

5/8/19

Rockville Centre Union Free School District

**Policy Manual
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NUMBER

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FOREWORD

Contained herein are the policy statements formulated by the Board of Education of the Rockville Centre Union Free School District. This policy manual was adopted in July, 2002 and replaces the previous policy manual which was originally adopted in 1982 and has been placed in the archives of the Rockville Centre School District.

Policy is defined as a basic plan of action. It establishes limits within which freedom of judgment can be exercised.

Policy is a governing principle of management. It is a statement that has an effect on the interests of those who come under its jurisdiction. A policy may originate from the constitution, from statute, from local determinations and/or from customary patterns of formal behavior.

Policy should accomplish the following:

- a) State a position taken by the District;
- b) Grant the authority to act;
- c) Be sufficiently detailed to give adequate direction;
- d) Be achievable within the real environment of the school and community;
- e) Provide for impartial procedures.

In addition to the adopted policies, the operation of the School District is governed by and subject to all applicable Laws, Regulations of the Commissioner of Education, Civil Service requirements, Board of Education Resolutions, School Administrative Regulations and Contracts of Agreement.

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education. The official record of the adoption, amendment, or repeal of the by-laws and policies of the Rockville Centre Union Free School District shall be the minutes of the meetings of the Board of Education.

PHILOSOPHY AND MISSION STATEMENT

The mission of the Rockville Centre Public Schools is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected and all students are enabled to realize their full potential.

In order to accomplish this mission, every effort is made to provide our students with the necessary coursework and assistance so that they may reach their full potential. The Rockville Centre School District has developed an Academic Intervention Services Plan that reflects our mission and the State Education Department Regulations.



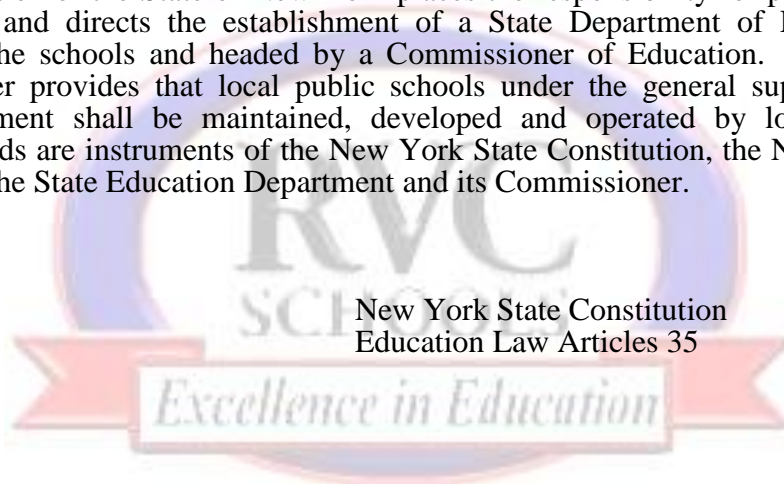
SUBJECT: SCHOOL DISTRICT AND BOARD OF EDUCATION LEGAL STATUS

The Constitution of New York State, as amended in 1894, instructs the Legislature to provide for a system of free common schools wherein all children of the State may be educated.

The Legislature of the State has implemented this constitutional mandate through the creation of School Districts of various types. The Rockville Centre Union Free School District is governed by the laws and by-laws relating to, or affecting, Union Free School Districts as set forth in Article 35 of the Education Law.

The School District constitutes a corporate entity that possesses all the usual powers of a corporation for public purposes, and in that name may purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law, and may sue and be sued.

The Constitution of the State of New York places the responsibility for public education on the State Legislature, and directs the establishment of a State Department of Education for general supervision over the schools and headed by a Commissioner of Education. The New York State Constitution further provides that local public schools under the general supervision of the State Education Department shall be maintained, developed and operated by locally elected boards. Legally, local boards are instruments of the New York State Constitution, the New York Statutes and the regulations of the State Education Department and its Commissioner.



SUBJECT: BOARD OF EDUCATION AUTHORITY

As a body created under the Education Law of New York State, the Board of Education of the Rockville Centre Union Free School District has full authority, within the limitations of Federal and State laws and the Regulations of the Commissioner of Education and interpretations of them, to carry out the will of the people of its District in matters of education.

In all cases where laws or regulations of the State Commissioner of Education do not provide, permit, or prohibit, the Board shall consider itself the agent responsible for establishing and appraising educational matters and activities.

Board members have no authority over school affairs as individuals. They have authority only when acting as a body duly called in session.



Adopted: 7/8/02

SUBJECT: NUMBER OF MEMBERS AND TERMS OF OFFICE

The Board of Education of the Rockville Centre Union Free School District shall consist of five (5) members elected by the qualified voters of the School District at the annual election as prescribed by law.

Members of the Board of Education shall serve for three (3) years beginning July 1 following their election and each term shall expire on the thirtieth day of June of the third year.

5 Member Board - Education Law Section 1804(1)
Term of Office - Education Law Section 2105



Adopted: 7/8/02

SUBJECT: BOARD OF EDUCATION MEMBERS: QUALIFICATIONS

A Board of Education member of the Rockville Centre Union Free School District must meet the following qualifications:

- a) A citizen of the United States;
- b) Eighteen (18) years of age or older;
- c) Able to read and write;
- d) A legal resident one (1) year prior to the election;
- e) Cannot be an employee of the Rockville Centre Union Free School District;
- f) The only member of his/her family (that is, cannot be a member of the same household) on the Rockville Centre Union Free School District Board;
- g) May not simultaneously hold another, incompatible public office;
- h) Must not have been removed from a School District office within one year preceding the date of election to the Board.



Education Law Section 2102, 2103, 2103-a,
and 2502(7)
Public Officers Law Section 3

Adopted: 7/8/02

SUBJECT: BOARD OF EDUCATION MEMBERS: NOMINATION AND ELECTION

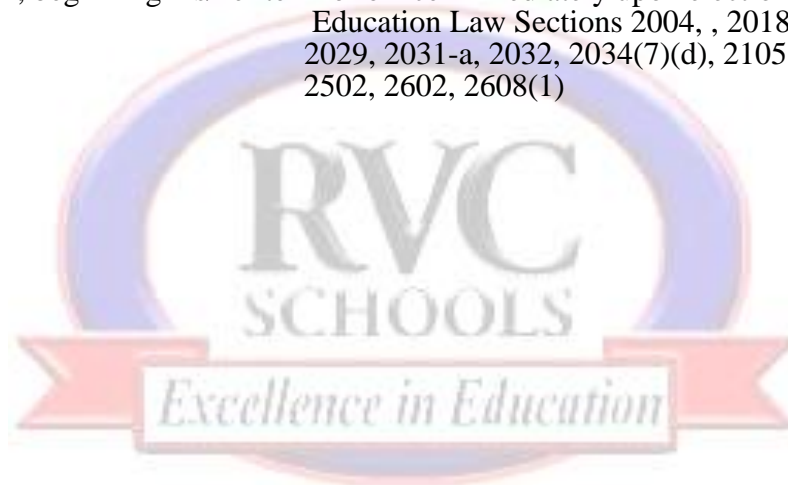
- a) Candidates for the office of member of the Board of Education shall be nominated by petition. Such petition shall be directed to the Clerk of the School District, shall be signed by at least twenty-five qualified voters of the District, or by two (2) percent of the number of voters who voted in the previous annual election of Board members, whichever is greater, shall state the residence of each signer, shall state the name and residence of each candidate.
- b) The notice of the Annual District meeting must state that petitions nominating candidates for the office of member of the Board of Education must be filed with the Clerk of the District not later than the thirtieth day preceding the Annual or Special District Meeting at which time the candidates so nominated are to be elected, between 7 a.m. and 9 p.m.
- c) Voting will be by machine, and provision shall be made for the election by "write-in-vote" of any candidate not previously nominated. The position of candidates on ballots shall be determined by lot at a drawing conducted by the District Clerk on the day after the last filing. Candidates or their proxies may be present for the drawing.
- d) The hours of voting shall be as indicated by Board resolution.
- e) The candidates receiving the largest number of votes shall be declared elected in accordance with Education Law. Where terms are of different lengths, the candidate receiving the highest vote shall be elected to the longest term.
- f) At least ten days prior to the election, the Board shall appoint at least two inspectors of election for each voting machine, and set their salary.
- g) The District Clerk shall oversee the election. The Clerk shall give notice immediately to each person declared elected to the Board, informing him/her of the election and his/her term of office.
- h) Only qualified voters as determined by Education Law (Section 2012) may vote at any District meeting or election.
- i) No electioneering will be allowed within one hundred (100) feet of the polling place.

By-Laws

SUBJECT: BOARD OF EDUCATION MEMBERS: NOMINATION AND ELECTION

- j) When a term of office expires at the end of a school year and the office has become vacant at the time of election, the person elected to fill the new full term vacancy also fills the remaining days of the previous term, beginning his/her term of office immediately upon election.

Education Law Sections 2004, , 2018, 2025,
2029, 2031-a, 2032, 2034(7)(d), 2105(14), and 2121,
2502, 2602, 2608(1)



Adopted: 7/8/02
Revised: 5/24/05

By-Laws

SUBJECT: SCHOOL BOARD ELECTIONS (Poll Watchers)

The purpose of a poll watcher is to ensure that the election procedures follow the regulations of the New York Education Law. At no time may a poll watcher interfere with the orderly operation of the election. The Chairpersons/Inspectors of the Board of Registry at the election site are the designated individuals in charge and have the responsibility of ensuring the smooth operation of the election.

Poll Watching Procedures

1. **Designation of Poll Watcher** - Each candidate, by written request to the District Clerk no later than two business days prior to the opening of the polls, may designate up to three poll watchers. However, only one of the designated poll watchers per candidate may obtain poll lists at each time interval, and only one poll watcher per candidate may inspect the voting machines at the closing of the polls as outlined in items three and four below.
2. **Certified Poll Watcher** - Each poll watcher will be provided with a document from the District Clerk stating that he/she has been certified as a poll watcher. This original document must be shown to the Chairperson/Inspector.
3. **Poll Lists** - Copies of poll lists may be obtained from the Chairperson/Inspector of the Board of Registry by the certified poll watcher during the following time intervals: 11:00 AM and 12:00 noon, 3:30 PM and 4:30 PM, and 6:30 and 7:00 PM. A fee of 25 cents per page, but no more than \$2.00, will be charged for the poll lists at each time interval in which they are provided.

The primary obligation of the Chairpersons/Inspectors of the Board of Registry is to ensure the smooth operation of the election. Every effort will be made to provide poll lists to the poll watchers during the times indicated above. However, the smooth operation of the election will take precedence over the distribution of poll-watching lists.

(Continued)

By-Laws

SUBJECT: SCHOOL BOARD ELECTIONS (Poll Watchers) – (Cont.d)

4. **Closing of Polls** - At 9:00 PM, the doors to the room where the polling site is located will be closed. Voters who are already in the room by 9:00 PM and have not voted, may vote. However, no one will be permitted to enter the room after 9:00 PM. After the polls have closed and all the voters who are in the room by 9:00 PM have voted, the only people who may remain at the polling site are the Board of Registry, the designated poll watchers, the District Clerk, and individuals selected by the District Clerk to tally the votes.

Certified poll watchers may inspect the voting machines at the close of the election only after the Board of Registry has completed all its work. While the Board of Registry records the results of the election, certified poll watchers must remain at a distance of at least five feet from the machines. When the Board of Registry has completed its work, but at no time before that, one poll watcher at a time will be permitted to examine the back of the machines accompanied by the Chairperson/Inspector. The poll watcher if he/she so desires, will be provided with a blank tally sheet to record the results from the back of the machine for his/her own information and/or to compare the results with the Chairperson's/Inspector's official tally sheet. At no time should the official tally sheet leave the possession of the Chairperson/Inspector. The Chairpersons/Inspectors shall provide the District Clerk with the results of the vote. The District Clerk will select certain employees, at the District Clerk's discretion, with the exception of the Superintendent, to tally the results in a sequestered location without interference from any other individuals. The doors will open to the public when the tallying of the votes is completed. The District Clerk will notify the Board of Education of the results and will publicly announce the results to the community.

The Education Law prohibits electioneering on the day of the election within a hundred feet zone measured from the entrance to the polling place. Electioneering includes, but is not limited to, such partisan activity as distributing or displaying a candidates' campaign materials or materials on behalf of or in opposition to any propositions or verbally advocating for/or against a candidate or propositions.

Education Law 2025, 2029, 2031-a,
2034, 2035, 2037, 2609(4-a)

Adopted: 3/20/06

SUBJECT: REPORTING OF EXPENDITURES

Each candidate for the position of member of the Board of Education whose expenses and/or contributions received exceed five hundred dollars (\$500) must file a statement accounting for his or her campaign expenditures and contributions with the District Clerk and an additional statement with the Commissioner of Education. In the event the expenses do not exceed five hundred dollars (\$500), and the aggregate amount of all contributions made to the candidate do not exceed \$500, then a sworn statement to that effect must be filed with the District Clerk. All statements must be sworn before a notary public, a commissioner of deeds, a lawyer or a public official authorized by New York State law to administer oaths.

Required contribution statements shall include:

- a) The dollar amount and/or fair market value of any receipt, contribution or transfer which is other than money;
- b) The name and address of the transferor, contributor or person from whom received;
- c) If that transferor, contributor or person is a political committee as defined in Section 14-100 of the Election Law;
- d) The name and political unit represented by the committee;
- e) The date of receipt;
- f) The dollar amount of every expenditure;
- g) The name and address of the person to whom the expenditure was made, or the name of and political unit represented by the committee to which it was made; and
- h) The date of the expenditure.

The times for filing the statements are as follows:

- a) The first statement on or before the thirtieth day preceding the election to which it relates (form available in District Clerk's office);

(Continued)

SUBJECT: REPORTING OF EXPENDITURES AND CONTRIBUTIONS (Cont'd.)

- b) A second statement on or before the fifth day before the election (form available in District Clerk's office);
- c) A third statement within twenty days after the election (form available in District Clerk's office).

Any contribution or loan in excess of \$1000 received after the close of the period covered in the last statement filed before the election (b above) but before the election itself shall be reported within 24 hours after receipt (form available in District Clerk's office).

All statements must be sworn before a notary public, a commissioner of deeds, a lawyer or a public official authorized by New York State law to administer oaths.

Education Law Sections 1528 and 1529
Election Law Section 14-100(1)

Adopted: 7/8/02
Revised: 3/18/05

2002 1240

By-Laws

SUBJECT: RESIGNATION AND DISMISSAL

Board members may resign at any Board meeting, at which time the resignation shall be automatically accepted and reflected in the Board minutes.

A Board member may also resign by filing a written resignation with the District Clerk.

The resignation shall take effect upon the date specified in the letter of resignation; however, if no effective date is specified, it shall take effect on the date of delivery to or filing with the District Clerk. If an effective date is specified in the letter of resignation, such date shall not be more than thirty (30) days subsequent to the date of its delivery or filing.

It shall be the duty of each member of the Board of Education to attend all meetings of the Board and, if any member shall refuse to attend three consecutive meetings of the Board after having been regularly notified and a satisfactory cause for each non-attendance is not shown, the Board will proceed to declare that office vacant.

A Board member may be removed from office by the Commissioner of Education for willful violation of any provision of law, neglect of duty, or willfully disobeying any decision, order or regulation of the Commissioner.

In the event of death, resignation, refusal to serve, or any disqualification of a Board member, the Board may appoint a new member to fill such a vacancy. If the Board chooses to fill the vacancy, it shall be only for a term ending with the next annual election of the School District at which time such vacancy shall be filled in a regular manner for the balance of the unexpired term. The Board, at its own option, may also elect to call a special election within ninety days to fill the unexpired term. The Commissioner of Education may order a special election for filling a vacancy. When such special election is ordered the vacancy shall not be filled otherwise.

A Board member who has been removed from office shall be ineligible to appointment or election to any office in the District for a period of one year from the date of such removal.

Education Law Sections 306, 1706, 1709(17)(18),
2103(2), 2109, 2111, 2112, and 2113
Public Officers Law Sections 30, 31 and 35

Adopted: 7/8/02

SUBJECT: LEGAL QUALIFICATIONS OF VOTERS AT SCHOOL DISTRICT MEETINGS

A person shall be entitled to register and vote at any school meeting for election of members of the Board of Education, and upon all matters which may be brought before such meeting, who is:

- a) A citizen of the United States;
- b) Eighteen (18) years of age or older;
- c) A resident within the District for a period of thirty (30) days next preceding the meeting at which he/she offers to vote.

Any person who would not be qualified to register or vote under the provisions of Sections 5-100 and 5-106 of the Election Law shall not have the right to register for or vote in an election.



Adopted: 7/8/02

SUBJECT: SUBMISSION OF QUESTIONS AND PROPOSITIONS AT ANNUAL ELECTIONS AND SPECIAL DISTRICT MEETINGS

Questions and Propositions at Annual District Elections

The following rules and regulations shall apply to the submission of the questions or propositions at the annual elections or special District elections of this School District.

- a) Questions or propositions shall be submitted by petition directed to the Clerk of the School District and shall be signed by twenty-five (25) qualified voters, or five percent (5%) of the registered voters of the District who voted in the previous annual election of Board members, whichever is greater.
- b) A separate petition shall be required for each question or proposition.
- c) Each petition shall be filed with the Clerk of the School District. Petitions relating to an Annual Election must be filed not later than thirty (30) days preceding the election at which the question or proposition is to be voted upon.
- d) Questions or propositions submitted in accordance with these rules and accepted will be printed on the ballot for the voting machine.
- e) The Board of Education shall cause the rules and regulations set forth in this policy to be distributed within the District.
- f) Nothing herein contained shall affect the nominations of candidates as set forth in the Annual District Election notice pursuant to Section 2018 of the Education Law.

Questions or Propositions to be Submitted at Special District Meetings

The procedure for requesting the Board of Education to call a Special District Meeting to vote on a question or proposition shall be in accordance with subdivision 2 of Section 2008 of the Education Law.

Education Law Sections 2008 and 2035(2)

SUBJECT: POWERS AND DUTIES OF THE BOARD

The powers and duties of the Board of Education will be as conferred and prescribed by law. Complete and final authority on all matters pertaining to the District educational system, except as restricted by law, will be vested in the Board of Education. Further, the Board of Education may enter into contracts and agreements in conformity with state law.

Fundamental Responsibilities

The most important function of the Board of Education is its legislative power over all District educational matters. Its resolutions have the effect of law in the operation of the School District. Its chief responsibility is the appointment of the Superintendent of Schools. Other basic responsibilities include:

- a) Formulation, in cooperation with the Superintendent of Schools, of goals consistent with the desires of the community and the needs of children, and to provide leadership in the attainment of these educational goals.
- b) Evaluation, on a continuing basis, of the District educational program.
- c) Establishment, maintenance, and necessary amendment of the policies which govern District operations.
- d) Development, with central office staff, of an annual budget.

Education Law Sections 1604, 1709 and 1804

NOTE: Refer also to Policy #6540 -- Defense and Indemnification of Board Members and Employees.

Adopted: 7/8/02

SUBJECT: NOMINATION AND ELECTION OF BOARD OFFICERS

Officers of the Board of Education shall be nominated and elected by the simple majority of the Board at its Annual Reorganizational Meeting for a term of one year. They will take their oath as officers at this meeting along with newly elected members.

The elected officers of the Board of Education are:

- a) President;
- b) Vice President;
- c) Secretary of the Board.



