

Committee: Rome- District- CPSE

Gender	Grade	Disability	12Mth
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09/02/21 @ 01:10 pm - Initial Review

M PS Preschool Student With a Disability
Referral: 08/04/2021 Outcome: Initial Placement

Primary	Start Date	Fut End Date End Date	Service	Frq/Cyl/Minutes	Delivery Recommendation	School/Location Coordinating Service Provider
Yes	09/13/2021	06/23/2022	Itinerant Speech/Lang	3/Weekly/30	Individual	Itinerant Services (RCSD)/Home/School/Daycare/CO UNTY OF ONEIDA

09/02/21 @ 01:40 pm - Initial Review

F PS Preschool Student With a Disability
Referral: 07/05/2021 Outcome: Eligible but Delayed or no Placement [The program's starting date and/or days of operation were after the child's 3rd birthday (C)]

Primary	Start Date	Fut End Date End Date	Service	Frq/Cyl/Minutes	Delivery Recommendation	School/Location Coordinating Service Provider
Yes	09/13/2021	06/23/2022	Sp. Ed. Itinerant Teacher	2/Weekly/60	Direct Individual	Itinerant Services (RCSD)/Home/School/Daycare/CO UNTY OF ONEIDA
	09/13/2021	06/23/2022	Itinerant Speech/Lang	2/Weekly/30	Individual	Itinerant Services (RCSD)/Home/School/Daycare/CO UNTY OF ONEIDA
	09/13/2021	06/23/2022	O.T. Itinerant Services	2/Weekly/30	Individual	Itinerant Services (RCSD)/Home/School/Daycare/CO UNTY OF ONEIDA
	09/13/2021	06/23/2022	P.T. Itinerant Services	2/Weekly/30	Individual	Itinerant Services (RCSD)/Home/School/Daycare/CO UNTY OF ONEIDA

Rome City School District

Board Action Sheet

Meeting 09/02/2021

Total Meetings 2

Rome City School District
Board Action Sheet
Meeting 08/20/2021

Committee: A - District CSE 7-12

Gender	Grade	Disability	12Mth
F	11	Intellectual Disability	X

08/20/21 - Amendment with No Meeting Held

Outcome: IEP Change: Remains Classified

Primary	Start Date	Fut End Date End Date	Service	Frq/Cyl/Minutes	Delivery Recommendation	School/Location
CURRENT YEAR						
Yes	07/12/2021	08/20/2021 08/20/2021	Special Class 6:1:3.5 - Day Program	5/Weekly/360	Spec Class 6 Pupils 1 Teacher 3.5 Paraprofessionals	Upstate Cerebral Palsy School - Rome/In Classroom
	07/12/2021	08/20/2021 08/20/2021	Speech/Language	1/Weekly/30	Group	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room
	07/12/2021	08/20/2021 08/20/2021	Adapted Physical Education	2/Weekly/30		Upstate Cerebral Palsy School - Rome/Gym
	07/12/2021	08/20/2021 08/20/2021	Skilled Nursing	5/Weekly/15	Individual	Upstate Cerebral Palsy School - Rome/In Nurses Office
Yes	09/07/2021	04/27/2022	Special Class 6:1:3.5 - Day Program	5/Weekly/360	Spec Class 6 Pupils 1 Teacher 3.5 Paraprofessionals	Upstate Cerebral Palsy School - Rome/In Classroom
	09/07/2021	04/27/2022	Skilled Nursing	5/Weekly/15	Individual	Upstate Cerebral Palsy School - Rome/In Nurses Office
	09/07/2021	04/27/2022	Adapted Physical Education	2/Weekly/30		Upstate Cerebral Palsy School - Rome/Gym
	09/07/2021	04/27/2022	Counseling	1/Weekly/30	Individual	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room
	09/07/2021	04/27/2022	Speech/Language	1/Weekly/30	Group	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room