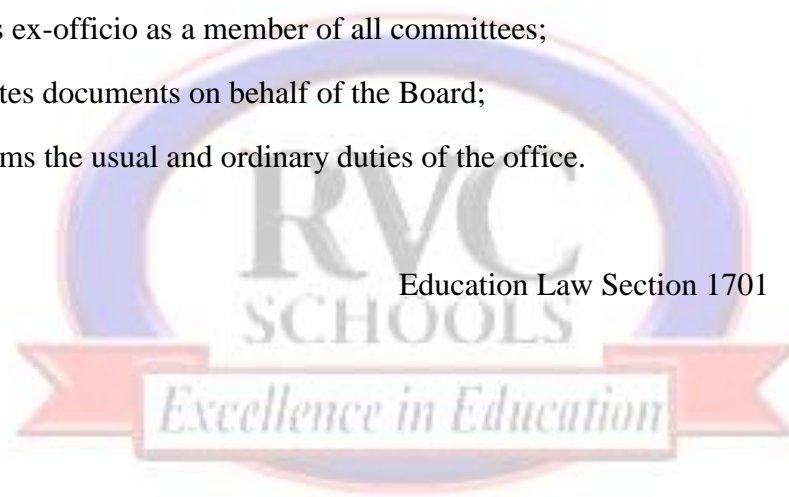
Education Law Sections 1701 and 2105(6)

Adopted: 7/8/02

SUBJECT: DUTIES OF THE PRESIDENT OF THE BOARD OF EDUCATION

The President's duties include the following:

- a) Presides at all meetings of the Board;
- b) Calls special meetings as necessary or on request;
- c) Appoints members to all committees of the Board;
- d) Serves ex-officio as a member of all committees;
- e) Executes documents on behalf of the Board;
- f) Performs the usual and ordinary duties of the office.



SUBJECT: DUTIES OF THE VICE PRESIDENT OF THE BOARD OF EDUCATION

The Board of Education may, in its discretion, elect one of its members Vice President who shall have the power to exercise the duties of the President in case of the absence or disability of the President. In case of vacancy in the office of the President, the Vice President shall act as President until a President is elected.

Education Law Section 1701



Adopted: 7/8/02

SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION

Appointments

The Board is authorized to appoint individuals to positions which will facilitate the meeting of its responsibilities to the State, the School System, and the community. These appointments usually take place at the Annual Reorganizational Meeting.

The following shall be appointed annually:

- a) District Clerk;
- b) District Treasurer;
- c) Deputy Treasurer;
- d) District Auditor (independent);
- e) Treasurer, High School and Middle School Extraclassroom Activities Funds.
- f) Audit Committee
- g) School Attorney;
- h) Claims Auditor, Internal Claims Auditor and Acting Internal Claims Auditor;
- i) Internal Auditor
- j) Official for Free and Reduced Meals
- k) Hearing Official for Free and Reduced Meals
- l) Section 75 Hearing Officers
- m) Others as deemed appropriate/necessary

The following must be appointed but need not be reappointed annually:

- a) Census Enumerator;
- b) District Physician/ School Nurse Practitioner;
- c) Records Access Management Officer;
- d) Records Management Officer Advisory Board;

(Continued)

**SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION
(Cont'd.)**

- e) Compliance Officer Title VII, Title IX/Section 504/ADA (Americans with Disabilities) for discrimination and harassment issues and Liaison for, McKinney-Vento Act (Homeless Children and Youth);
- f) Asbestos Hazard Emergency Response Act AHERA Local Educational Agency (LEA) Designee
- g) Exposure Control Coordinators (Chemical Hygiene Officers);
- h) Board of Registration for School Elections and Budget Votes
- i) Purchasing Agent and Substitute Purchasing Agents
- j) Dignity Act Coordinator – one (1) in each building
- k) Supervisors of Attendance
- l) Committee on Special Education / Committee on Preschool Special Education

Designations

The following designations shall be made by the Board of Education at the Annual Reorganizational Meeting in July:

- a) Petty Cash Fund(s);
- b) Official Newspaper(s);
- c) Official Bank Depositories;
- d) Official Bank Signatories;
- e) Investment Houses;
- f) Certifier of Payrolls
- g) School District Dentist;
- h) School District Ophthalmologist.
- i) Designated Educational official to receive court notification regarding a student's sentence/adjudication in certain criminal cases and juvenile delinquency proceedings;

(Continued)

**SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF EDUCATION
(Cont'd.)**

- j) Reviewing Official, Hearing Official and Verification Official for participation in the federal Child Nutrition Program (the Hearing Official may not be the same person as the Reviewing and/or Verification Official).

Authorizations

- a) Superintendent of Schools to approve budget transfers within limits prescribed by Commissioner's Regulation Section 170.2 and Board guidelines;
- b) Superintendent of Schools to apply for Grants in Aid (State and Federal) as appropriate;
- c) Superintendent of Schools to certify payroll;
- d) Establish mileage reimbursement rate in accordance with the rates established by the Internal Revenue Service (IRS);
- e) Persons Authorized to Open Bids;
- f) Workers' Compensation Trustee and Alternate Trustee;
- g) Assistant Principals can suspend students in the absence of the Principal
- h) Other(s) as deemed appropriate/necessary.

Education Law Sections 305(31), 409-h, 1709 and 2503

McKinney-Vento Homeless Education Assistance Act,
Sections 722, as reauthorized by the No Child Left Behind Act of 2001
29 Code of Federal Regulations (CFR) 1910.1450
8 New York Code of Rules and Regulations (NYCRR) Part
185
21 New York Code of Rules and Regulations (NYCRR)
Parts 1401, 9760

Adopted: 7/8/02

Revised: 6/12/06, 10/3/07, 7/10/12

SUBJECT: DUTIES OF THE DISTRICT CLERK

The District Clerk will be appointed by the Board at its Annual Reorganizational Meeting and will serve for a period of one (1) year. The Clerk's duties include the following:

- a) Attends all meetings of the Board and keeps a record of its proceedings and records, by name, those in attendance;
- b) Prepares minutes of the meetings of the Board, obtains approval of the minutes by the Board at the next meeting and forwards copies of the minutes to each member of the Board of Education;
- c) Sends notices of special meetings to members of the Board; contacts and communicates with members as required;
- d) Sees that the proper legal notices and announcements are published on all specifications and items out on bid, in accordance with state law;
- e) Maintains an up-to-date record of Board policies and by-laws;
- f) Delivers to, and collects from, the President (or Vice President) such papers for signature as may be necessary;
- g) Distributes notices to the public announcing availability of copies of the budget to be presented at the annual District meeting in compliance with the requirements of the State Education Law;
- h) Administers oaths of office, as required by Section 10, Public Officers Law;
- i) Gives written notice of appointment to persons appointed as inspectors of election;
- j) Calls all meetings to order in the absence of the President and Vice President;
- k) Assumes other duties customary to the office.

The above duties of the District Clerk are not intended to be complete but should serve as a comprehensive guide in undertaking the duties of this office. The District Clerk shall perform such other duties as may be assigned from time to time by the Board.

Education Law Section 2121
Public Officers Law Section 104

Adopted: 7/8/02

SUBJECT: DUTIES OF THE SCHOOL DISTRICT TREASURER

The Treasurer is appointed by the Board of Education at the Annual Reorganizational Meeting and will be covered by a blanket bond. In addition to the routine duties of accounting, filing, posting and preparing reports and statements concerning District finances, the District Treasurer shall perform other specific tasks as follows:

- a) Acts as custodian of all moneys belonging to the School District and lawfully deposits these moneys in the depositories designated by the Board;
- b) Pays all authorized obligations of the District as directed;
- c) Maintains proper records and files of all checks, and approved payment of bills and salaries;
- d) Makes all such entries and posts all such financial ledgers, records and reports as may be properly required to afford the District an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;
- e) Signs all checks drawn on District fund accounts;
- f) Assumes other duties customary to the office.

Duties-Education Law Section 2122
Bond-Education Law Section 2130, Part 5
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(o) and (p)

By-Laws

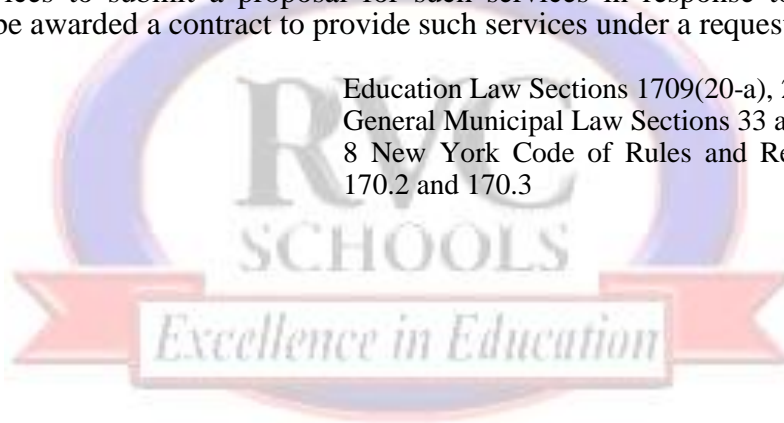
SUBJECT: DUTIES OF THE (EXTERNAL) INDEPENDENT AUDITOR

The Board by law shall obtain an annual audit of its records by an independent certified public accountant or an independent public accountant. The independent accountant shall present the report of the annual audit to the Board and provide a copy of the audit to each Board member. The Board shall adopt a resolution accepting the audit report and file a copy of the resolution with the Commissioner. The District will also file the audit report with the Commissioner for a specific school year by October 15th of the following school year. In addition to the annual audit, the District shall be subject to State audits conducted by the State Comptroller.

Request for Proposal Process

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

Education Law Sections 1709(20-a), 2110-a, 2116-a and 2854(c)
General Municipal Law Sections 33 and 104-b
8 New York Code of Rules and Regulations (NYCRR) Sections
170.2 and 170.3



Adopted: 7/8/02
Revised: 2/28/06, 11/14/06

By-Laws

SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR

The Board may adopt a resolution establishing the appointment of a claims auditor who shall hold the position subject to the pleasure of the Board and report directly to the Board on the results of audits of claims. The Board may require that the Claims Auditor report to the Clerk of the District or the Board, or to the Superintendent for administrative matters such as workspace, time and attendance.

Qualifications

The Claims Auditor must have the necessary knowledge and skills to effectively audit claims including experience with purchasing, bidding and claims. The Claims Auditor must be bonded prior to assuming his/her duties.

No person shall be eligible for appointment to the office of Claims Auditor who shall be:

- a) A member of the Board;
- b) The Clerk or Treasurer of the Board;
- c) The Superintendent or official of the District responsible for business management;
- d) The Purchasing Agent;
- e) Clerical or professional personnel directly involved in accounting and purchasing functions of the District or under the direct supervision of the Superintendent;:-
- f) The individual or entity responsible for the internal audit function (the Internal Auditor);
- g) The External (Independent) Auditor responsible for the external audit of the financial statements;
- h) A close or immediate family member of an employee, officer, or contractor providing services to the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

(Continued)

By-Laws

SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR (cont'd.)

The Claims Auditor is not required to be a resident of the District and shall be classified in the civil service exempt class.

The Board may delegate this claims audit function by using inter-municipal cooperative agreements, shared services through a Board of Cooperative Educational Services, or independent contractors, providing that the individual or organization serving as independent contractor meets the following standards for independence between the Claims Auditor and the District:

- a) Has no other responsibilities related to the business operations of the School District;
- b) Has no interest in any other contracts with, and does not provide any goods or services to, the School District; and
- c) Is not a close or immediate family member of anyone who has responsibilities related to business operations of the School District, or has an interest in any other contracts with the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

Valid claims against the District shall be paid by the Treasurer only upon the approval of the Claims Auditor. The Claims Auditor shall certify that each claim listed on the warrant was audited and payment was authorized: He/she shall:

- a) Examine all claim forms with respect to the availability of funds within the appropriate codes;
- b) Meet such other requirements as may be established by the Regulations of the Commissioner of Education and/or the Comptroller of the State of New York.

Education Law Sections 1604(35),

1709(20-a), 2526 and 2554(2-a)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.12(c)

Adopted: 7/8/02
Revised: 2/28/06, 11/14/06

**SUBJECT: DUTIES OF THE EXTRACLASSROOM ACTIVITIES FUNDS
TREASURER (S)**

The Extraclassroom Activities Funds Treasurer is appointed by the Board of Education and is responsible for the supervision of the extraclassroom activities funds.

The Treasurer's duties include the following:

- a) Countersigns all checks disbursing funds from the Extraclassroom Activities Account;
- b) Provides general supervision to insure that all receipts are deposited and that disbursements are made by check only;
- c) Maintains records of all receipts and expenditures;
- d) Submits records and reports to the Board as required;
- e) Assumes other duties customary to the position.

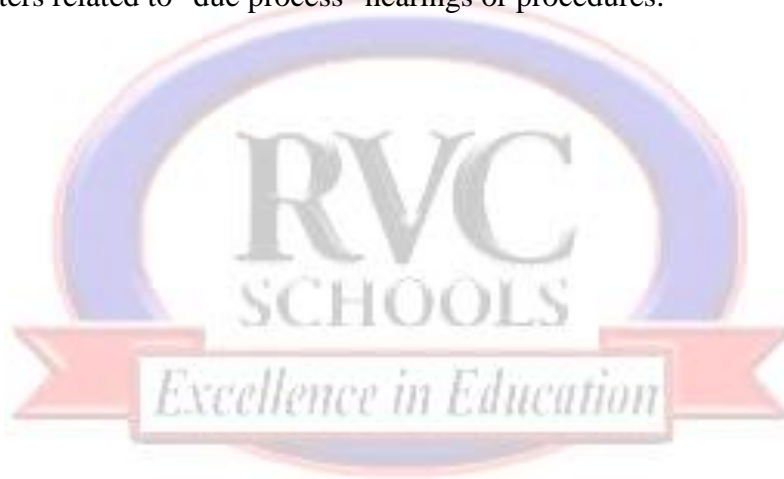
8 New York Code of Rules and Regulations
(NYCRR) Part 172

Adopted: 7/8/02

SUBJECT: DUTIES OF THE SCHOOL ATTORNEY

The Board of Education shall employ a School Attorney who shall be responsible to the Board of Education for guidance on all affairs, which are of a legal nature, including, but not limited to:

- a) Negotiation of all legal charges and processes for each bond issue and construction and/or reconstruction of new buildings;
- b) Legal counsel on matters referred to him/her to determine legality of procedure;
- c) Matters related to "due process" hearings or procedures.



Adopted: 7/8/02

SUBJECT: DUTIES OF THE SCHOOL PHYSICIAN

The School Physician shall be appointed by the Board of Education. The duties of the School Physician shall include, but are not limited to, the following:

- a) Performs professional medical services in the examination and care of school children;
- b) Consults routine examinations of school children by the school nurse practitioner to detect the presence of contagious diseases and physical defects;
- c) Serves as an on call member on the Committee on Special Education;
- d) Reports to the Board on school health services;
- e) Coordinates scheduling for physical examinations to all students participating in interscholastic athletics;
- f) Develops the program of health service in accordance with policies approved by the Board and as directed by the Superintendent of Schools;
- g) Conducts physical exams for all bus drivers prior to employment and thereafter annually;
- h) Performs comprehensive mandated examinations on students and employees;
- i) Conducts physical exams for new employees (instructional and non-instructional);
- j) Conducts a medical evaluation on any employee at the request of the Board of Education.

Education Law Sections 902 and 913

SUBJECT: DUTIES OF THE SCHOOL NURSE PRACTITIONER

The Nurse Practitioner is a certified, registered professional nurse with additional educational preparation in the profession of preventive and primary health care services to students. The Nurse Practitioner shall be appointed by the Board of Education. The duties of the Nurse Practitioner will include but not be limited to the following:

- a) Serve as a Resource and Community Liaison.
- b) Perform comprehensive mandated examinations on students and employees and
 - 1. Identify other than normal findings;
 - 2. Collaborate with district physician;
 - 3. Facilitate appropriate referral for treatment and/or further evaluation; and
 - 4. Provide appropriate education for the purpose of health promotion and illness prevention.
- c) Administer immunizing agents to employees as indicated by OSHA regulations.
- d) Administer immunizing agents to students and employees in the event of a reported communicable disease outbreak as directed by the Nassau County Department of Health and the Center for Disease Control.
- e) Review and interpret physical examination and immunization reports submitted by outside health care providers and
 - 1. Identify abnormal findings;
 - 2. Collaborate with district physician;
 - 3. Facilitate appropriate referral and/or further evaluation; and
 - 4. Provide appropriate education for the purpose of health promotion and illness prevention.
- f) Examine student and/or staff with potential illness, injury and/or communicable diseases and
 - 1. Identify signs and symptoms of illness/injury;
 - 2. Collaborate with district physician; and
 - 3. Facilitate appropriate referral and action.

By-Laws

SUBJECT: DUTIES OF THE INTERNAL AUDITOR

The Internal Auditor reports directly to the Board of Education.

The District may use its employees, inter-municipal cooperative agreements, shared services to the extent authorized by Education Law Section 1950, or independent contractors as the person/entity serving as Internal Auditor. The person or entity serving as Internal Auditor must follow generally accepted auditing standards, be independent of District business operations, and have the requisite knowledge and skills to complete the work.

The Internal Auditor is responsible for performing the internal audit function for the Board of Education which includes at a minimum:

- a) Development of a risk assessment of District operations, including but not limited to, a review of financial policies, procedures and practices;
- b) An annual review and update of such risk assessment;
- c) Annual testing and evaluation of one or more areas of the District's internal controls, taking into account risk, control weakness, size, and complexity of operations;
- d) Preparation of reports, at least annually or more frequently as the Board may direct, which:
 1. Analyze significant risk assessment findings;
 2. Recommend changes for strengthening controls and reducing identified risks; and
 3. Specify timeframes for implementation of such recommendations.

Education Law Sections 1950, 2116-b and 2116-c
8 New York Code of Rules and Regulations (NYCRR)
Section 170.12(d)

NOTE: Refer Also to Policy #5562 -- Internal Audit Function

Adopted: 11/14/06

SUBJECT: POLICY

The Board of Education shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. The Superintendent of Schools shall act as an advisor to the Board in the adoption and approval of written Board policies. The Board shall seek input from the staff and community where appropriate. These guides for discretionary action shall constitute the policies governing the operation of the School System.

The formulation and adoption of these written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the School System. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board of Education shall exercise its control over the operation of the School System.

The method in which the Board of Education reviews policies is in a four-stage process as follows:

- a) Stage One – Presented to the Board of Education at a Public Work Session.
- b) Stage Two – Placed on a Regular Board Meeting Agenda as an Item for Information.
- c) Stage Three – Placed on a Regular Board Meeting Agenda as an Item for Discussion.
- d) Stage Four – Placed as an Item for Action to be acted on by the Board of Education.

The sequence above is not necessarily completed in four months. At any one stage, it may take more than one meeting. The Board of Education reserves the right to make changes to policies without following this four-stage process.

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the District and shall be binding upon the members of the educational community in the District.

It shall be the Board's responsibility to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.

The Superintendent of Schools is given the continuing commission of calling to the Board's attention all policies that are out-of-date or for other reasons appear to need revision.

SUBJECT: EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS

The Board shall delegate to the Superintendent of Schools the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These rules and these detailed arrangements shall constitute the administrative regulations governing the schools. They must in every respect be consistent with the policies adopted by the Board. The Board shall be kept informed at Regular Board Meetings of all proposed changes in administrative regulations.