Total Meetings 1

Rome City School District
Board Action Sheet
 Meeting 08/31/2021

Committee: A - District CSE 7-12

	Gender	Grade	Disability	12Mth
	F	07	Learning Disability	

08/31/21 - Amendment with No Meeting Held

Outcome: IEP Change: Remains Classified

Primary	Start Date	Fut End Date End Date	Service	Frq/Cyl/Minutes	Delivery Recommendation	School/Location
CURRENT YEAR						
Yes	09/07/2021	01/13/2022	Integrated Co-Teaching English/Math/Science/Social Studies	16/4 Day Cycle/39		Lyndon H. Strough Middle School/In Classroom
	09/07/2021	01/31/2022	Skill Building 12:1:1	4/4 Day Cycle/39	Spec Class 12 Pupils 1 Teacher 1 Paraprofessional	Lyndon H. Strough Middle School/In Classroom

Total Meetings 1

- Required
- Local
- Notice

EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION

The Board of Education is committed to creating and maintaining a positive and inclusive learning environment where all students, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All children deserve to have equal access to opportunity regardless of the color of their skin, their gender, their sexual orientation, the language they speak or their background. This freedom is fundamental to our K-12 education program and is extended to everyone without exception. However, the district also recognizes that students have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our schools, our district or our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in school to enable them all to thrive and to build a better society.

Goals

The goal of the school district is to provide equitable, inclusive and diverse opportunities for all students to reach their highest potential. To achieve educational equity and inclusive education, the district will acknowledge the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform. The district will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all racial groups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique.

In order to truly realize this goal, it is imperative that the Board, its officers, and employees, be fully conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, that contribute to the pervasive, disparate educational outcomes within our schools. Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the Board's commitment to educational equity. Curriculum and instructional materials for all grades shall reflect diversity and include a range of perspectives and experiences, particularly

those of historically underrepresented groups. All curriculum materials shall be examined for bias. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural and cross-racial interactions that foster respect for diversity.

Equity and inclusive education is an ongoing process that requires shared commitment and leadership if a district is to meet the ever-evolving society, unique learning needs of all students, and diverse backgrounds of our communities and schools. The Board understands that equity and inclusive education is achieved when each adult collaborates and affirms each student by creating a respectful learning environment inclusive of actual or perceived personal characteristics.

Educational equity is based on the principles of fairness and ensuring that every student has access to the resources and educational rigor they need at the right moment in their education, despite any individual's actual or perceived personal characteristics, not to be used interchangeably with principles of equality, treating all students the same.

Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honored and all individuals are respected.

Diversity in education means students, staff, families and community are our greatest strength and diversity is viewed as an asset. Diversity means the condition of being different or having differences, including, but not limited to, sex, race, ethnicity, sexual orientation, gender, age, socioeconomic class, religion, and ability, and other human differences. Embracing these diversities and moving beyond tolerance and celebration to inclusivity and respect will help the district reach our goal of creating a community that ensures that each and every voice is heard and valued.

Accountability, Transparency and Review

The Board, its officers and employees, accepts responsibility and will hold themselves and each other accountable for every student having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and sufficient, individually-tailored support for learning so they can achieve at excellent levels in academic and other student outcomes. The district also accepts its responsibility for moving forward on this journey and to committing time, energy and resources to develop a more equitable, inclusive, and diverse welcoming environment for all students, parents and staff. To this end, the Superintendent will establish a district-wide Equity Task Force, as well as Equity Committees in each school. Committees will include representation from staff, administration, students and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives, including the adoption and revision of policies and implementation of practices designed to promote diversity, prevent discrimination, assure equitable access to high quality educational staff, facilities and materials, and to maximize student achievement for all students. The accompanying exhibit provides more detail on the specific programs and strategies implemented by the district.

Rome City School District Policy 0105

The Superintendent of Schools, or designee, will adopt goals and corresponding metrics related to this policy. The district will identify the multiple indicators necessary to monitor student outcomes, engagement, and school climate, and specific data that will be used to ensure accountability for student, school, and district-wide performance; to reduce variability in outcomes; and to ensure that academic outcomes will not be predictable by actual or perceived personal characteristics and can be assessed and reported transparently to the public. Reporting may include, but is not limited to, standardized test scores; referrals, suspension and expulsion reports; the percentage of students placed in Bilingual or English as a New Language (ENL), Advanced Placement and remedial classes; as well as employee, parent and student perceptions about school.

With committee input, the Superintendent of Schools is directed to develop and implement a plan for ensuring that equitable educational opportunities are being provided to all students. In addition, the Board directs that training programs be established for students, and annually for employees, to raise awareness of the issues surrounding cultural responsiveness, equity and inclusion and to implement preventative measures to help counteract biases and practices that perpetuate achievement disparities and lead to disproportionate levels of student success. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can learn from a diverse range of experiences and points of view. Curricular materials and staffing decisions will support these efforts.

The Board of Education and the Superintendent district will monitor and review the district's metrics and equity activities to determine the extent to which district schools are complying with this policy, the progress made toward attaining the goals of this policy, whether this policy is having a positive effect on improving academic opportunities for all students and increasing family engagement and reducing achievement gaps. The Superintendent will regularly report progress on the equity, inclusivity, and diversity plan and outcomes. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Equity Policy Communication

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the district's commitment to equity and inclusion by fostering a positive learning environment that embraces all diverse, unique and individual differences.

The Superintendent, or designee(s), is directed to ensure that this policy is communicated to students, staff, and the community. This policy will be posted on the district's website, and will also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

Policy Enforcement

The Board directs the Superintendent or designee(s) to enforce this policy and create regulations and practices to implement this policy. The Board will annually review the district's implementation of this policy and take appropriate action to ensure compliance with and enforcement of this policy.

Rome City School District Policy 0105

Cross-ref: 4000, Goals for Instructional Programs
4511, Textbook Selection and Adoption
5153, Student Assignment to Schools and Classes
9240, Recruiting and Hiring
9700, Professional Development

Adoption date:

Rome City School District

Board Action Sheet

Meeting 08/23/2021

Committee: A - District CSE 7-12

Gender	Grade	Disability	12Mth
M	09	Autism	X

08/23/21 - Amendment with No Meeting Held

Outcome: IEP Change: Remains Classified

Primary	Start Date	Fut End Date End Date	Service	Frq/Cyl/Minutes	Delivery Recommendation	School/Location
CURRENT YEAR						
Yes	07/12/2021	08/20/2021	Special Class 6:1:3.5 - Day Program	5/Weekly/360	Spec Class 6 Pupils 1 Teacher 3.5 Paraprofessionals	Upstate Cerebral Palsy School - Rome/In Classroom
	07/12/2021	08/20/2021	Adapted Physical Education	2/Weekly/30		Upstate Cerebral Palsy School - Rome/Gym
	07/12/2021	08/20/2021	Occupational Therapy	2/Weekly/30	Individual	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room
	07/12/2021	08/20/2021	Skilled Nursing	5/Weekly/15	Individual	Upstate Cerebral Palsy School - Rome/In Nurses Office
	07/12/2021	08/20/2021	Speech/Language	2/Weekly/30	Individual	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room
Yes	09/07/2021	12/08/2021	Special Class 6:1:3.5 - Day Program	5/Weekly/360	Spec Class 6 Pupils 1 Teacher 3.5 Paraprofessionals	Upstate Cerebral Palsy School - Rome/In Classroom
	09/07/2021	12/08/2021	Adapted Physical Education	2/Weekly/30	Group	Upstate Cerebral Palsy School - Rome/Gym
	09/07/2021	12/08/2021	Occupational Therapy	2/Weekly/30	Individual	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room
	09/07/2021	12/08/2021	Parent Training - SUPAC/Kelberman Center	1/Per Year/60	Group	Upstate Cerebral Palsy School - Rome/SUPAC/Kelberman Center - Various Locatio
	09/07/2021	12/08/2021	Skilled Nursing	5/Weekly/15	Individual	Upstate Cerebral Palsy School - Rome/In Nurses Office
	09/07/2021	12/08/2021	Speech/Language	2/Weekly/30	Individual	Upstate Cerebral Palsy School - Rome/Classroom/Therapy Room

(X) Required
() Local
() Notice

GENDER NEUTRAL SINGLE-OCCUPANCY BATHROOMS

All single-occupancy bathroom facilities in the district are designated as gender neutral. Signs designating gender neutral single-occupancy bathrooms must be posted on or near the entry door of that bathroom facility.