By-Laws

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIMENTARY PROCEDURE)

All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. In accordance with Section 102 of the Open Meetings Law, a "meeting" is defined as an official convening of a public body for the purpose of conducting public business, including the use of videoconferencing for attendance and participation by the members of the public body. A "public body" is defined as an entity of two (2) or more persons which requires a quorum to conduct public business, including committees and subcommittees. For a member of the Rockville Centre Board of Education to be considered in attendance at a Rockville Centre Board of Education meeting, they must be physically present at the specified location where the meeting is taking place. Reasonable efforts shall be made to ensure that all meetings are held in an appropriate facility which can adequately accommodate any and all members of the public who wish to attend.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings including emergency meetings shall be given as soon as is practicable in accordance with law. When the District has the ability to do so, notice of the time and place of the meeting shall be conspicuously posted on the District's internet Web site.

District records subject to release under FOIL, as well as any proposed rule, regulation, policy or amendment, that are on the Board agenda and scheduled to be discussed at a Board meeting, shall be made available upon request, to the extent practicable, prior to the meeting. Copies of such records may be made available for a reasonable fee. If the District maintains a regularly updated Web site and utilizes a high speed internet connection, such records may be posted on the Web site to the extent practicable, prior to the meeting. The District may, but it is not required, to expend additional funds to provide such records.

Regular meetings of the Board of Education of Rockville Centre Union Free School District shall take place on the day and time designated by the Board at the Annual Reorganizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Superintendent of Schools to prepare the agenda and review it with the Board President for each meeting of the Board. The agenda for each meeting shall be prepared during the week prior to the meeting. The agenda shall be distributed to Board members no later than Friday for a Monday or Tuesday regular meeting, no later than Monday for a Wednesday or Thursday regular meeting and no later than Tuesday for a Friday regular meeting where practical. Whenever the President or other members of the Board wish to bring a matter to the attention of the Board, such request should be made to the Superintendent of Schools so that the same can be placed on the agenda. Whenever individuals or groups wish to bring a matter to the attention of the Board,

(continued)

By-Laws

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURES) (Cont'd.)

such request shall be addressed in writing to the Superintendent of Schools. The Superintendent of Schools shall present such matter to the Board.

The District Clerk shall notify the members of the Board of Education in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members. Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

The Superintendent of Schools and members of his/her staff at the Superintendent of Schools' discretion shall attend all meetings of the Board. The Superintendent of Schools shall attend all executive session meetings of the Board except those that concern his/her evaluation, employment status and salary determination. The Board may request the attendance of such additional persons as it desires.

Recording of Meetings

The Board recognizes that advances in technology allow public meetings to be photographed, broadcast, webcast and/or otherwise recorded, by means of audio or video, in a non-disruptive manner and supports the use of such technology to facilitate the open communication of public business. To that end, the Board may adopt rules addressing the location of equipment and/or personnel used to photograph, broadcast, webcast and/or record such meetings to assure that its proceedings are conducted in an orderly manner. Such rules shall be conspicuously posted during the meeting and written copies provided, upon request, to meeting attendees.

Videotaping of Board of Education Meetings by the general public will be permitted in an area designated by the Board of Education.

Public Expression at Meetings

Public expression at such meetings shall be encouraged and a specific portion of the agenda shall provide for this privilege of the floor. At its discretion, the Board may invite visitors to its meetings to participate in the Board's discussion of matters on the agenda.

(Continued)

By-Laws

SUBJECT: REGULAR BOARD MEETINGS AND RULES (QUORUM AND PARLIAMENTARY PROCEDURES) (Cont'd.)

The total amount of time allotment, unless otherwise decided by the Board of Education, for visitors' comments at Regular Board Meetings will be 25 minutes, and each speaker will be allotted three minutes.

The Board of Education reserves the right to enter into executive session as specified in Policy # 1730 – Executive Sessions.

Quorum

The quorum for any meeting of the Board shall be three (3) members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

Use of Parliamentary Procedure

The business of the Board of Education shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

Education Law Sections 1708 and 2504
General Construction Law Section 41
Public Officers Law Article 7, Section 103(d), 104 and 107

NOTE:

Refers also to Policy #1520 – Special Meeting of the Board of Education
#1730 – Executive Sessions
#5410 – Purchasing
#6211 – Employment of Relatives of Board of Education Members
#8340 – Textbooks/Workbooks/Calculators/Instructional Computer Hardware

Adopted: 7/8/02

Revised: 11/13/07, 6/4/12

SUBJECT: AGENDA FORMAT

For Regular Board Meetings, the following format is used:

- a) Call to order, Pledge of Allegiance to the flag;
- b) Approval of Minutes
- c) Financial Report
- d) Treasurer's Report
- e) Correspondence
- f) Items for Information
- g) Items for Discussion
- h) Opportunity for Superintendent of Schools
- i) Opportunity for Board Members
- j) Items for Action
- k) Adjournment



For special and emergency meetings, the regular meeting agenda format shown above may be shortened and/or adapted to fit the purpose of the meeting.

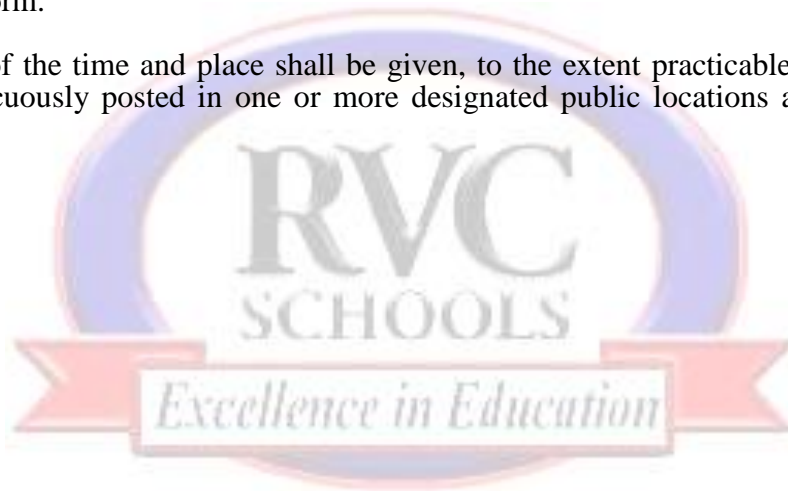
Education Law Section 1606
Public Officers Law, Section 104(2)

SUBJECT: SPECIAL MEETINGS OF THE BOARD OF EDUCATION

Special meetings of the Board of Education shall be held on call by any member of the Board. A reasonable and good faith effort shall be made by the Superintendent of Schools or the Board President, as the case may be, to give every member of the Board twenty-four hours' notice of the time, place and purpose of the meeting. All special meetings shall be held at a regular meeting place of the Board.

In an emergency, the twenty-four hour notice may be waived by having each Board member sign a waiver-of-notice form.

Public notice of the time and place shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior to the meeting.



SUBJECT: NEWS MEDIA SERVICES AT BOARD MEETINGS

Representatives of all media are invited to attend all public Board meetings. Meeting announcements, agendas, and summaries of the minutes for each Board meeting will be posted.



SUBJECT: ANNUAL DISTRICT MEETING AND ELECTION/BUDGET VOTE

Pursuant to law, the Annual District Meeting and Election/Budget Vote for the School District will be held on the third Tuesday in May. At this time, the District's registered voters will elect members of the Board of Education and will also vote on the District Budget for the upcoming school year. However, in the event that the third Tuesday in May conflicts with a religious holiday, the School Board may petition the Commissioner of Education to obtain permission to hold the Annual Meeting and Election/Budget Vote on the second Tuesday in May. Such request from the Board of Education must be certified and received by the Commissioner no later than March 1.

Effective April 1, 2006, in the event that a school budget revote is necessary; it shall be held on the third Tuesday of June. However, in the event that the third Tuesday of June conflicts with a religious holiday, the School Board may petition the Commissioner of Education to obtain permission to hold the budget revote on the second Tuesday in June. Such request from the Board of Education must be certified and received by the Commissioner no later than March 1.

The District Clerk shall give notice of the time and place of holding the Annual Meeting and Election/Budget Vote by publishing such notice four (4) times within seven (7) weeks preceding the meeting. The first publication of the notice must be at least forty-five (45) days prior to the meeting. Such notice must appear in two (2) newspapers, if there are two (2) newspapers which have a general circulation within the District, or one (1) newspaper, if there is one (1) newspaper with a general circulation within the District. The notice shall also contain such other information as required by law.

Copies of the proposed annual operating budget for the succeeding year to be voted upon at the Annual Meeting and Election shall be available to District residents, on request, in each District school building during certain designated hours on each day other than a Saturday, Sunday or holiday during the fourteen (14) days preceding such Annual Meeting. The availability of this budget information shall be included in a legal notice of the Annual Meeting; and such copies of the proposed budget will also be available to District residents at the time of the Annual Meeting and Election.

Education Law Sections 1608, 1716, 1804(4), 1906(1), 2003(1), 2004(1), 2017(5), 2017(6), 2022(1), 2504 and 2601-a(2)

NOTE: Refer also to Policy #5160 -- Absentee Ballots

Adopted: 7/8/02
Revised: 11/15/05

SUBJECT: BUSINESS OF THE ANNUAL DISTRICT ELECTION

The Board of Education will appoint a qualified voter as chairperson of the Annual District Meeting and Election/Budget Vote.

The chairperson will call the Annual District Meeting to order and proceed to the following order of business:

- a) Designation of District Clerk as clerk of the election and assistant clerks;
- b) Designation of tellers and/or inspectors of election as previously appointed by the Board;
- c) Reading of notice of call of the election by the District Clerk;
- d) Opening of the booths for voting;
- e) Closing of the booths;
- f) Receiving the report of the District Clerk of the results of the elections;
- g) Adjournment.

Education Law Sections 1716 and 2025

Adopted: 7/8/02

SUBJECT: ANNUAL REORGANIZATIONAL MEETING

The Annual Reorganizational Meeting of the Board of Education shall be held on the first Tuesday in July of each year, unless that day is a legal holiday, in which event it shall be held on the first Wednesday in July.

The Board may pass a resolution, however, to hold its Annual Reorganizational Meeting at any time during the first fifteen (15) days of July.

Education Law Section 1707



Adopted: 7/8/02

SUBJECT: QUORUM

The quorum for any meeting of the Board shall be three (3) members. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of New York.

General Construction Law Section 41



Adopted: 7/8/02

SUBJECT: MINUTES

Board meeting minutes will be maintained by the District Clerk, and will be limited to a brief, but complete, record of Board action.

The written record will be limited to:

- a) Time, place and date of meeting
- b) Board members present and absent
- c) Attendance of administrative staff, and District Clerk
- d) Motions and their dispositions, including a record of individual member votes
- e) Announcements by the Board President
- f) Action on minutes
- g) Name of the speaker and subject of any presentations, or discussion on policies or regulations.

The District Clerk will record on recording media the proceedings of the public portion of the Regular Board meetings when they are held in the High School or the Middle School. These recordings will be supplemental to the written minutes but not a permanent record and will be retained for a period of two years at which point they will be erased.

The original recording will be maintained by the District Clerk. Recording media may be duplicated in part or in total. Proper care must be taken not to destroy or mutilate the recording media during use of duplication.

The District Clerk will place in the Rockville Centre Public Library two loose-leaf copies of the approved written Board minutes and one copy in each of the District schools.

Written minutes of Board meetings will be available for discussion, correction, amendment, approval, or disapproval at the next regular meeting.

Minutes will not be read at the next regular meeting, provided written minutes were made available to all Board members prior to the motion to accept approval of minutes.

Public Officers Law Section 106

SUBJECT: EXECUTIVE SESSIONS

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the area or areas of the subject or subjects to be considered, the Board of Education may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on a 3020-a probable cause finding. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting.

- a) Matters that will imperil the public safety if disclosed;
- b) Any matter that may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Article 14 of the Civil Service Law;
- f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) Preparation, grading or administration of examinations;
- h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

Public Officers Law Article 7
Education Law Section 3020-a

Adopted: 7/8/02

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Rockville Centre Union Free School District

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(Section 2000)

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Internal Operations

SUBJECT: NEW BOARD MEMBER ORIENTATION

The introduction of Board Member-elects to the School District and their familiarization with its operation is a crucial educational process and an important Board responsibility. A satisfying introduction program will ultimately reward both Board Members and the whole District.

The Board of Education and the Administrative staff shall assist each new Board Member-elect to become familiar with and to understand the Board's functions, policies and procedures, and the School District's operation before taking office. The Board of Education will, therefore, provide orientation for Board Member-elects to include, but not limited to, the following:

Documents - to be presented at or before orientation session:

- a) Policy Handbook.
- b) Current and newly presented budget.
- c) Set of Board Minutes for the last three months.
- d) School Law published by New York State School Boards Association.
- e) School calendar.
- f) Copies of negotiated contracts.
- g) Future *Transmittals* to the Board.
- h) A copy of Becoming a Better Board Member, published by the National School Boards Association.
- i) List of pending litigation.
- j) A Parent's Guide to Special Education for Children Ages 5-21
- k) Robert's Rules of Order pamphlet.
- l) Copy of Education Law 1709.
- m) Open Meetings Law regarding executive sessions.
- n) Listing of Board of Education Committees and District Committees.
- o) Board Member-elect orientation outline.

Meeting and Visitations - opportunities will be available for:

- a) On-site introduction to all District administrators.
- b) Tour of District facilities.
- c) Attendance at the New York State School Boards Association Workshop for new School Board Members.
- d) Attendance and participation in discussions at all public Board meetings and executive sessions for the period between the election and the assumption of office at the invitation of the Board.

SUBJECT: USE OF PARLIAMENTARY PROCEDURE

The business of the Board of Education shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

Commissioner's Decision Numbers 8018 and 8873
General Construction Law Section 41



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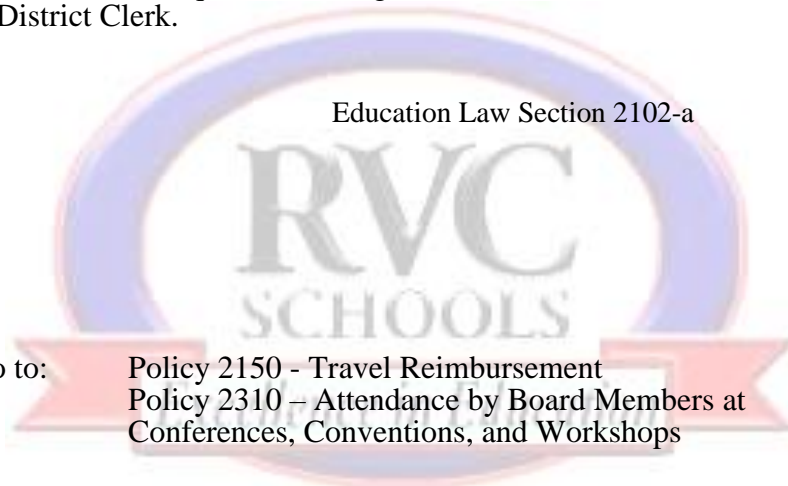
Internal Operations

**SUBJECT: BOARD MEMBER TRAINING ON FINANCIAL OVERSIGHT,
ACCOUNTABILITY AND FIDUCIARY RESPONSIBILITIES**

Within the first year of election, re-election or appointment, each Board member must complete a minimum of six hours of training on the financial oversight, accountability and fiduciary responsibilities of a school board member. The curriculum and provider of this training must be approved by the Commissioner of Education.

Upon completion of the required training, the Board member must file a certificate of completion with the District Clerk.

Education Law Section 2102-a



Note: Refer also to: Policy 2150 - Travel Reimbursement
Policy 2310 - Attendance by Board Members at
Conferences, Conventions, and Workshops

Adopted: 2/28/06

Internal Operations

SUBJECT: MEALS AND REFRESHMENTS

The Board of Education recognizes that from time to time it may be appropriate to provide service of modest meals during a mealtime and/or refreshments at District meetings and/or events which are being held specifically during a mealtime for an educational purpose. Any expenditure made for such meals and/or refreshments should be appropriately documented with a receipt, itemized whenever possible, and submitted to the District's Business Office for the purposes of audit and possible reimbursement.

Examples of authorized categories of expenditures include, but are not limited to, refreshments for staff on Teacher Orientation Day at the beginning of each year and on Staff Recognition Day; refreshments for a Superintendent's Conference Day; community/district meetings at which school district business is conducted; during assessment day grading of tests; receptions for volunteers; and other meetings which occur during a mealtime at which district business is conducted.

The Board recognizes that each year there may be a limited number of instances where Board members are expected to participate by virtue of their Board office in activities of a combined business and social nature, where their participation is deemed by the Board to be in the best interest of the school district. These include, but are not limited to, district-wide events open to the school community, such as an annual PTA Recognition Dinner, where Board Members will serve as representatives of the Board to express the Board's appreciation for the efforts of parent volunteers and other honorees, and at retirement dinners for teacher retirees or administrative retirees where the presence of Board Members is essential to promotion of the goals of harmonious labor relations and for the expression of the Board's appreciation for past services by such retirees to the District and its students.

In such circumstances, the Board may designate those of its members whom it deems to be in the best interest of the District to attend such functions at District expense.

Meals and Refreshments for Students During the School Day

Food may be provided by the District to students during the school day when done in pursuit of specific school-related goals. Three programs within the School District are specifically authorized to use food for motivational and/or instructional purposes as part of their overall mission. These include the Special Education CORE program, Greenhouse, and the Middle School Family Consumer Science course. All other uses of food must be specifically authorized by a Principal or the Superintendent.

Adopted: 5/24/05

Revised: 4/24/07

Internal Operations

SUBJECT: TRAVEL REIMBURSEMENT

Members of the Board of Education, school officials and staff members shall be reimbursed for reasonable out-of-pocket expenses incurred while traveling for school related activities. Only expenses necessary to the purpose of the travel shall be reimbursable. Tax exemption certificates shall be issued and utilized only for official school related business.

The Board of Education authorizes the Superintendent or his/her designee to approve attendance by school officials and staff members to attend conferences or professional meetings for which they may be eligible for reimbursement of expenses under this policy.

To obtain reimbursement, the claimant must complete and sign an expense voucher, attach all receipts or other expense documentation, together with a copy of the approved conference attendance request form and evaluation report (if required), and submit the same to the Business Office.

Day Travel

When an employee engages in travel which does not result in overnight travel, transportation, meals and registration costs are eligible for reimbursement. Reimbursement for lodging is generally not permitted in these travel situations *unless it is necessary to complete school district business*.

Overnight Travel

Payment for overnight lodging is permitted for overnight travel which is necessary for the performance of school district business. Lodging costs shall be reimbursed at a rate not in excess of the rate charged by the convention/event hotel. When a Board of Education member or a school official or staff member engages in overnight travel, that individual may also be reimbursed for meals, registration costs, sundry expenses and incidental office expenses, as defined below, but not for personal expenses.

(Continued)

Internal Operations

SUBJECT: TRAVEL REIMBURSEMENT (Cont'd.)

Personal Vehicle

In certain instances it may be appropriate for employees to use their personal vehicle for district-approved travel. Employees may be reimbursed for personal vehicle use at the prevailing IRS rate per mile. Tolls and parking may also be eligible for reimbursement. Repairs, maintenance and vehicle fluids are not reimbursable.

Rental Vehicle

Although the use of rental vehicles may be necessary when travel is required out of the area for school related purposes, rental vehicles are generally not permitted for local travel. Vehicle rental charges for travel out of the area must be paid directly by the Board of Education member or school official or staff member and submitted for reimbursement.

Airline and Railroad Travel (Long Distance or Overnight Travel)

Transportation by airline or railroad may be reimbursed for or paid for by the District only in connection with long distance or overnight travel for a school related purpose, meeting the conditions applicable to overnight lodging. The District shall carefully consider alternatives to overnight travel prior to authorization. The most economical and practical means of transportation should be selected. Additional factors, including the number of people traveling, luggage and materials to be transported, meeting schedules, Board of Education member or school officer or staff member health and safety, the cost of school officer or staff member time and the impact on the Board of Education member's or school official's or staff member's ability to efficiently conduct district-related business upon arrival, should also be considered when deciding on the most appropriate means of transportation.