A “single-occupancy bathroom” is as defined in Public Buildings Law §145(d) as “a bathroom intended for use by no more than one occupant at a time or for family or assisted use and which has a door for entry into and egress from the bathroom that may be locked by the occupant to ensure privacy.”

The Superintendent of Schools or designee is directed to post appropriate signage to implement this policy consistent with applicable laws. Handbooks, directional signs, memos, safety plans, and maps will also be updated as necessary.

Ref: Education Law §409-m (single-occupancy bathrooms designated gender neutral)
Public Buildings Law §145(d)

Adoption date:

(X) Required
() Local
() Notice

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

The Board of Education, its officers and employees, shall not discriminate in its programs and activities on the basis of legally protected classes, such as, but not limited to: race, color, national origin, creed, religion, marital status, sex (including pregnancy, childbirth, or related medical condition), age, sexual orientation, disability (physical or mental), predisposing genetic characteristic, military work or status, domestic violence victim status, or use of a guide dog, hearing dog, or service dog, as applicable. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

Additionally, to promote the district website's accessibility to staff, students, and members of the community with disabilities, the district will maintain a website that is accessible (or contains accessible alternatives) on perceivability, operability and understandability principles. The district's Director of Information Technology is responsible for considering the following when developing or updating the district website:

- Adding the text equivalent to every image;
- Posting documents in a text-based format such as HTML or RTF in addition to PDFs;
- Avoiding dictating colors and font settings;
- Including audio descriptions and captions to videos;
- Identifying other barriers to access; and
- Making other considerations when developing the district's website.

The Board of Education, its officers and employees shall not discriminate against students on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression).

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Annual Notification

At the beginning of each school year, the district shall publish a notice of the established grievance procedures for resolving complaints of discrimination to parents/guardians, employees, students and the community. The public notice shall:

1. inform parents, employees, students and the community that education programs, including but not limited to vocational programs, are offered without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex; sexual orientation, or gender (including gender identity and expression);
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination; and
3. be included in announcements, bulletins, catalogues, and applications made available by the district.

The Director of People Operations and/or the Director of Counseling Services have been designated to handle inquiries regarding the district's non-discrimination policies. Contact information for the Director of People Operations and/or the Director of Counseling is available on the district's website. Complaints of sexual harassment or discrimination are covered by policy 0110.

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Cross-ref: 0110, Sexual Harassment
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances

Ref: Age Discrimination in Employment Act of 1967 29 U.S.C. §§621 *et seq.*
Americans with Disabilities Act, 42 U.S.C. §§12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §§2000d *et seq.* (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, 42 U.S.C. §§2000e *et seq.* (nondiscrimination based on race, color, and national origin in employment)
Title IX, Education Amendments of 1972, 20 U.S.C. §§1681 *et seq.* (nondiscrimination based on sex)
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Genetic Information Nondiscrimination Act of 2008 P.L. 110-233
34 C.F.R. §§ 100.6; 104.8; 106.9; 110.25
Executive Law §§290 *et seq.* (New York State Human Rights Law)
Education Law §§10-18 (The Dignity for All Students Act)
Education Law §§313(3); 3201; 3201-a

Rome City School District Policy 0100

ADA Best Practices Tool Kit for State and Local Governments, Website Accessibility Under Title II of the ADA (see Chapter 5 and Chapter 5 Addendum checklist), www.ada.gov/pcatoolkit/toolkitmain.htm

Adoption date:

() Required
(X) Local
(X) Notice

POLICY DEVELOPMENT, ADOPTION, IMPLEMENTATION AND REVIEW

The Board of Education is responsible for adopting and assessing the effectiveness of the written policies by which the district is governed. The Board recognizes that written policies are essential to district governance in that they:

- Govern effectively and efficiently across time, situations, and individuals.
- Provide the foundation and guidance for administrative action.
- Publicize the federal, state, and local rules that govern the district.
- Help to evaluate progress by including measurable outcomes.

Development

The Board is committed to developing written policies which:

- Clearly define the district's goals and objectives and reflect the Board's vision.
- Define roles and responsibilities and identify who is responsible for what.
- Provide the Superintendent and district staff with clear guidance regarding expected district administration.
- Allow for flexibility that is needed for day-to-day operations.
- Include measurable outcomes.