Meals

Reimbursement for meal charges, including gratuities shall be at a maximum of \$50 per day. The cost of any alcohol shall not be reimbursed.

(Continued)

Internal Operations

SUBJECT: TRAVEL REIMBURSEMENT (Cont'd.)

Sundry Expenses

Conventions, Seminars, Conferences

Registration, workshop and other fees as itemized in the conference literature, must be reimbursed at actual cost, if not prepaid by the District. Costs for nonessential activities unrelated to official business are considered personal expenses and will not be paid by the District.

Tipping and Gratuities

Reimbursement for customary and reasonable tips and gratuities such as at lodging establishment, restaurants and for transportation services is permitted and, if possible, documentation should be provided.

Miscellaneous Other Services

A Board of Education member or school officer or staff member, when traveling or under other circumstances, may be required to use fax, express mail, photocopying, postage, modem connection or other incidental office services. These expenses are allowable if for official school district purposes only. The Board of Education member or staff or school officer or staff member must document the date, time and purpose and provide receipts.

Parking and Traffic Violations

Any fines and/or penalties associated with a motor vehicle violation which were incurred during district-approved travel are not reimbursable.

Adopted: 5/24/05
Revised: 11/13/07

SUBJECT: COMMITTEES OF THE BOARD

The Board and/or the President of the Board may at its discretion establish committees for the purpose of undertaking a specific task in connection with Board activity. These committees, however, cannot make legal decisions for the entire Board.

At the request of the Board, the President shall appoint temporary committees consisting of fewer than the full membership for special purposes. These committees shall be discharged on the completion of their assignment. The President of the Board shall be an ex-officio member of such committees.

The Board of Education recognizes that it may be necessary from time to time to authorize advisory committees for the purpose of enlisting opinions and counsel of the general public. Such committees shall be appointed by the Board of Education. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

Audit Committee

By January 1, 2006, the Board will establish an audit committee to oversee, and report to the Board on, the annual audit of the District.

The Board of Education shall visit every school at least once annually.

**Education Law Section 1708 2116-c
and 4601**

NOTE: Refer also to Policy 5572 – Audit Committee

Adopted: 7/8/02
Revised: 2/28/06

**SUBJECT: ATTENDANCE BY BOARD MEMBERS AT CONFERENCES,
CONVENTIONS AND WORKSHOPS**

The Board believes that continuing in-service training and development are important for its members. The Board, therefore, encourages the participation of all members at appropriate school board conferences, conventions and workshops which are believed to be of benefit to the School District. However, in order to control both the investment of time and funds necessary to implement this policy, the Board establishes the following guidelines:

- a) A calendar of school board conferences, conventions and workshops shall be maintained by the Board Clerk. The Board will periodically decide which meetings appear to be most likely to produce direct and indirect benefits to the School District. At least annually, the Board will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.
- b) Funds for participation at such conferences, conventions, workshops and the like will be budgeted for on an annual basis. When funds are limited, the Board will designate which members are to participate at a given meeting.
- c) Reimbursement to Board members for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for expense reimbursement.
- d) When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

The authorization for Board members to attend a conference, convention, workshop and the like shall be by Board resolution adopted prior to such attendance. However, the Board, in its discretion, may delegate the power to authorize attendance at such conferences to the President of the Board of Education.

Where authorization has been delegated to the President of the Board, no expense of claim form shall be paid unless a travel order or similar document signed by the President is attached to such form, authorizing the claimant to attend the conference.

General Municipal Law Section 77-b and 77-c
Education Law Section 2118

Adopted: 7/8/02

Internal Operations

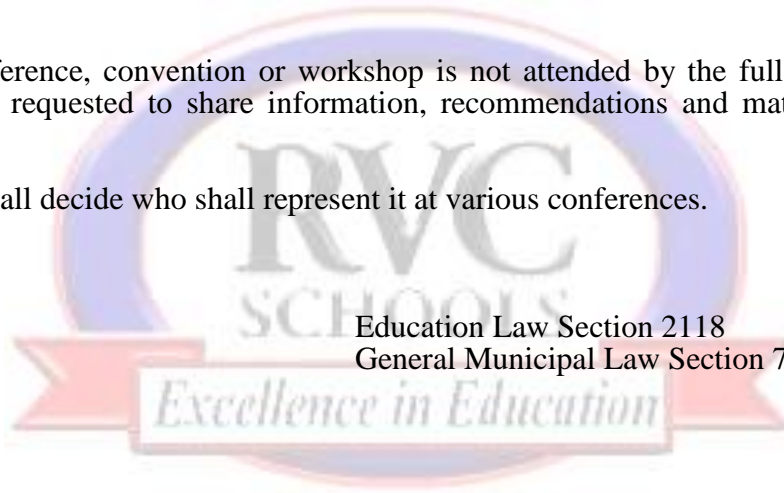
SUBJECT: COMPENSATION AND EXPENSES

The Board believes that continuing in-service training and development are important for its members. The Board, therefore, encourages the participation of all members at appropriate school board conferences, conventions and workshops which are believed to be of benefit to the School District.

Reimbursement to Board members for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for expense reimbursement.

When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

The Board shall decide who shall represent it at various conferences.



Education Law Section 2118
General Municipal Law Section 77-b and 77-c

Internal Operations

SUBJECT: CONSULTANTS TO THE BOARD

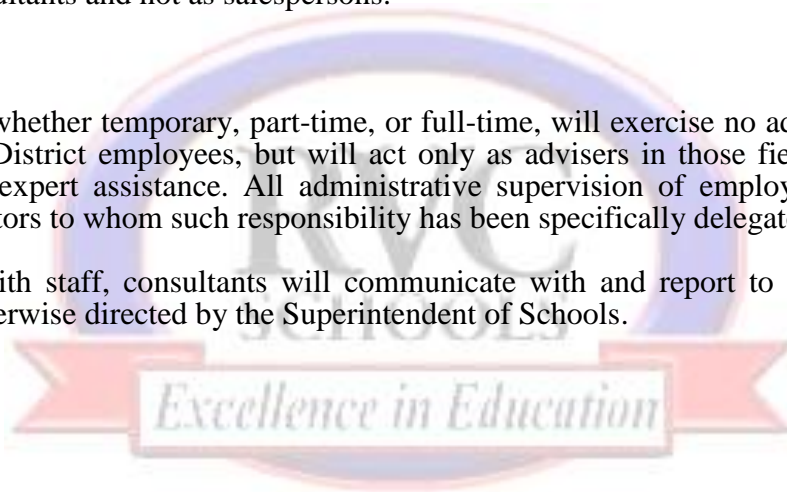
The Board may authorize the use of consultants as a means of providing the schools with valuable specialized services not required on a continuing basis.

Sufficient funds will be made available to attract competent authorities from various fields. However, the use of consultants from outside the school system who promote a particular commercial product is discouraged. When such consultants are used, it must be made clear to them that they are to perform as consultants and not as salespersons.

Duties

Consultants whether temporary, part-time, or full-time, will exercise no administrative authority over the work of District employees, but will act only as advisers in those fields in which they are qualified to offer expert assistance. All administrative supervision of employees will be by those District administrators to whom such responsibility has been specifically delegated.

In dealing with staff, consultants will communicate with and report to the Superintendent of Schools unless otherwise directed by the Superintendent of Schools.



SUBJECT: SCHOOL BOARD MEMBER ETHICS

In accordance with article 18 of the General Municipal Law, Section 808(3), the Board of Education will appoint a Board of Ethics consisting of at least three members, the majority of whom are not officers or appointees of the School District and at least one elected or appointed member, at the Board of Education's Annual Reorganizational meeting in July. The members of the Board of Ethics shall serve at the pleasure of the Board of Education. The Board of Ethics will adopt such regulations as it feels necessary to fulfill its advisory function. It will report its findings to the Board of Education.

Code of Ethics

A resolution establishing standards of conduct for officers and employees of the Rockville Centre Union Free School District, Town of Hempstead, Nassau County, New York:

- a) Pursuant to the provisions of law, the Board recognizes that there are rules of ethical conduct for public officers and employees which must be observed if a high degree of moral conduct is to be obtained and if public confidence is to be maintained in our unit of local government. It is the purpose of this resolution to promulgate these rules of ethical conduct for the officers and employees of the Rockville Centre Public Schools. The rules of ethical conduct of this resolution as adopted will not conflict with, but will be in addition to, any prohibition of article 18 of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of municipal officers and employees.
- b) Definition
 1. "Municipal Officer or Employee" means an officer or employee of the Rockville Centre Public Schools, whether paid or unpaid, and whether full-time or part-time.
 2. "Interest" means a pecuniary or material benefit accruing to a District officer or employee unless the context otherwise requires.
- c) Standards of Conduct. Every officer or employee of the Rockville Centre Public Schools will be subject to and abide by the following standards of conduct:
 1. Gifts. He/she will not directly or indirectly, solicit any gift, or accept or receive any gift having more than a token value, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her, in the performance of his/her official duties or was intended as a reward for any official action on his/her part.

(Continued)

SUBJECT: SCHOOL BOARD MEMBER ETHICS (Cont'd.)

2. Confidential information. He/she will not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.
 3. Investments in conflict with official duties. He/she will not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, which creates a conflict with his/her official duties, except for holding shares in publicly traded securities registered under the Securities Act of 1933.
 4. Private employment. He/she will not engage in, solicit, negotiate for or promise to accept private employment or render service for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.
 5. Future employment. He/she will not, for a period of two years after termination of services or employment with the Rockville Centre Public Schools, represent any individual or group before any board or agency of the Rockville Centre Public Schools, or in connection with any dispute involving the Rockville Centre Public Schools, where information acquired in the course of his/her association with the Rockville Centre Public Schools, could then be adverse to the interests of the Rockville Centre Public Schools.
 6. He/she will at all times attempt to conduct himself in such a manner as to assure both the reality and the appearance of fairness and integrity.
 7. Disclosure Questionnaire. All Board members, the Superintendent of Schools, Assistant Superintendents and other employees with substantial involvement in purchasing equipment, services and/or supplies, as designated by the Superintendent of Schools, will respond to the Disclosure Questionnaire on an annual basis in the month of June. Responses to the Disclosure Questionnaire should be directed to the attention of the School District auditor.
- d) Nothing herein will be deemed to bar or prevent the timely filing by a present or former District officer or employee of any claim, account, demand or suit against the Rockville Centre Public Schools, or any agency thereof on behalf of himself/herself or any member of his/her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law, nor on behalf of a client except while actually serving the District as an officer or employee.

(Continued)

SUBJECT: SCHOOL BOARD MEMBER ETHICS (Cont'd.)

- e) Distribution of Code of Ethics. The Superintendent of Schools will cause a copy of this code of ethics to be distributed to every officer and employee of the Rockville Centre Public Schools within 45 days after the effective date of this bylaw. Each officer and employee elected or appointed thereafter will be furnished a copy before entering upon the duties of his/her office or employment.
- f) Penalties. In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.



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(Section 3000)

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Community Relations

SUBJECT: SCHOOL SPONSORED MEDIA

The Principal of each building is responsible for the preparation of news releases concerning the activities within that building, and for reviewing them with the Superintendent of Schools prior to release. Copies of all final news releases will be sent to the Superintendent of Schools' Office.

As the official spokesperson, the Superintendent of Schools or his/her designee shall issue all news releases concerning the District. All statements of the Board will be released through the Office of the Superintendent of Schools and/or the District Clerk.

In addition, a periodic newsletter may be prepared and mailed to each resident of the School District. Included in the newsletter will be information regarding school activities, a monthly calendar and other items of interest to the community. The Board accepts the funding obligation for the necessary staff and production costs.

News Media Relations

Newspaper publicity and radio and television communications constitute a large portion of the District's contact with large numbers of citizens.

The Superintendent of Schools' office will cooperate with the news media -- including newspapers, magazines, radio, and television stations -- serving as a clearinghouse for District information.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire District will be made available to all media simultaneously. There will be no exclusive releases except as media representatives themselves initiate requests for information about particular programs, plans, or problems.

The Board will be kept informed by the Superintendent of Schools about the District's relations with the news media, and about items that are published or broadcast about the District.

(Continued)

Community Relations

SUBJECT: SCHOOL SPONSORED MEDIA (Cont'd.)

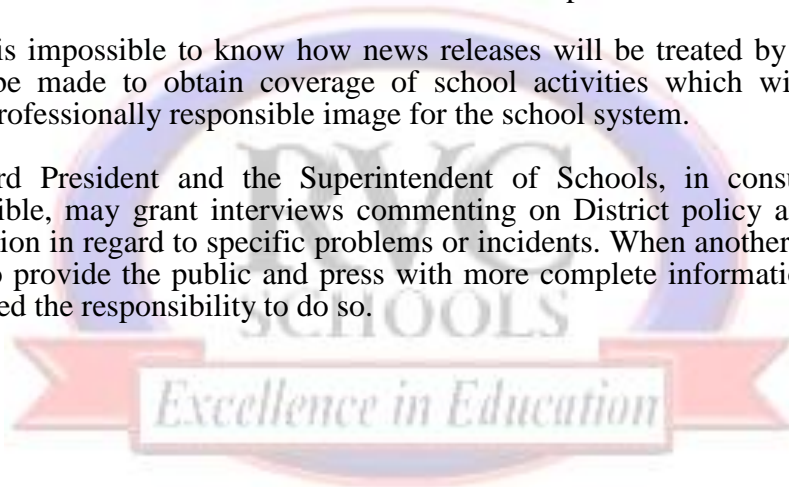
News Releases/Conferences and Interviews

Because the school system is a public institution serving the educational needs of the community, it is important that information be disseminated concerning activities and problems in our schools. In order that this publicity be given wide coverage and be coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

- a) The Board President will be the official Board spokesman, except as this duty is delegated to another Board member or the Superintendent of Schools. The Board President will make official news releases only with the knowledge of all Board members.
- b) News releases concerning the District schools and activities will be the responsibility of the Superintendent of Schools who will work in cooperation with the administrative staff.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities which will create and maintain a dignified and professionally responsible image for the school system.

The Board President and the Superintendent of Schools, in consultation with the Board, whenever possible, may grant interviews commenting on District policy and indicating the Board's expressed position in regard to specific problems or incidents. When another Board or staff member is in a position to provide the public and press with more complete information on a specific topic, he may be delegated the responsibility to do so.



Adopted: 7/8/02
Revised: 12/9/08

Community Relations

SUBJECT: RELATIONS WITH THE MUNICIPAL GOVERNMENTS

It is the policy of the Board to establish and maintain a positive working relationship with the governing bodies of the municipality. The Board shall also cooperate with Municipal, County and State agencies whose work affects the welfare of the children of the District, including the Incorporated Village of Rockville Centre, the Town of Hempstead, the County Social Service Department, the Board of Health, the Recreation Department, the Public Library, and all community emergency service agencies.

Relations With Police Authorities

The Board will extend full cooperation to law enforcement agencies in the official exercise of their duties, consistent with careful protection of the rights of staff and students. This policy will apply during regular school hours and during scheduled school activities.

Accordingly, police will be permitted:

- a) to make an arrest for a crime, whether committed on or off school property, and whether with or without a warrant. Every reasonable attempt will be made to notify a child's parents of the arrest.
- b) to conduct lawful searches when the police have a warrant and in accordance with such warrant. However, police have power to conduct searches incidental to lawful arrest which means the power to search the person and physical items under his/her immediate control.

Police will be permitted to enter District buildings and grounds by consent of the Principal or his/her designee:

- a) to control a disturbance threatening life, health, or property, which the Principal has determined he/she cannot otherwise control, or
- b) to conduct an investigation or search of the premises at the Principal's request.

Police will not be permitted to enter District buildings and grounds for the purpose of questioning students, unless:

- a) the parents of those to be questioned have been notified by the Principal, given approval and been afforded an opportunity to be present, or the parents have given approval and designated someone or no one to be present on their behalf, or
- b) the student and the parent (or the parent's designee) have been advised by the police of the student's right to remain silent and his right to have an attorney present during the questioning.

Adopted: 7/8/02

SUBJECT: FLAG DISPLAY

In keeping with State Education Law and Executive Law, the Board of Education accepts its duty to display the United States flag upon or near each public school building during school hours, or after sundown, if lit, weather permitting, and such other times as the statutes may require or the Board may direct.

When ordered by the President, Governor, or local official, to commemorate a tragic event or the death of an outstanding individual, the flag shall be flown at half-staff. The Superintendent of Schools' approval shall be required for the flag to be flown at half-staff upon any other occasion. Regulations for seeking such approval shall be established in the Administrative Manual of the District.

Education Law Sections 418 and 419
Executive Law Sections 402 and 403



SUBJECT: COMMUNITY INVOLVEMENT IN DECISION MAKING

District residents will be encouraged to take an active part in school affairs. Such persons may be invited by the District to act as advisors individually or in groups.

The Board and the staff will give due consideration to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups they have invited or created to advise them regarding selected problems, but the Board and staff members will use their own best judgment in arriving at decisions. The responsibility for final decisions rests with the Board.



Adopted: 7/8/02

SUBJECT: COMMUNITY CONSULTATION IN MAJOR CAPITAL IMPROVEMENTS

The School Board will consult with neighboring residents when considering major capital improvements to its property. A major capital improvement will mean anything that significantly changes the structural appearance of the School District property or its original intended use.

The decision as to which improvement shall be considered significant shall be made by the Board of Education. A consultation shall mean the opportunity for the public within the neighborhood of the school to address the Board at a regularly scheduled public meeting after appropriate public notice to include a letter to those people most directly affected.

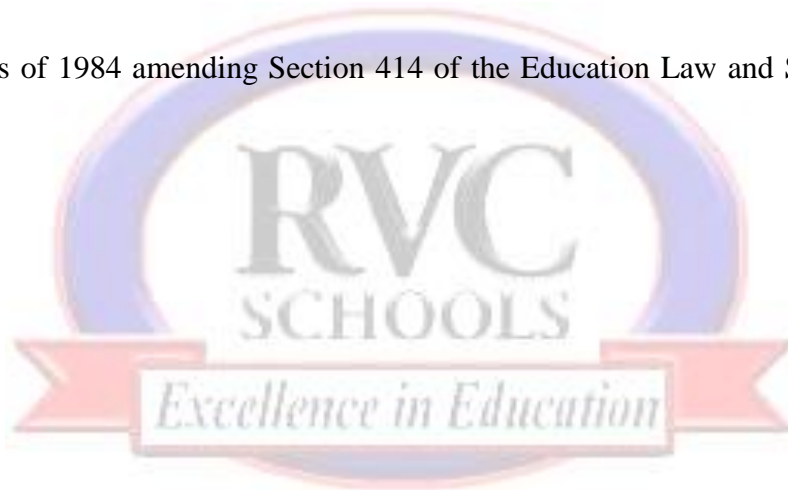


SUBJECT: BEFORE-SCHOOL/AFTER-SCHOOL PROGRAM, PROJECT GREAT

The Board of Education will operate an economically self-sustaining program, before and after-school for elementary school-age children who reside within and attend the Rockville Centre Union Free School District. Children may participate for two, three, four or five days depending upon family care needs. This child-care program, Project GREAT, is designed to meet the need for child-care in a caring, safe and pleasant environment. Students will have an opportunity to be involved in both educational and recreational activities.

Throughout the year recommendations will be made by either staff, parents, children or an advisory board and incorporated into a report/program summary for the Superintendent and the Members of the Board.

Chapter 460 of the Laws of 1984 amending Section 414 of the Education Law and Section 410-c of the Social Services Law



Adopted: 3/28/00

SUBJECT: LIGHTING AT SOUTH SIDE HIGH SCHOOL ATHLETIC FIELD

In order to maximize the availability of athletic fields and in consideration of the residents living within close proximity of the High School athletic fields, the District will adhere to the following schedule for lighting at the South Side High School athletic fields:

- **Lights will be used approximately six months out of the year.**
 - Lights will be utilized:
 - from the first day of school through the completion of the Fall sports season, approximately November 30th ; and
 - from the beginning of the Spring sports season, approximately March 1st through the end of school.
- **Lighting Curfew**
 - Practices**
 - Lights until 8 PM Monday through Friday.
 - No lights on Saturday and Sunday.
 - Games**
 - Lights until 8 PM Monday through Thursday.
 - Lights until 9 PM Friday.
 - On Mondays through Thursdays games will start as indicated below. All games must be played to their conclusion:
 - Lacrosse and Soccer contests will be scheduled to start no later than 6:00 PM;
 - Football and Softball contests will be scheduled to start no later than 5:00 PM.
 - On Fridays, games will start as indicated below. All games must be played to their conclusion:
 - Lacrosse and Soccer contests will be scheduled to start no later than 7:00 PM;
 - Football and Softball contests will be scheduled to start no later than 6:00 PM.
 - No evening contests will be played on Saturday or Sunday.
 - The Superintendent or his/her designee has the authority to extend the lighting schedule so a game may be concluded.

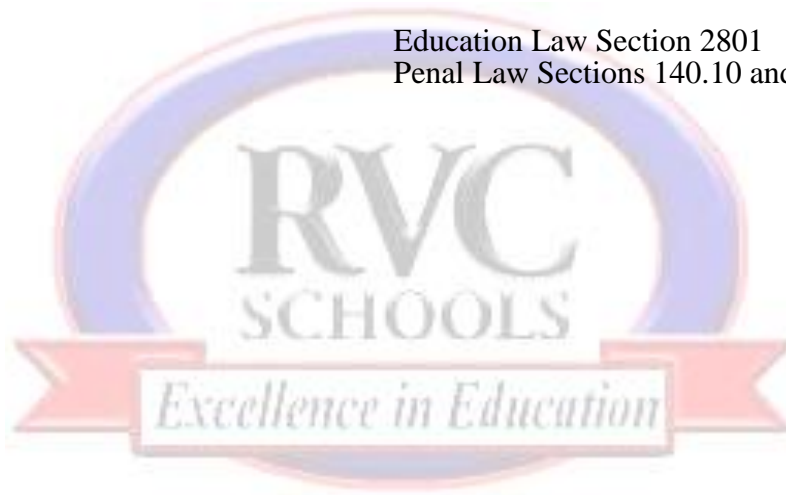
On days when practices or games are not scheduled or have been cancelled, lights will not be turned on. The Board of Education will consider applications from student and/or community groups to use the lights and fields for special events.

SUBJECT: VISITORS TO THE SCHOOL

All visitors shall be required to report to the main office or other officially designated location. Visitations to classrooms for any purpose require permission in advance from the Building Principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

When individual Board members visit the schools, they will abide by the regulations and procedures developed by the administration regarding school visits.

Education Law Section 2801
Penal Law Sections 140.10 and 240.35



Adopted: 7/8/02

Community Relations

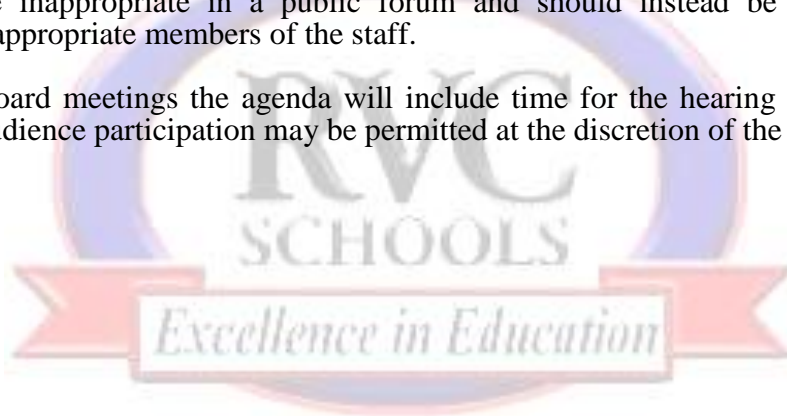
SUBJECT: PUBLIC EXPRESSION AT MEETINGS

The Board recognizes its responsibility to conduct District business in an orderly and efficient manner, and will, therefore, require reasonable control of public presentations to the Board.

The total amount of time allotted, unless otherwise stated by the Board of Education, for visitors' comments at regular Board meetings will be twenty-five minutes, and each speaker will be allotted three minutes.

A person wishing to address the Board must first be recognized by the Board President. The recognized speaker will state his/her name and address and proceed with his/her comments. The Board President may rule on such matters as the time allows for public comment or discussion, and the appropriateness of the subject presented. The Board as a whole will have the final decision regarding the President's rulings. The Board will not accept "name-calling," slanderous remarks, or inappropriate language; persons expressing such remarks will be ruled out of order. The public, in its comments, will be requested to refrain from making any direct references to students or staff members that could be considered critical of their performance or their character. Such references to individual students or staff members are inappropriate in a public forum and should instead be conducted in private conversation with appropriate members of the staff.

At regular Board meetings the agenda will include time for the hearing of visitors. At special Board meetings, audience participation may be permitted at the discretion of the Board President.



Adopted: 7/8/02
Revised: 11/13/07

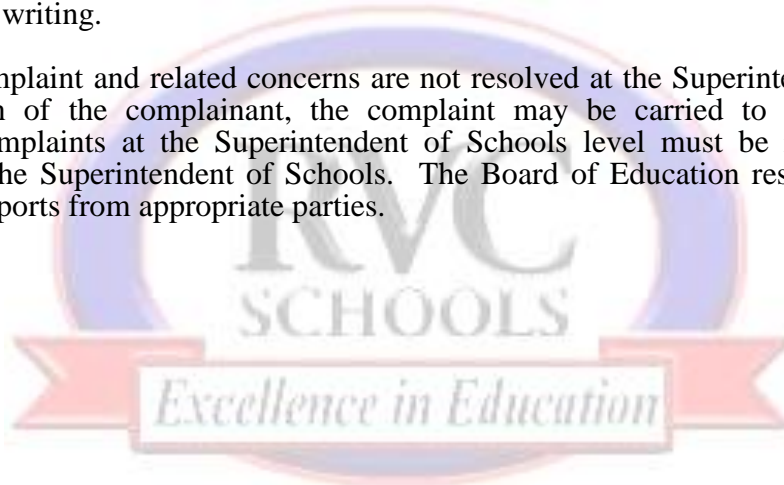
Community Relations

SUBJECT: PUBLIC COMPLAINTS

Complaints by citizens regarding any facet of the school operation often can be handled more satisfactorily by the administrative officer in charge of the unit closest to the source of the complaint. In most instances, therefore, complaints will be made to the Building Principal and/or his/her assistant if the matter cannot be resolved by the teacher, coach, or other school employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be carried to the Superintendent of Schools and/or one of his/her assistants. Unresolved complaints at the building level will be reported to the Superintendent of Schools by the Building Principal. The Superintendent of Schools may require the statement of the complainant in writing.

If the complaint and related concerns are not resolved at the Superintendent of Schools level to the satisfaction of the complainant, the complaint may be carried to the Board of Education. Unresolved complaints at the Superintendent of Schools level must be reported to the Board of Education by the Superintendent of Schools. The Board of Education reserves the right to require prior written reports from appropriate parties.



SUBJECT: DISSEMINATION OF INFORMATION THROUGH STUDENTS

School sponsored activities may be disseminated at the discretion of the Principals to or through the student body. Activities sponsored by anyone other than an official of the School District, must have the information they would like to have disseminated, reviewed and authorized by the Superintendent of Schools or his/her designee prior to distribution to the students.



SUBJECT: ROCKVILLE CENTRE COUNCIL OF PTAs

The Board of Education recognizes that the goal of the Rockville Centre Council of PTAs and all PTA units is to develop a united effort between educators and the general public to secure for every child in meeting the District's Mission Statement (see page (2) of this policy manual). Therefore, staff members and parents are encouraged to join the appropriate PTA units and to participate actively in its programs.



Community Relations

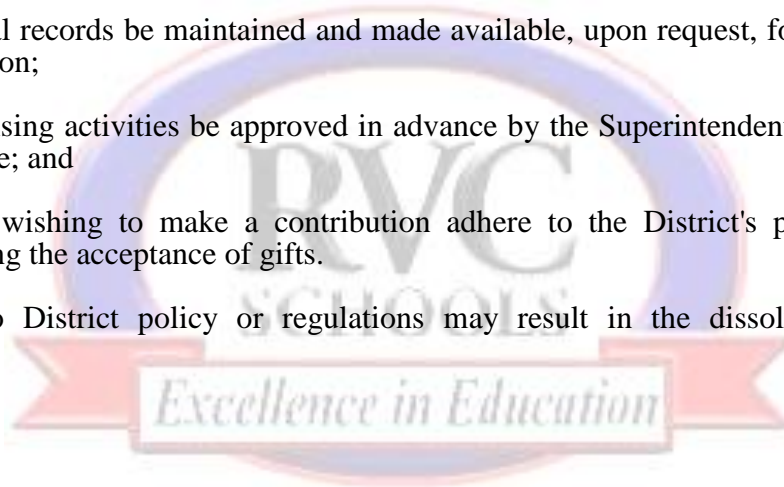
SUBJECT: BOOSTER CLUBS AND COMMUNITY-BASED CLUBS

Booster clubs or other related organizations may be created to promote community support and to raise funds for specific school activities or programs. These groups may not discriminate on the basis of sex, color, national origin, ethnic background, disability, religion or any other arbitrary criteria.

Rules and regulations will be established to govern the activities of booster clubs and other related organizations. The Board further requires that:

- a) financial records be maintained and made available, upon request, for Board and/or public inspection;
- b) fund raising activities be approved in advance by the Superintendent of Schools or his/her designee; and
- c) groups wishing to make a contribution adhere to the District's policy and regulations regarding the acceptance of gifts.

Violations to District policy or regulations may result in the dissolution of the club or organization.



Community Relations

SUBJECT: SOLICITATION OF CHARITABLE DONATIONS FROM SCHOOL CHILDREN

Direct solicitation of charitable donations from children in the District schools on school property during regular school hours shall not be permitted. It will be a violation of District policy to ask District school children directly to contribute money or goods for the benefit of a charity during the hours in which District students are compelled to be on school premises.

However, this policy does not prevent the following types of fund raising activities:

- a) Fund raising activities which take place off school premises, or outside of regular school hours during before-school or after-school extracurricular periods;
- b) Arms-length transactions, where the purchaser receives a consideration for his/her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity, shall not be prohibited as the purchaser will receive consideration - the concert or social event - for the funds expended;
- c) Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods or money. However, collection of charitable contributions of food, clothing, other goods or funds from students in the classroom or homeroom is prohibited.

Regulations shall be developed by the administration to implement this policy.

8 New York Code of Rules and Regulations
(NYCRR) Section 19.6
New York State Constitution Article VIII, Section 1
Education Law Section 414

NOTE: Refer also to Policy #7450 -- Fund Raising by Students.

Adopted: 7/8/02

SUBJECT: ADVERTISING IN THE SCHOOLS

Neither the facilities, the staff, nor the students of the School District shall be employed in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual or organization, except that:

- a) schools may cooperate in furthering the work of any non-profit, community-wide, social service agency, provided that such cooperation does not restrict or impair the educational program of the schools or conflict with Section 19.6 of the Rules of the Board of Regents;
- b) the schools may use films or other educational materials bearing only simple mention of the producing firm;
- c) the Superintendent of Schools may, at his/her discretion, announce or authorize to be announced, any lecture or other community activity of particular educational merit;
- d) the schools may, upon approval of the Superintendent of Schools, cooperate with any agency in promoting activities in the general public interest that are non-partisan and non-controversial, and that promote the education and other best interests of the students.

No materials of a commercial nature shall be distributed through the children in attendance in the Rockville Centre Union Free Schools except as authorized by law or the Commissioner's Regulations.

Unless specific permission has been granted by the Superintendent of Schools, Principals and teachers will not allow any agent or other person to exhibit in the schools any books or articles or apparatus; nor will they allow the distribution of any advertising matter, nor any circulars or other printed matter, nor the taking of photographs in the building or about the premises; and they will not allow any contribution for any purposes whatever to be taken in any school.

Dissemination of Materials Through the Schools

Although the Board recognizes that many organizations sponsor activities that benefit District students, administrative and instructional time constraints require that there be limitation of the dissemination of materials through the schools. Therefore, only materials originating from the schools or approved by the Superintendent of Schools or his/her designee(s) will be distributed. In giving or denying approval, the Superintendent of Schools (or designee) will be guided by the following principles. Materials to be distributed must:

- a) contain no commercialism.

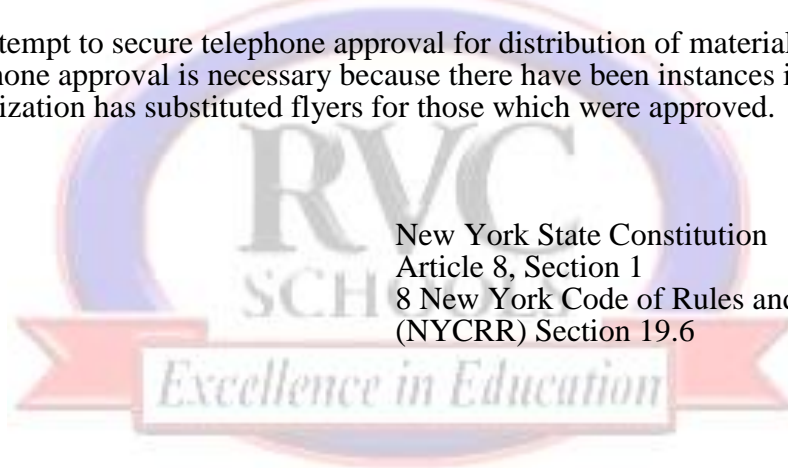
(Continued)

SUBJECT: ADVERTISING IN THE SCHOOLS (Cont'd.)

- b) be of potential benefit to the students to whom the material is directed.
- c) serve no partisan political purposes.

Except for material originating within the school system, a staff member will:

- a) send home no flyers unless the staff member has possession of a copy of the flyer approved and initialed by either the Superintendent of Schools or his/her designee.
- b) not attempt to secure telephone approval for distribution of material. The prohibition of telephone approval is necessary because there have been instances in which a person or organization has substituted flyers for those which were approved.



Community Relations

SUBJECT: SOLICITING FUNDS FROM SCHOOL PERSONNEL

Soliciting of funds from school personnel by persons or organizations representing public or private organizations shall be prohibited. The Superintendent of Schools shall have the authority to make exceptions to this policy in cases where such solicitation is considered to be in the District's best interest. The Board of Education shall be notified of these instances.



Adopted: 7/8/02

Community Relations

**SUBJECT: USE OF SCHOOL BUILDINGS, GROUNDS, AND OTHER PROPERTY BY
NON-PROFIT, RESIDENT GROUPS**

It is the intent and policy of the Board to balance the interests of preserving school buildings, grounds and other property for the principle purpose of educating students within the District with the desire to permit specific uses of school buildings, grounds and other property by organizations and groups when such uses will not interfere with educational activities. This policy is intended to comply with Section 414 of New York State Education Law that authorizes, but does not require, school districts to open school facilities for certain types of activities. This policy is intended to create and preserve a limited public forum within all District buildings, grounds and other property.

In accordance with the provisions of this policy, the Superintendent of Schools shall establish reasonable regulations for the permissible community use of school buildings, grounds and other property and shall afford equal consideration to all eligible applicants.

In accordance with New York State Education Law, the following uses of school buildings, grounds and other property are acceptable:

- for the purpose of instruction in any branch of education, learning or the arts;
- for public library purposes;
- for holding social, civic and recreational meetings and entertainments and other uses pertaining to the welfare of the community;
- for meetings, entertainments, and occasions where admission fees are charged, when the proceeds are to be expended for an educational or charitable purpose;
- for polling places, for holding primaries and elections, and for the registration of voters, and for holding political meetings;
- for civic forums in accordance with the requirements of the New York State Education Law;
- for recreation, physical training, and athletics.

Approval of requests will be at the discretion of the Board of Education in accordance with the applicable provisions of law.

(Continued)

Community Relations

**SUBJECT: USE OF SCHOOL BUILDINGS, GROUNDS, AND OTHER PROPERTY BY
NON-PROFIT, RESIDENT GROUPS (Cont'd.)**

Fees

Fees shall be established as of July 1st each school year to cover costs to the School District for all activities in school buildings, on school grounds and for the use of other property during times when buildings are closed, including the summer months except:

- those conducted by school personnel that are specifically authorized to be exempt by the Board of Education;
- meetings of Parent-Teacher Associations;
- special events (one per year, per PTA) of the Parent-Teacher Associations and other formally established and Board of Education recognized parent groups, such as organization of the parents of school-based athletes, musicians, or science students;
- activities of groups with a majority of District residents as participants when the activities take place during open hours, Monday through Friday 6 PM to 11 PM and Saturday 9 AM to 6 PM (or until 11 PM for performing arts groups);
- activities of youth groups conducting youth activities with a majority of District residents as participants when the activities are being held using the athletic fields of the schools or in the school buildings, Monday through Friday 6 PM to 11 PM and Saturday 9 AM to 6 PM (or until 11 PM for performing arts groups);
- Fees for Sunday use of school facilities shall be established and charged to anyone using School District property on a Sunday, except for those groups specifically grandfathered herein to allow their continued Sunday use as approved for the 2006/2007 school year. The grandfathered groups are limited to RVC Basketball League, RVC Lacrosse Club, the RVC Guild for the Arts, and the Girl Scouts of Nassau County at the same amount of time allocated in the 2006/2007 school year, RVC Basketball League from 11:30 AM to 6:00 PM at South Side Middle School main and auxiliary gymnasiums from October 15 to March 30, and once a year at South Side High School main and auxiliary gymnasiums and the lunch room from 11:30 AM to 6:00 PM for an awards ceremony; RVC Lacrosse Club, once annually from 9:00 AM to 2:00 PM at South Side High School main gymnasium and cafeteria; RVC Guild for the Arts from 10:00 AM to 12:00 midnight for up to four annual performances at South Side Middle School or South Side High School; the Girl Scouts of Nassau County from 11:00 AM to 4:00 PM once annually.

These fees shall include building fees, security fees and custodial fees. A minimum of 4 hours shall be charged for custodial and security fees to all organizations and groups.

Community Relations

**SUBJECT: USE OF SCHOOL BUILDINGS, GROUNDS, AND OTHER PROPERTY BY
NON-PROFIT, RESIDENT GROUPS (Cont'd.)**

Building Fees:

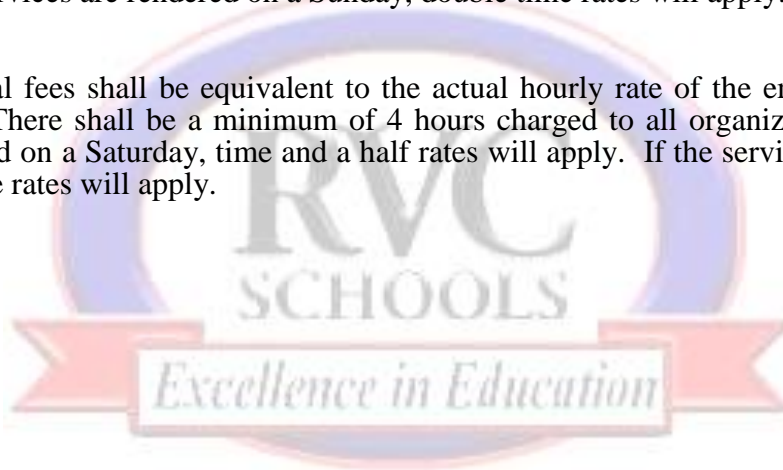
A fee schedule shall be developed and updated as of July 1st each school year reflecting the current market value of the use of the District school buildings, school facilities and school grounds.

Security Fees:

The District shall require adequate security coverage for all organizations or groups having more than 75 participants. This coverage will be provided by District employees and the cost will be paid in full by the organization using the facility. The security fees shall be equivalent to the actual hourly rate of the employees assigned to cover the activity. There shall be a minimum of 4 hours charged to all organizations and groups. If services are rendered on a Saturday, time and a half rates will apply. If the services are rendered on a Sunday, double time rates will apply.

Custodial Fees:

The custodial fees shall be equivalent to the actual hourly rate of the employees assigned to cover the activity. There shall be a minimum of 4 hours charged to all organizations and groups. If services are rendered on a Saturday, time and a half rates will apply. If the services are rendered on a Sunday, double time rates will apply.



Adopted: 7/8/02
Revised: 8/2/05, 12/22/05, 10/3/07, 2/26/08, 12/11/12

Community Relations

SUBJECT: USE OF SCHOOL BUILDINGS, GROUNDS, AND OTHER PROPERTY BY FOR-PROFIT AND NON-RESIDENT GROUPS

In an effort to ease the tax burden on district residents, the Board of Education encourages the rental of school buildings, grounds, and other property at market rates by for-profit and non-resident organizations or groups for educational, civic and recreational purposes at times when they are not in use for school purposes or school related activities, or already reserved for use by non-profit, resident groups.

In accordance with the provisions of this policy, the Superintendent of Schools shall establish reasonable regulations for the permissible use of school buildings, grounds and other property and shall afford equal consideration to all eligible applicants.

Approval of requests will be at the discretion of the Board of Education in accordance with the applicable provisions of law.

Fees:

Fees shall be established to cover costs to the School District for all activities in school buildings, on school grounds and for the use of other property during times when buildings are closed, including the summer months. These fees shall include building fees, security fees and custodial fees and a minimum of 4 hours shall be charged to all organizations and groups.

Building Fees:

A fee schedule shall be developed and updated as of July 1st each school year reflecting the current market value of the use of the District school buildings, school facilities and school grounds.

Security Fees:

The District shall require adequate security coverage for all organizations or groups having more than 75 participants. This coverage will be provided by District employees and the cost will be paid in full by the organization using the facility. The security fees shall be equivalent to the actual hourly rate of pay of the employees assigned to cover the activity. There shall be a minimum of 4 hours charged to all organizations and groups. If services are rendered on a Saturday, time and a half rates will apply. If the services are rendered on a Sunday, double time rates will apply.

Custodial Fees:

The custodial fees shall be equivalent to the actual hourly rate of pay of the employees assigned to cover the activity. There shall be a minimum of 4 hours charged to all organizations and groups. If services are rendered on a Saturday, time and a half rates will apply. If the services are rendered on a Sunday, double time rates will apply.

Community Relations

**SUBJECT: USE OF SCHOOL BUILDINGS, GROUNDS, AND OTHER
PROPERTY BY FOR-PROFIT AND NON-RESIDENT GROUPS**

Application and Regulations:

For-profit and non-resident groups shall follow the same application process and regulations applicable to community groups who wish to use school district property.



Adopted: 10/3/07
Revised: 12/11/12

Community Relations

SUBJECT: PUBLIC ACCESS TO RECORDS

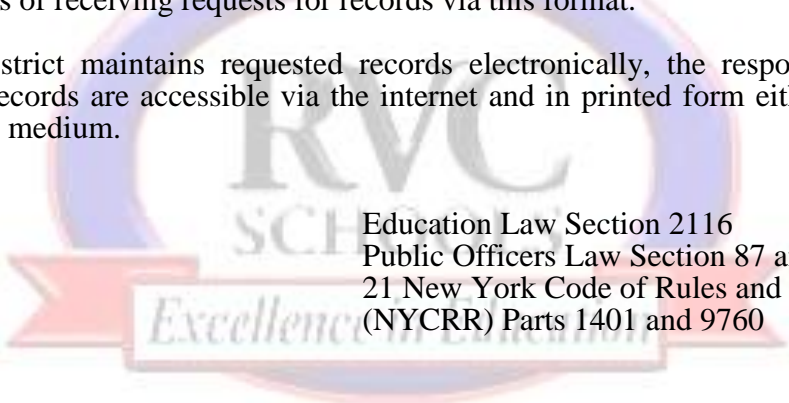
Access to records of the District shall be consistent with the rules and regulations established by the State Committee on Open Government and shall comply with all the requirements of the New York State Public Officers Law Sections 87 and 89.

Regulations and procedures pertaining to accessing District records shall be as indicated in the School District Administrative Manual.

Request for Records via E-mail

If the District has the capability to retrieve electronic records, it must provide such records electronically upon request. The District shall accept requests for records submitted in the form of electronic mail and respond to such requests by electronic mail using the forms supplied by the District. This information shall be posted on the District website, clearly designating the e-mail address for purposes of receiving requests for records via this format.

When the District maintains requested records electronically, the response shall inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.



Education Law Section 2116
Public Officers Law Section 87 and 89.
21 New York Code of Rules and Regulations
(NYCRR) Parts 1401 and 9760

Adopted: 7/8/02
Revised: 12/9/09

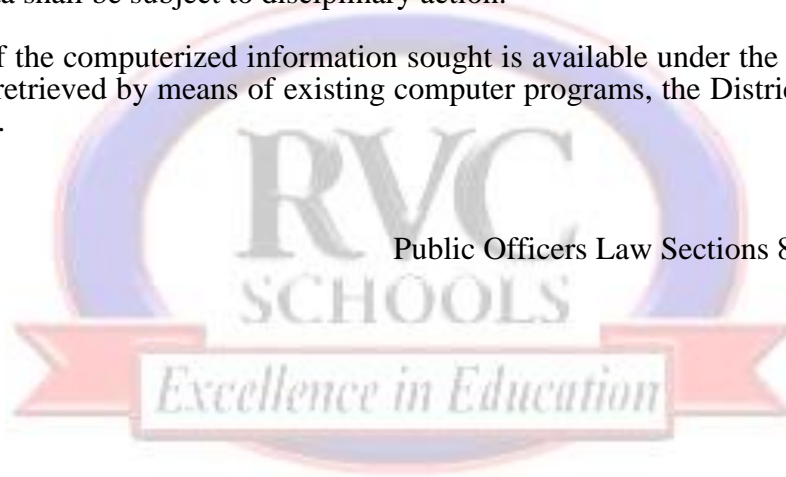
SUBJECT: CONFIDENTIALITY OF COMPUTERIZED INFORMATION

The development of centralized computer banks of educational data gives rise to the question of the maintenance of confidentiality of such data while still conforming to the New York State Freedom of Information Law. The safeguarding of confidential data from inappropriate use is essential to the success of the District's operation. Access to confidential computerized data shall be limited only to authorized personnel of the School District.

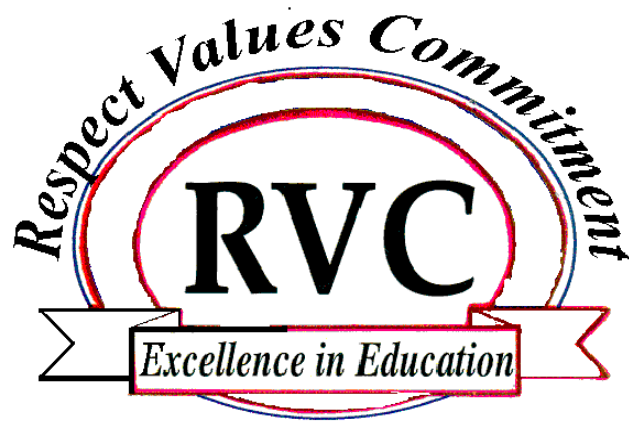
It shall be a violation of the District's policy to release confidential computerized data to any unauthorized person or agency. Any employee who releases or otherwise makes improper use of such computerized data shall be subject to disciplinary action.

However, if the computerized information sought is available under the Freedom of Information Law and can be retrieved by means of existing computer programs, the District is required to disclose such information.

Public Officers Law Sections 84 et seq.



CODE OF CONDUCT



Rockville Centre Union Free School District

**128 Shepherd Street
Rockville Centre, NY 11570**

*Revised and Approved by the Board of Education of the
Rockville Centre Union Free School District
August 2017*

I. INTRODUCTION

The Rockville Centre Board of Education (“Board”) is committed to providing a safe, supportive and orderly school environment where all individuals are treated with respect and students may receive, and District personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, District personnel, parents and visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, inclusivity and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“Code”).

Unless otherwise indicated, this Code applies to all students, school personnel, parents/persons in parental relation and other visitors when on school property or attending a school function.

In addition, Attachments A & B recognize the unique developmental needs of elementary and middle school-age students.

II. DEFINITIONS

For purposes of this Code, the following definitions apply:

“Disruptive student” means an elementary or secondary student under the age of twenty-one who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority within the classroom.

“Parent” means parent, guardian or person in parental relation to a student.

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or on a school bus/District vehicle as defined in Vehicle and Traffic Law §142.

“School Bus” means every motor vehicle (a) owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, (b) privately owned and operated-for-compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. (NY Vehicle and Traffic Law § 142)

“School function” means any school-sponsored, extra-curricular event or activity (NY Education Law § 11.2); regardless of where such event or activity takes place, including those that take place in another state or country.

“Violent student” means a student under the age of twenty-one who:

Commits, or attempts or threatens to commit, an act of violence upon a school employee.

Commits, or attempts or threatens to commit, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.

Possesses, while on school property or at a school function, a weapon.

Displays, while on school property or at a school function, what appears to be a weapon.

Threatens, while on school property or at a school function, to use a weapon.

Knowingly and intentionally damages or destroys the personal property of a school employee, a student or any person lawfully on school property or at a school function.

Knowingly and intentionally damages or destroys School District property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also includes, but is not limited to any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term shall be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held. (NY Executive Law § 292.21)

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact. (NY Education Law § 1125.3)

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality. (NY Education Law § 11.5)

“Gender” means actual or perceived sex, and shall include a person’s gender identity or expression. (NY Education Law § 11.6)

“Harassment” and “Bullying” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For purposes of this definition the term “threats, intimidation or abuse” includes verbal and non-verbal actions. (NY Education Law § 11.7)

“Cyberbullying” means harassment or bullying as defined above, where such harassment and bullying occurs through any form of electronic communication. (NY Education Law § 11.8)

“Electronic Communication” means a communication transmitted by means of an electronic device, including but not limited to, a telephone, cellular phone, computer, laptop, pager, or other hand-held device, communication transmitted through email, text message, instant message, voicemail, social networking sites, webpage, video, chat rooms, blogs, instagram, and twitter.

***“Emotional Harm”* in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is as severe or pervasive as to unreasonably and substantially interfere with a student’s education.**

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, supportive, orderly and civil school environment, all District students have the right to:

Participate in all District activities on an equal basis regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

Access school rules and, when necessary, receive an explanation of those rules from school personnel.

To proceed in a safe, supportive and orderly school atmosphere without the fear of threat to their well-being.

B. Student Responsibilities

All District students have the responsibility to:

Treat other students with respect and dignity.

Promote a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.

Abide by all District policies, rules and regulations dealing with student conduct.

Attend school every day unless they are legally excused, and be in class, on time, and prepared to learn.

Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.

React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.

Work to develop mechanisms to manage and control their anger.

Ask questions when they do not understand.

Seek help in solving problems that might lead to discipline.

Adhere to the building dress code for school and school functions.

Respect and take responsibility for all school property, including, but not limited to, equipment, textbooks and materials.

Accept responsibility for their actions.

Conduct themselves as representatives of the District when participating in or attending school-sponsored, extra-curricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Comply with all school rules, even those rules with which they disagree.

Comply with the Student Leadership Agreement.

IV. ESSENTIAL PARTNERS

A.

Parents/Persons in Parental Relation

All parents/persons in parental relation are expected to:

- Encourage compliance with the Dignity for All Students Act (DASA) mandates.
- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attend school regularly and on time.
- Ensure absences are excused.
- Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
- Help their child(ren) understand that, in a democratic society, appropriate rules are required to maintain a safe, supportive and orderly environment.
- Know school rules and help their children understand them so their children can help create a safe, supportive school environment.
- Convey to their children a supportive attitude toward education and the District.
- Build good relationships with teachers.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Be the child's advocate.
- Support their child's dignity and help them develop confidence to learn.
- Parents/persons in parental relation should follow school rules.

B.

Teachers

All District teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex that will strengthen students' self-concept and promote confidence to learn.
- Maintain confidentiality in accordance with federal and state law.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Communicate to students and/or parents:
 - Course objectives and requirements.
 - Marking/grading procedures.
 - Assignment deadlines, when appropriate.
 - Expectations for students.
 - Classroom discipline plan.

Communicate regularly with students, parents and other teachers concerning growth and achievement.

Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

C. Dignity Act Coordinator (DAC)

The DAC should:

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

Oversee and coordinate the work of the District-wide and building-level bullying prevention committees;

Identify curricular resources that support infusing civility in classroom instruction and classroom management and provide guidance to staff as to how to access and implement those resources;

Coordinate with the Professional Development Committee training in support of the bullying prevention committee;

Be responsible for monitoring and reporting on the effectiveness of the District's anti-bullying, harassment and discrimination policy and regulations (DASA policy);

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students.

The individual filling the DAC position will be selected by the Superintendent, in consultation with the building Principal, and approved by the Board of Education. If for any reason the position of DAC becomes vacant, a new DAC must be appointed within 30 days of vacancy.

D. School Counselors, School Psychologists, Social Workers

School counselors, school psychologists and social workers are expected to:

Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Assist students in coping with peer pressure and emerging personal, social and emotional problems.

Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

Review with students their educational progress and career plans.

Maintain confidentiality in accordance with federal and state law.

Provide information to assist students with career planning.

Encourage students to benefit from the curriculum and extra-curricular programs.

Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.

Make known to students and families the resources in the community that are available to meet their needs.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

E. Other School Personnel

Other School Personnel should:

Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Maintain confidentiality in accordance with federal and state law.

Be familiar with the Code of Conduct.

Help students understand the District's expectations for maintaining a safe, orderly environment.

Participate in school-wide efforts to provide adequate supervision in all school spaces.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students.

F. Principals and Other Administrators

Principals and other administrators are expected to:

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Ensure that students and staff have the opportunity to communicate regularly with the principal or administrator and approach them for redress of concerns.

Maintain confidentiality in accordance with federal and state law.

Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.

Support the development of and student participation in appropriate extra-curricular activities.

Provide support in the development of the Code of Conduct, when called upon. Disseminate the Code of Conduct and anti-harassment policies.

Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Participate in school-wide efforts to provide adequate supervision in all school spaces.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students and staff.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

G. Superintendent

The Superintendent is expected to:

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management. Inform the Board about educational trends relating to student discipline.

Maintain confidentiality in accordance with federal and state law.

Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

Work with District administrators in enforcing the Code and ensuring that all cases are resolved promptly and fairly.

Participate in school-wide efforts to provide adequate supervision in all school spaces.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students and staff.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention in a timely manner.

H. Board of Education

The Board of Education is expected to:

Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Maintain confidentiality in accordance with federal and state law.

Address issues of discrimination and harassment, or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

Address personal biases that may prevent equal treatment of all students and staff.

Report incidents of discrimination and harassment that are witnessed or otherwise brought to a Board member's attention in a timely manner.

Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.

Adopt and review, at least annually, the District's Code of Conduct to evaluate its effectiveness and the fairness and consistency of its implementation.

Lead, through example, by conducting Board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS CODE

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.

A student's dress, grooming and appearance, shall be safe, appropriate and not disrupt or interfere with the educational process. Specifically:

- Underwear must be completely covered with outer clothing.
- Footwear must be worn at all times. Footwear that is a safety hazard will not be allowed.
- Hats may not be worn in the classroom unless authorized by the school administrator.
- Clothing items shall not be vulgar, obscene, discriminatory, and libelous or denigrate others based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Anything that promotes and/or endorses the use of alcohol, tobacco or illegal drugs and/or encourages other illegal or violent activities may not be worn.
- Shirts must be worn at all times.
- Short skirts and dresses must not be shorter than 4-6 inches above the knee.
- No midriff shall be exposed.

Each building principal or his or her designee shall be responsible for informing all students and their parents, in writing, of the student dress Code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension. Repeated violations may also result in further disciplinary action.

VI. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

It is expected that all students conduct themselves in a manner that supports the intent of the Dignity for All Students Act; creating a safe and supportive school environment free of discrimination, bullying/cyberbullying and harassment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations specific and clear for student conduct while on school property or engaged in a school function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. All violations apply to student behavior in school, on school property, on school buses, and at school-sponsored functions, and student behavior off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:

Running in the hallways

Making unreasonable noise

Using language or gestures that are profane, lewd, vulgar or abusive

Obstructing vehicular traffic

Engaging in any willful act that disrupts the normal operation of the school community

Trespassing in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building

Misusing computer/electronic communications and personal devices, including but not limited to any unauthorized use of cell phones, iPods, iPads or other portable devices, computers, software, or internet/intranet account, accessing inappropriate websites, or any other violation of the District's acceptable use policy

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but are not limited to:

Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect

Lateness and missing or leaving school without permission

Skipping any detention or in-school suspension

Failure to provide name or show student identification when asked by school employee

C. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:

Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students

Conduct disruptive of the educational process or that substantially interferes with the teacher's authority over the classroom.

D. Engage in conduct that is violent. Examples of violent behavior include but are not limited to:

Committing an act of violence (such as hitting, shoving, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting or threatening to do so

Committing an act of violence (such as hitting, shoving, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting or threatening to do so

Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. Examples of weapons include but are not limited to guns, knives of any size, box cutters, razors, chains, pipes, martial arts paraphernalia, etc.

Displaying what appears to be a weapon.

Threatening to use any weapon

Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.

Intentionally damaging or destroying school District property.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:

Subjecting other students, school personnel or any person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury

Lying to school personnel

Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function or stealing or attempting to steal anything that is school property

Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them

Discrimination, which includes using the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sexual orientation or sex as a basis for treating another in a negative manner or to deny them rights, equitable treatment or access to facilities, activities or benefits which are available to others.

Harassment, as defined in the "Definitions" section of this Code of Conduct..

Sexual harassment is prohibited by law. Unwelcome sexual advances, request for sexual favors, or other written, oral or physical conduct of a sexual nature may constitute sexual harassment. Complaints regarding sexual harassment may be made directly to Dr. Noreen Leahy, Assistant Superintendent for Pupil Personnel Services and Special Education, who is the Title IX coordinator.

Intimidation and/or threatening, which includes engaging in actions or statements that put an individual in fear of bodily harm

Bullying, as defined in the "Definitions" section of this Code of Conduct

Cyberbullying, as defined in the "Definitions" section of this Code of Conduct.

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

Selling, using, distributing or possessing obscene material

Using vulgar or abusive language, cursing or swearing, as well as slurs that refer to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sexual orientation or sex as a basis for treating another in a negative manner.

Smoking a cigarette, cigar, pipe, e-cigarettes or using chewing or smokeless tobacco on school grounds

Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include but are not limited to inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."

Possessing drug paraphernalia that includes but is not limited to rolling papers, marijuana pipes, bongs, electronic vaporizers, etc.

Inappropriately using or sharing prescription and over-the-counter drugs

Gambling

Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner

Initiating a report warning of fire or other catastrophe without valid cause, misuse of “911” or discharging a fire extinguisher.

- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting or other conduct in violation of the Code of Conduct will not be tolerated.**
- G. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:**
- Plagiarism
 - Cheating
 - Copying
 - Altering records
 - Assisting another student in any of the above actions
- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function or endangers the health, safety or morals of students or staff within the school. Examples of such misconduct include but are not limited to:**
- Cyberbullying as defined in the “Definitions” section of this Code of Conduct.
 - Threatening, hazing or harassing students or school personnel over the phone or through other electronic media.

VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, school psychologist, social worker, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal’s designee or the Superintendent. All District staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that is not authorized to impose disciplinary sanctions is expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral to prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of Code violations, including but not limited to incidents of harassment, bullying, and/or discrimination, which may constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed, and/or discriminated against, parents whose children have been bullied, harassed and/or discriminated against, or other students or staff who observe bullying, harassing and/or

discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable District policies. (Refer to BOE Policy 7380, Dignity for All Students Act Policy; BOE Policy 8130, Equal Opportunity; and BOE Policy 7551, Sexual Harassment.

If an incident is considered to be **an act of bullying, discrimination and/or harassment**, the Administrator in charge of discipline will consult the Dignity Act Coordinator (DAC). If the act is determined to be an act of bullying, discrimination and/or harassment, a formal incident report is completed and appropriate disciplinary measures are taken. Names and contact information of the District Dignity Act Coordinators follow:

South Side High School	Nicole Knorr	393-5221
	Maureen Dockery	255-8825
South Side Middle School	Jivanna Okolica	255-8998
	Shelagh McGinn	255-8976
Covert School	Maureen Bedell	255-8916
	Darren Raymar	255-8916
Hewitt School	Lisa Panebianco	255-8913
	Elizabeth Pryke	255-8913
Riverside School	Lisa Panebianco	255-8902
	Tricia Bock	255-8902
Watson School	Susan Buckheit	255-8904
	Joan Waldman	255-8904
Wilson School	Maureen Bedell	255-8910
	Thomas Ricupero	255-8910

This information shall also be posted on the District's web site and included in the plain language summaries of the Code of Conduct provided to parents and students and shall be further disseminated in accordance with law and regulations.

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances that led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate

requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

A. Consequences

Students who are found to have violated the District's Code of Conduct may be subject to the following consequences either alone or in combination and consistent with the seriousness of the violation and the students' rights to due process.

- Oral warning
- Written warning
- Written notification to parent
- Detention
- Suspension from transportation
- Suspension from athletic participation
- Suspension from social or extra-curricular activities
- Suspension of other privileges
- In-school suspension
- Assignment to Alternative Study Center
- Assignment to regional in-school suspension center
- Removal from classroom by teacher
- Short-term (five days or less) suspension from school
- Long-term (more than five days) suspension from school
- Permanent suspension from school

First Drug and Alcohol Offense- defined as the first time a student attends a school event on or off campus under the influence of or in possession of drugs or alcohol

Five-day suspension from school and possible referral to the Superintendent for a hearing, which may lead to a long-term suspension

Six school months' suspension from all school and school sponsored activities, including but not limited to sports, practices, clubs, dances, etc.

Second Drug and Alcohol Offense-defined as the second or subsequent time a student attends a school event on or off campus under the influence of or in possession of drugs or alcohol:

Five-day suspension from school and possible referral to the Superintendent for a hearing, which may lead to a long-term suspension

Twelve-month suspension from all school and school sponsored activities including but not limited to sports, practices, clubs, dances, etc.

Upon successful completion of a recognized and approved out-of-school drug/alcohol rehab program, a student may petition the Superintendent of Schools to be allowed to fully participate in all school activities. However, the minimum length of time for a suspension from all school activities, after a first offense will not be less than three school months and after any subsequent offenses will not be less than six school months.

B. Procedures

The due process rights that a student is entitled to are dependent on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student and the parent of the alleged misconduct and must investigate, to the extent necessary, the facts

surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents, are entitled to additional rights before the penalty is imposed. These additional rights are explained below:

1. **Detention**

Teacher, principals and the Superintendent may use after-school or weekend detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental personal conflict to the penalty.

2. **Suspension from transportation**

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the Superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. **Suspension from athletic participation, extra-curricular activities and other privileges**

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

4. **In-school suspension and regional in-school suspension**

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students, who would otherwise be suspended from school as the result of a Code of Conduct violation, in "in-school suspension."

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. **Teacher disciplinary removal of disruptive students**

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques.

In addition, teachers have the responsibility to help formulate and implement functional behavior assessments and behavior intervention plans for students with disabilities as per Part 200 and 201 of the Regulations of the Commissioner of Education. The school psychologist will coordinate the writing of the functional behavior assessment and behavior intervention plan. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For the purpose of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom rules of behavior.

If a student becomes substantially disruptive, the teacher is required to do the following: Immediately call an administrator to the classroom who will remove the student from the class, issue a warning and/or institute a disciplinary action. If after doing so, the disruptive behavior continues, the student may be removed from class and placed in the in-school suspension room, where appropriate, for the remainder of the period.

A classroom teacher may remove a disruptive student from class for up to two days. This removal applies only to the class where the disruptive behavior took place. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation of why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Such conversation shall take place with an administrator present. Only after the informal discussion may a teacher remove a student from class. A written referral describing the behavior must follow. The teacher will notify the principal/designee immediately of the incident.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately by calling for security through the attendance office. The principal/designee must also be notified immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within twenty-four hours.

Within twenty-four hours after the student's removal, the principal/designee must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee, as well as the teacher who instituted the removal, to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and the principal.

The principal or the principal's designee may overturn the decision removing the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is in violation of the law, including the District's Code of Conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the forty-eight hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will

be permitted to return to the classroom until the principal/designee makes a final determination, or the period of removal expires, whichever comes first.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from his or her class. The school must keep a log of all removals of students from class/es.

Removal of a student with a disability may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the principal's designee or with the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension, but not later than the close of the school day in which the incident occurred.

The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary. The period of suspension will be determined by the building principal at each school for up to five days, or by the Superintendent, if the referring principal believes the suspension should be in excess of five days.

Fighting, possession of alcohol, illegal drugs, drug paraphernalia or weapons will result in a five-day suspension. In addition, offenders may be referred to the Superintendent for a hearing and possible long-term suspension or removal from school.

Short-term Suspension from School (5 days or less)

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents, in writing, that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal

conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents, in writing, of his or her decision. The principal shall advise the parents that, if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk, within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within thirty days of the decision.

Long-term Suspension from School (more than 5 days)

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within 30 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within thirty days of the decision.

Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such as when a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

Minimum periods of suspension for students who bring a weapon to school

Students found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. The only exception is a student with a disability as per Part 200 and 201 of the Regulations of the Commissioner. Weapons include but are not limited to guns, knives, box cutters, chains, pipes, martial arts paraphernalia, razors, etc. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year

suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

The student's age

The student's grade in school

The student's prior disciplinary record

The Superintendent's belief that other forms of discipline may be more effective

Input from parents, teachers and/or others.

Other extenuating circumstances

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Minimum periods of suspension for students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Minimum periods of suspension for students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the education process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for one to five days. For purposes of this Code of Conduct, "*repeatedly is substantially disruptive*" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Disciplinary and Remedial Consequences for Bullying, Harassment and/or Discrimination

The district supports the development of measured, balanced, and age-appropriate responses to the bullying, harassment and/or discrimination of students by students on school property, including school functions, with remedies and procedures focusing on prevention, education, intervention and discipline. Responses will be reasonably calculated to end the harassment, bullying and/or discrimination, prevent recurrence, and eliminate the hostile environment. Successful intervention **may** involve remediation.

Remedial responses to bullying, harassment and/or discrimination appropriately place the focus of discipline on discerning and correcting the reasons why bullying, harassment and discrimination occur. These remedial

responses are designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures **may** include, but are not limited to:

- Restitution and restoration;
- Peer support groups; corrective instruction or other relevant learning or service experience;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plans that are closely monitored;
- Student counseling; parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent bullying, harassment and discrimination. Environmental remediation strategies may include:

- Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying, harassment and discrimination;
- Review of camera tapes to validate incidents when available;
- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Adoption of research-based, systemic character education programs;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent conferences;
- Involvement of parent-teacher organizations, or;
- Peer support groups.

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

E. Referrals

Counseling

The Guidance Office shall handle all referrals of students to counseling.

PINS Referrals.

The District may implement a PINS (person in need of supervision) diversion application on any student under the age of eighteen who demonstrates that he or she requires supervision and treatment by:

Being habitually truant and not attending school as required by Part 1 of Article 65 of the Education Law.

Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school; or.

Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS referral.

Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

Any student under the age of sixteen who is found to have brought a weapon to school, or

Any student fourteen or fifteen years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

The Superintendent is required to refer students, age sixteen and older, or any students who are fourteen or fifteen years old who qualify for juvenile offender status, to the appropriate law enforcement authorities.

IX. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violated the district's student Code of Conduct, and/or to temporarily remove a student with disabilities who violate the district's student Code of Conduct, and/or temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend as well to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes. Therefore, the Board is committed to ensuring that the District follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes, the express rights they enjoy under applicable law and regulations.

Definitions:

For the purposes of this portion of the Code of Conduct and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan (BIP)* means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substance Act or under any other provisions of federal law.
5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than

the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individual education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the Committee on Special Education as determined by the parent and the District.
8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. *Student presumed to have a disability for discipline purposes* means a student, who under the conditions set forth later in this policy, the District is deemed to have had knowledge, was a student with a disability before the behavior that precipitated the disciplinary action.
12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
13. *Weapon* means the same as the term 'dangerous weapon' under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities:

The Board, Superintendent of Schools or a building principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the Committee on Special Education for period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the Committee on Special Education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel:

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability. The hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitations on Authority of School Personnel to Suspend or Remove Students with Disabilities:

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspension or removals as set forth above in the Definitions section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the District's Code of Conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement:

The District will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student Code of Conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability:

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review:

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES.
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct substantial relationship to the student's disability, or
2. The direct result of the District's failure to implement the student's individualized educational program.

The manifestation team must base its determination on a review of all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the District will:

1. Have the Committee on Special Education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the District's failure to implement the student's individualized education program. The District will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal:

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that, in the aggregate, total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal, the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the District will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur. In such an instance, the Committee on Special Education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes:

The parent of a student who is facing disciplinary action, but who was not identified as a student with a disability at the time of misconduct, has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations if the District is deemed to have had knowledge that the student was a student with disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes. If it is claimed that the District had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The District will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the District's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or

3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:

The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

Referral to Law Enforcement and Judicial Authorities:

Consistent with its authority under applicable law and regulations, the District will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

XI.

CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

Protect oneself, another student, teacher or any person from physical injury.

Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with the Commissioner's regulations.

XII.

STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe, supportive and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, District and building administrators, the school nurse, and security officials (in the presence of an administrator) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

An authorized school official may administer a Breathalyzer to any student suspected of being under the influence of alcoholic beverage, controlled or illegal substance or any synthetic version on school property or at a school function.

Whenever practical, searches will be conducted in the privacy of administrative offices, and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage

Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places, and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. Searching a student’s shoes, socks and sweatshirt, and the exposure of a student’s ankles and waistband does not constitute a strip search where the student is not asked to remove his or her shirt or pants.

Strip searches are intrusive in nature and are not permissible. If school authorities believe there is a reasonable suspicion of danger to others or a specific, well-founded reasonable suspicion that a student has hidden illegal, prohibited, or dangerous articles or materials beneath his or her underwear, to the extent practicable, such student shall also be isolated and secured and law enforcement and the student’s parents should be contacted immediately.

C. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

Name, age and grade of student searched.

Reasons for search.

Name of any informant(s).

Purpose of search (that is, what item(s) were being sought).

Type and scope of search.

Person conducting search and his or her title and position.

Witnesses, if any, to the search.

Time and location of search.

Results of search (that is, what item(s) were found).

Disposition of items found.

Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) are turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

A search or an arrest warrant; or

Probable cause to believe a crime has been committed.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless exigent circumstances exist or the police present a compelling reason. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are suspected of criminal activity and are interrogated by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

They must be informed of their legal rights.

They may remain silent if they so desire.

If they are suspects in criminality, they may request the presence of an attorney.

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the

allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. VISITORS TO THE SCHOOL

The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

Anyone who is not a regular staff member or student will be considered a visitor.

All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.

Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.

Any person who wishes to observe a classroom while school is in session must obtain permission, in advance, from the principal.

Teachers are expected not to take class time to discuss individual matters with visitors.

Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, safe, supportive, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "*public*" shall mean all persons on school property or attending a school function including but not limited to students, teachers and District personnel.

The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

Intentionally injure any person or threaten to do so.

Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

Disrupt the orderly conduct of classes, school programs or other school activities.

Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sex, marital status, sexual orientation, disability, military status, predisposing genetic characteristics or domestic violence victim status.

Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

Obstruct the free movement of any person in any place to which this Code applies.

Violate the traffic laws, parking regulations or other restrictions on vehicles.

Violate rules and regulations on signage posted on school grounds.

Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function

Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.

Loiter on or about school property.

Gamble on school property or at school functions.

Refuse to comply with any reasonable order of identifiable school district officials performing their duties.

Willfully incite others to commit any of the acts prohibited by this Code.

Remove students from a classroom or school premises without the permission of an administrator.

Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

Persons who violate this Code shall be subject to the following penalties:

Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn; and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.

Staff members in the classified service of the civil service: They shall be entitled to the protection of Civil Service Law V75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.

Staff members other than those described in subdivisions 4 and 5: They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

XV.

DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

Posting a complete Code of Conduct on the District's website, including any annual updates and any other amendments to the Code,

Providing copies of the summary of the Code of Conduct to all students, in an age-appropriate version, written in plain language. The Code of Conduct should be reviewed with all students at the beginning of each school year.

Providing a summary of the Code to students in student planners.

Providing a plain language summary of the Code of Conduct to all persons in parental relation to students before the beginning of each school year and making such summary available thereafter upon request. Printed copies of the Code will also be available at the School District's Administration Offices and at every school's main office.

Providing all teachers and other staff members with a copy of the complete Code and a copy of any amendments to the Code as soon as practicable after adoption.

Providing all new employees with a complete copy of the current Code of Conduct when they are first hired.

Complete copies of the Code will be made available for review by students, parents or other persons in parental relations to students, other school staff and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the District staff, particularly, teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

The Board will review this Code of Conduct and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and the parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than thirty days after adoption.

ATTACHMENT A

ROCKVILLE CENTRE SCHOOL DISTRICT

ELEMENTARY SCHOOLS

“CODE OF CONDUCT”

Principal and Teacher Responsibilities
Student Suspension and Removal Procedure

“CHILDREN FIRST”

MISSION STATEMENT

The Elementary Schools of Rockville Centre have created an environment that fosters mutual respect for students, teachers, parents and all stakeholders. We strive to create a positive learning environment in which all individuals are treated with respect and dignity. Our school environment will be free from harassment, bullying and discrimination. No student shall be subjected to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function. There is a zero-tolerance policy for violence. Discipline is a process which fosters responsibility and caring for self and others. Our disciplinary guidelines are firm, fair and practiced with dignity. Each situation is an opportunity for the student to learn right from wrong and how to be a successful member of society.

CODE OF CONDUCT

Students will be held accountable and face logical consequences, including possible suspension from school when they:

- I. **Engage in bullying or harassing behaviors. A person is being bullied when he or she is exposed *repeatedly* and over time to negative actions on the part of one or more persons. Bullying can be recognized by an imbalance of power between a victim and the person engaging in the bullying behavior.**

Bullying behaviors include:

Physically aggressive behaviors such as hitting, kicking, punching, biting, scratching or doing any means of physical harm to another student or any adult in the school building.

Verbally aggressive behaviors such as using vulgar or abusive language, cursing or swearing, as well as slurs that refer to race, color, weight, religion, gender, sexual orientation or disability.

Discriminatory behaviors such as making comments regarding the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender (identity or expression), sexual orientation or sex as a basis for treating another in a negative manner.

Exclusionary behaviors such as repeatedly isolating or rejecting others, gossiping, spreading rumors, forming cliques, and/or excluding others from activities including those that occur at lunch and recess.

Cyber bullying (bullying that occurs via information and communication technologies) behaviors that take place in or affect the school environment. This includes deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.

Harassing behaviors include:

Verbal threats

Threatening gestures

Intimidation

Abuse

Harassing behaviors that create a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying that unreasonably and substantially interferes with a student's educational performance; opportunities or benefits, or mental, emotional and/or physical well-being; or reasonably causes a student to fear for his/her physical safety; or reasonably causes physical injury or emotional harm to a student; or occurs off school property and creates, or would foreseeably create, a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

II. Engage in behavior that is disorderly.

Run or scream in the hallway, lunchroom, auditorium or any classroom in the building.

Use foul language or make rude hand gestures.

Dress in an inappropriate manner, wearing clothing that contains bad language, a negative message or that can be seen as sexual in nature.

Misbehave on a school bus, including failure to follow the instructions of the bus driver at all times.

III. Engage in conduct that shows disrespect to any child or adult either attending or visiting the school or that is disruptive to the school.

Fail to listen to direction of the principal, teachers or any school employees in charge of students.

Leave the classroom or school building without adult permission and supervision.

IV. Engage in violent behavior.

Hit, kick, punch, bite, scratch or do any means of physical harm to another student or any adult in the school building.

Carry a weapon into the school. This includes any object that can harm another person or that is seen as dangerous by the principal of the school.

Threaten to use a weapon.

Damage or destroy personal property of another student or of an adult. This includes graffiti and destruction of school materials.

V. **Engage in behavior that endangers the safety or health of others.**

Lie to an adult in school.

Steal the property of the school or any person in the school.

Make false statements about others that could harm their reputation.

Discriminate on the basis of gender, weight, disability, sex, race, color, or ethnic/religious beliefs.

Harass or threaten to hurt another student or an adult.

Smoke, drink alcoholic beverages or use illegal drugs on school property.

VI. **Engage in academic misbehavior.**

Cheat on a test or assignment.

Copy the work of another student.

LOGICAL CONSEQUENCES

The logical consequences for the above student misbehavior may include the following:

Removal from an activity

Suspension from an activity

A phone call by either a staff member or the principal to the child’s parents/guardians

A letter of apology to be written by the child and signed by the parent/guardian of the child

A conference with either a staff member, principal or both

A formal behavior contract to be developed by school personnel with parental input

Suspension from school

If an incident is considered to be an act of bullying, discrimination and/or harassment, the Principal will consult the Dignity Act Coordinator (DAC). If the act is determined to be an act of bullying, discrimination, and/or harassment, a formal incident report is completed and signed by the Principal and appropriate remedial/disciplinary measures are taken.

Names and contact information of the District Elementary School Dignity Act Coordinators follow:

Covert School	Maureen Bedell, Darren Raymar	255-8916
Hewitt School	Lisa Panebianco, Elizabeth Pryke	255-8913
Riverside School	Lisa Panebianco, Tricia Bock	255-8902
Watson School	Susan Buckheit, Joan Waldman	255-8904
Wilson School	Maureen Bedell, Thomas Ricupero	255-8910

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students with disabilities are expected to follow the Code of Conduct. The Rockville Centre School District is required by law to follow the Individualized Educational Program (IEP) of students with disabilities and must handle all disciplinary cases under IDEA and Article 89.

ATTACHMENT B

Rockville Centre School District SOUTH SIDE MIDDLE SCHOOL CODE OF CONDUCT

South Side Middle School is committed to providing an enriching educational environment for each student. As such, individuals are treated with respect. Their unique characteristics are acknowledged and encouraged. The administration, teachers, parents and students work as a team to foster success, academically, socially and emotionally.

STUDENTS/STAFF/PARENTS WORKING TOGETHER

As a South Side Middle School student, it is my responsibility to:

Attend school every day and be on time to all classes.

Follow the directions of all staff members.

Treat others with respect and dignity.

Promote a safe, supportive and orderly school environment that is conducive to learning and show respect to other persons and property.

Come to school prepared with books, paper, pen or pencil and any materials and assignments as directed by teachers.

Conduct myself as a reasonable school citizen in accordance with all of the policies and procedures outlined in the student-parent handbook.

The staff at South Side Middle School accepts the responsibility to:

Provide a quality instructional program.

Provide a safe and supportive school environment.

Develop programs and activities that will respond to the social, emotional, personal and physical developmental needs of each student.

Assist parents in helping their children develop self-discipline, self-respect and self-esteem.

Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex that will strengthen their self-concept and promote confidence to learn.

As the parent of a South Side Middle School student, it is my responsibility to:

Send my child to school each day on time, prepared with all necessary materials, well-rested and appropriately dressed.

Maintain communication with the appropriate school personnel.

Provide the support and encouragement for my child in completing all home assignments.

Encourage my child to be a good school citizen and to monitor his/her progress.

Know school rules and help my child understand them so they can help create a safe, supportive school environment.

SOUTH SIDE MIDDLE SCHOOL RULE: TREAT ALL PEOPLE WITH RESPECT

South Side Middle School is committed to maintaining a learning environment that is free from harassment and all other behavior that interferes with students' rights and ability to learn.

Follow the directions of all staff members.

While walking in the halls, keep your hands, feet and objects to yourself.

Use only appropriate language – no profanity, offensive language or obscene gestures.

All behavior must be agreeable to others – no unwelcome behavior can be directed at any member of the school community.

Any infraction of these rules will be viewed as a serious disciplinary offense.

SOUTH SIDE MIDDLE SCHOOL CODE OF CONDUCT

DRESS

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.

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

Be safe, appropriate and not disrupt or interfere with the educational process. Recognize that extremely brief garments, such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), shorts and shirts that are brief and/or see-through garments, are not appropriate.

Ensure that underwear is completely covered with outer clothing.

Include footwear at all times. Footwear that is a safety hazard will not be allowed.

Not include wearing hats in the classroom unless authorized by the school administrator.

Not include wearing items that are vulgar, obscene, discriminatory and libelous or denigrate others based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Not include wearing anything that promotes and/or endorses the use of alcohol, tobacco or illegal drugs and/or encourages other illegal or violent activities.

LANGUAGE

Language is very powerful. The use of appropriate language helps create a positive environment that is conducive to learning free of conflict. Language on school grounds should be respectful to others including faculty, staff and fellow students.

HALLWAY/CORRIDOR/STAIRS

At the bell, students must enter the hallway and proceed down the right-hand side toward their next class. Students must walk through the hallway at a constant pace to reach their class prior to the next bell. When in the hallways during a class, students are to have a pass visible to hall supervisors at all times.

CAFETERIA

As with any class, students are expected to be on time for lunch. Students must be respectful and follow the directions of lunchroom staff. Tables and all areas must be kept clean and all trash thrown away. Students must maintain a conversational tone when talking with each other and must proceed in an orderly fashion when lining up for lunch, snack and dismissal.

CLASSROOM

Students must show respect for fellow students and teachers. Classroom language must be appropriate as discussed under the earlier language category. Tone must likewise be conversational. Aisles must be kept clear. Students must work on tasks and be prepared with necessary materials.

RESPECT FOR EACH OTHER

Tolerance for others opinions and thoughts is the only way we learn. Students are expected to recognize a diversity of backgrounds and opinions as the key to the learning process. By listening to others, students may discover varying ways of looking at problems. In this area, the golden rule is tantamount: "Treat others as you

would like others to treat you.” This is accomplished by listening without interrupting, keeping your hands to yourself, and using appropriate language to show respect for others.

RESPECT FOR FACULTY/STAFF (INCLUDING SUBSTITUTES)

All the adults in school are working together toward the common purpose of helping students grow and achieve both academically and socially. Therefore, it is the responsibility of all students to show respect to those who are working for their well-being.

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that, when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions (line up, close windows, turn off lights, close doors). It is important that the students remain silent throughout the drill. Once outside, students are to remain with their classes for attendance to be taken.

CARE OF SCHOOL PROPERTY

Students should not mark school furniture, walls, ceilings, floors or equipment with pen, pencil, paints or any other instrument. Do not tamper with the fire alarms, fire extinguishers or any electrical systems. Anyone who willfully destroys school property through vandalism, arson or larceny, or who creates a hazard to the safety of our students, may be referred to the proper law enforcement agency as well as the Superintendent of Schools.

BICYCLES

All students who ride bicycles to school must lock them in the designated areas on the bicycle racks. The school is not responsible for damage to or the theft of these bicycles.

LOCKERS

Each student is assigned a locker, and it is here that books and personal belongings can be kept. Sharing of lockers is not permitted. Lockers may be personalized on the inside. However, inappropriate pictures and photos are not permitted. Lockers remain the property of the Rockville Centre School District and are subject to inspection with just cause. Non-school locks will be cut from lockers without advance notice. Students should not share locker combinations with anyone.

STUDENT DISCIPLINE

At South Side Middle School, it is the administration’s position that every effort should be made by each classroom teacher to address student classroom behaviors. Steps should be noted before a discipline referral is completed. The Student Intervention Office (STIN) and/or an administrator will proceed with appropriate actions depending upon the severity of the infraction.

CONSEQUENCES

Students who are found to have violated the District’s Code of Conduct may be subject to the following consequences either alone or in combination and consistent with the seriousness of the violation and the students’ rights to due process.

Oral warning

Written warning

Written notification to parent

Detention

Suspension from transportation

Suspension from athletic participation

Suspension from social or extra-curricular activities

Suspension of other privileges

Alternate Study Center (ASC).

Removal from classroom by teacher

Short-term (five days or less) suspension from school

Long-term (more than five days) suspension from school

Permanent suspension from school

THE SCHOOL AND THE LAW

Any unlawful act that takes place on school grounds, at school functions or on buses not only subjects the student to penalties that the courts may prescribe but also may result in suspension. The principal or designee will contact the authorities when necessary. This is inclusive of violation of students' civil rights, threats of violence and use of physical force.

DETENTION

If an administrator or student intervention staff worker assigns a student detention, it will be served on the next available day following the assignment. Failure to report to an assigned detention period will result in further disciplinary action including suspension. Students who have failed to attend an assigned detention due to a day's absence will be reassigned to another day. Detention will be scheduled each day from 2:45 to 3:30 PM. In addition to notification by the school, it is the student's responsibility to notify parents that detention must be served. Individual teachers may also assign detention.

CONFLICT RESOLUTION

Most conflicts between students stem from tensions and disagreements that happen on a day-to-day basis. Often they can be resolved by using the following steps:

- Find a good time and place to talk
- Focus on the problem, not the person
- Keep a positive attitude
- Be a good listener
- Take responsibility for your own behavior/feelings
- Brainstorm for solutions
- Choose a solution all parties can live with

Sometimes two students in conflict require the assistance of an adult to help resolve their problem. Do not hesitate to contact your guidance counselor, the student intervention office or any teacher that you feel comfortable with to help you resolve conflicts with other students.

ELECTRONIC AND COMMUNICATION DEVICES

Privately owned electronic devices such as cell phones, iPads, Kindles, etc. are not to be used or accessed in the school during the school day unless previously authorized by a school administrator. If a student is seen with such a device it will be confiscated and kept in the school safe. These devices will be returned to the parent/guardian only.

BUS BEHAVIOR

Riding in the school bus to and from school and on school field trips is a privilege and must be done in a safe way. Students should remain seated and exhibit self-control on the bus so that the driver may protect the safety of the passengers. All school rules, the District Code of Conduct and consequences apply to bus behavior. Please refer to the District Code of Conduct for further information.

SEXUAL HARASSMENT

The Rockville Centre Union Free School District is committed to safeguarding the rights of all its students and to providing an environment that is free from all forms of sexual harassment including sexual violence. The District reaffirms its commitment to enforce the requirements of the law with respect to sexual harassment. Sexual harassment consists of any verbal or physical conduct of a sexual nature imposed on the basis of sex by the offender.

Sexual harassment is unwanted and unwelcome behavior that interferes with your life. No one has the right to harass another person. If you think that you are being harassed, report the alleged misconduct to your counselor, principal and/or parents so that corrective action can be taken. You have the right to do something about it.

Sexual harassment can take many forms. It can be:

- Touching or grabbing
- Comments about your body
- Sexual remarks or suggestions
- Name calling
- Conversations that are too personal
- Pornographic pictures, stories or comments; electronically or otherwise
- Dirty jokes
- Obscene gestures
- Staring in a way that seems too personal

REPORTING SEXUAL HARASSMENT

Any student who believes that the actions or words of a student, school district staff member or employee constitute unwelcome harassment to the student, has a responsibility to report or complain as soon as possible to the appropriate principal/administrator or, if the complaint involves the principal/administrator, to the Assistant Superintendent or the Superintendent.

BULLYING/HARASSMENT/DISCRIMINATION

South Side Middle School condemns all bullying (cyberbullying), discrimination or harassment that may have the effect of creating an intimidating, hostile or offensive learning environment. South Side Middle School adheres to the policy set forth by the Rockville Centre Board of Education. We are committed to providing a safe, supportive and orderly environment where students may receive, and district personnel may deliver, quality educational service without disruption or interference. Responsible behavior by students, teachers, district personnel, and parental visitors is essential to achieving this goal. (For a full review of the district Code of Conduct, please go to www.rvcschools.org.) The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character tolerance, honesty, inclusivity and integrity. We believe that everybody should enjoy our school equally, *and feel safe, secure, supported and accepted regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.*"

A bully is someone who hurts or intimidates other people. Bullying can be expressed physically, verbally, through written words or text, or through deliberate acts of exclusion. Examples of bullying include, but are not limited to: inflicting willful and repeated harm through the use of information technology (cyber-bullying), physical violence and attacks, verbal taunts, name-calling and put-downs, threats and intimidation, and deliberate exclusion from a peer group.

REPORTING BULLYING/HARASSMENT/DISCRIMINATION

South Side Middle School condemns all unwelcome behavior of a bullying or sexual nature that may have the effect of creating an intimidating, hostile or offensive learning environment. Sexual harassment/bullying can take many forms. It can be:

- touching or grabbing
- comments about your body
- sexual remarks or suggestions
- name calling
- conversations that are too personal
- pornographic pictures, stories or comments
- dirty jokes
- obscene gestures
- staring in a way that seems too personal
- extorting money

Sexual harassment is unwanted and unwelcome behavior that interferes with your life. No one has the right to harass another person. If you think that you are being harassed, report the alleged misconduct to your counselor, principal and/or parents so that corrective action can be taken. You have the right to do something about it.

Any student who believes that the actions or words of another student constitute bullying or harassment or discrimination, he or she has a responsibility to report or complain, as soon as possible to the intervention office, an administrator or the Dignity Act Coordinator.

If an incident is considered to be an act of bullying, discrimination and/or harassment, the Principal will consult the Dignity Act Coordinator (DAC). If the act is determined to be an act of bullying, discrimination and/or harassment, a formal incident report is completed and appropriate remedial/disciplinary measures are taken.

The names and contact information for the Middle School Dignity Act Coordinator is:

South Side Middle School	Jivanna Okolica	255-8998
	Shelagh McGinn	255-8976

Retaliation by any school employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is prohibited under law.

WEAPON/DRUGS

Students found in possession of a weapon, or anything considered to be a weapon, are subject to suspension from school for up to one year or more. A student who is found selling, using, or in possession of any illegal substance is subject to immediate suspension and arrest. The principal or designee is to complete the necessary arrangements for legal ramifications.

STUDENT SUSPENSION

During a period of suspension, a child must be kept home during school hours. While suspended, the child may not be on school property or participate in any school activity. If a child violates this rule, he/she is subject to arrest. An administrator will contact parents to discuss the facts of the suspension and arrange for the child's return to school, as well as advise parents regarding continued instruction during the student suspension period.

PINS REFERRAL

Attendance Related:

Report 10 days and/or 20% of the time after the first two weeks of school

Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school

Possession of illegal substances

CPS – Child Protective Services

Depending upon the set of circumstances surrounding the health and safety of an individual, the process below may be expedited and filing with CPS may be immediate. The general practice described below is inclusive of all integral parties connected to the student.

- Parent contact

- Parent meeting

- Student to meet with guidance counselor and/or other personnel deemed appropriate by the PPS (Pupil Personnel Services) team

- PPS team thoroughly reviews student records to consider extenuating circumstances

- Social worker may be sent to the home to investigate current conditions.

- File report with CPS

Review by Pupil Personnel Services (PPS)

Options include:

- Parent contact

- Parent meeting

- Student to meet guidance counselor and/or other personnel deemed appropriate by the PPS team

- PPS team thoroughly reviews student records to consider extenuating circumstances (health issues)

- Social worker may be sent to the home to investigate the circumstances

- File PINS with family court

- Decide whether special education referral is appropriate

Community Relations

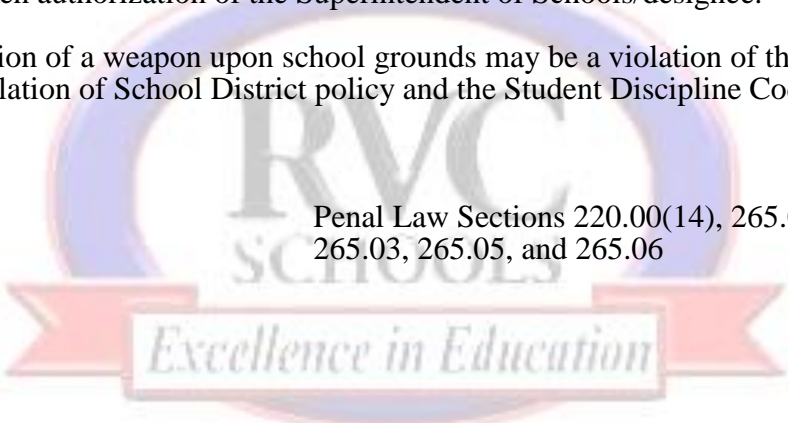
SUBJECT: UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS

It shall be unlawful for any person to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge upon school grounds or in any District building without the express written authorization of the Superintendent of Schools or his/her designee.

The term "weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or bodily injury.

Additionally, the possession of any weapon, as defined in the New York State Penal Code, on or in school owned, leased, or rented property or buildings is prohibited, except by law enforcement personnel or upon written authorization of the Superintendent of Schools/designee.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law, and is a violation of School District policy and the Student Discipline Code of Conduct.



Penal Law Sections 220.00(14), 265.01, 265.02(4),
265.03, 265.05, and 265.06

NOTE: Refer also to Policy #7360 -- Weapons in School and The Gun-Free Schools Act.

Adopted: 7/8/02

Community Relations

SUBJECT: THREATS OF VIOLENCE IN SCHOOL

The School District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any acts and/or threats of violence, including bomb threats, whether made orally, in writing, or by e-mail, shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the *Code of Conduct for the Maintenance of Order on School Property* and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and well being of staff, students and the school environment. Employees and students shall refrain from engaging threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent of Schools. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent of Schools/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to a faculty member or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the *Code of Conduct* as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Regulations will be developed to address safety concerns in the schools, and appropriate sanctions for violations of this policy by students will be addressed in the *Code of Conduct*.

Adopted: 7/8/02

SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation. Harassment is a violation of law and stands in direct opposition to District Policy . Therefore, the Board prohibits and condemns all forms of harassment, , on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, or use of a recognized guide dog, hearing dog or service dog by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, including those that take place at locations off school premises.

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability , or use of a recognized guide dog, hearing dog or service dog that:

- a) Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;

(Continued)

SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

- b) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or , extracurricular or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- c) Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

The School District will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment. The District will designate, at a minimum, two (2) Complaint Officers, one of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated Complaint Officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the Complaint Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis.

(Continued)

SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

Prohibition of Retaliatory Behavior (Commonly Known as “Whistle-Blower” Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Complaint Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

(Continued)

SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Complaint Officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities. However, different treatment of any member of the above named group which has a legitimate, legal and nondiscriminatory reason shall not be considered a violation of District policy.

(Continued)

Community Relations

SUBJECT: ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)

Age Discrimination in Employment Act,
29 United States Code (USC) Section 621
Americans With Disabilities Act,
42 United States Code (USC) Section 12101 et seq.
Prohibits discrimination on the basis of disability.
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.
Prohibits discrimination on the basis of disability.
Title VI of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000d et seq.
Prohibits discrimination on the basis of race, color or
national origin.
Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000e et seq.
Prohibits discrimination on the basis of race, color,
religion, sex or national origin.
Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.
Prohibits discrimination on the basis of sex.
Civil Rights Law Section 40-c
Prohibits discrimination on the basis of race, creed, color,
national origin, sex, sexual orientation, marital status or
disability.
Education Law Section 2801 (1)
Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed,
color, national origin, sex, sexual orientation, disability,
military status, or marital status, or use of a recognized
guide dog, hearing dog or service dog.
Military Law Sections 242 and 243
School District Conduct and Discipline Code

NOTE: Refer also to Policies #6121 -- Sexual Harassment of District Personnel
#6122 -- Complaints and Grievances by Employees
#7550 -- Complaints and Grievances by Students
#7551 -- Sexual Harassment of Students

Adopted: 7/8/02
Revised: 1/31/06, 11/14/06, 2/5/08, 9/2/09

SUBJECT: UNIFORM VIOLENT AND DISRUPTIVE INCIDENT SYSTEM

In compliance with the Uniform Violent and Disruptive Incident System, the District will record each violent or disruptive incident that occurs on school property or at a school function. In accordance with the manner prescribed, the District will submit an annual report of violent and disruptive incidents (on the *Summary of Violent and Disruptive Incidents* form) from the previous school year to the Commissioner of Education. Summary data will be used to determine the rate of violent and disruptive incidents in each school and to identify schools as persistently dangerous, as required by the No Child Left Behind Act.

The District will utilize the *Individual Violent or Disruptive Incident Report* form for the reporting of individual incidents by each building and/or program under its jurisdiction and for the tally count of incidents into the Summary Form. Copies of such incident reports will be retained for the time prescribed by the Commissioner in the applicable records retention schedule. These reports will be available for inspection by the State Education Department upon request.

All personally identifiable information included in a violent or disruptive incident report will be confidential and will not be disclosed to any person for any purpose other than that specified in Section 2802 of the Education Law, except as otherwise authorized by law.

The District will include a summary of the District's annual violent or disruptive incident report in its School District Report Card in the format prescribed by the Commissioner.

Reporting Guidelines

The District will utilize the New York State Education Department's website to obtain copies of the forms, directions, glossary and additional information at www.emsc.nysed.gov/irts/.

Education Law Section 2802
8 New York Code of Rules and Regulations (NYCRR)
Section 100.2 (gg)

2002

3510