Any member of the Board, district staff, students, parents, district taxpayers or other member of the public may identify policy issues. Such issues shall be identified to the Superintendent of Schools. The Superintendent of Schools shall be responsible for submitting policy issues to the Board for consideration and for keeping a record of all policy initiatives submitted to the Board.

Before acting on any proposed policy, the Board will assemble the relevant facts, receive recommendations from individuals and groups who will be affected by the policy, and discuss, debate and decide on the substance of the policy in open meeting. The Superintendent shall be responsible for identifying the individuals and groups who will be affected by the policy. It is the desire and practice for the Board of Education to invite any stakeholder group(s) or individual(s) to review policy language and assist in the development of policy when their work may be impacted by such policy implementation.

The District Clerk, or in their absence the Superintendent of Schools, shall be responsible for preparing a written draft of all proposed policies. When reviewing the contents of a proposed policy, the Board will consider whether the proposed policy:

- Is within the scope of the Board's authority.

Rome City School District Policy 2410

- Is consistent with state and federal law and the state and federal Constitutions.
- Supports the district's goals and objectives.
- Reflects good practice (e.g., educational, personnel, business, etc.).
- Is reasonable and not arbitrary or discriminatory.
- Adequately covers the subject.
- Is consistent with the Board's existing policies.
- Can be administered in a practical, cost-effective manner.

Adoption

Once a proposed policy has been drafted, it shall be placed on the Board's agenda for a first reading, giving all persons interested in it an opportunity to express their views. The Board will not take any official action on any policy on first reading, unless a majority of the Board decides that it is necessary to do so.

If the draft policy is acceptable or if it is not acted upon out of necessity after the first reading, the draft policy will be placed on the Board's agenda for a second reading, at which time the Board will officially act.

The Superintendent shall consult with the school attorney, as necessary, prior to the adoption or revision of any policy.

Implementation

The Superintendent shall be responsible for implementing all policies adopted by the Board. This responsibility shall include: promulgating any necessary administrative regulations, ensuring that the policy is included in the board policy manual, and publicizing the policy as necessary to ensure that persons affected by the policy are aware of it. All staff members will receive new and/or update policies via email the day after the Board of Education formally adopts a policy.

The board policy manual shall be kept in the district office and made available to the public upon request. A copy of the board policy manual will also be available for the public and staff electronically on the district website.

The Superintendent shall be responsible for informing the Board of any policies that are out-of-date or in need of revision. In addition, the Board Policy Committee will review the policy manual on a five (5) year rotating basis and will make recommendations to the full board regarding updates as necessary to ensure that the policies are consistent with board goals and district practices.

Ref: Education Law §1604, 1709, 1804 (powers and duties of board of education)

Adopted:

() Required
(X) Local
() Notice

SEXUAL HARASSMENT

Sexual harassment is against federal and state law. The Board is committed to maintaining an educational and working environment free from such harassment, and therefore prohibits sexual harassment of students and employees in the district. The district will establish detailed policies and regulations for both students and employees which address definitions, protections, prohibited behavior (including retaliation), prevention activities, training/education, complaint reporting, investigations, and consequences.

Cross-ref: 0110.1, Sexual Harassment of Students
0110.2, Sexual Harassment of Employees

Ref: Education Amendments of 1972, Title IX, 20 U.S.C. §1681 *et seq.*; 34 CFR 106 *et seq.*
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 *et seq.*
Education Law §§10-18 (Dignity for All Students Act)
Executive Law §296-d (prohibition of sexual harassment of employees and non-employees)
Labor Law §201-g (required workplace sexual harassment policy and training)
Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)
General Obligations Law §5-336 (nondisclosure agreements optional)
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncala v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Cannon v. University of Chicago, 441 U.S. 677 (1979)
Office for Civil Rights *Revised Sexual Harassment Guidance (January 19, 2001)*
Office for Civil Rights, *Dear Colleague Letter: Sexual Harassment Issues (2006)*
Office for Civil Rights, *Dear Colleague Letter: Bullying (October 26, 2010)*

Adoption date: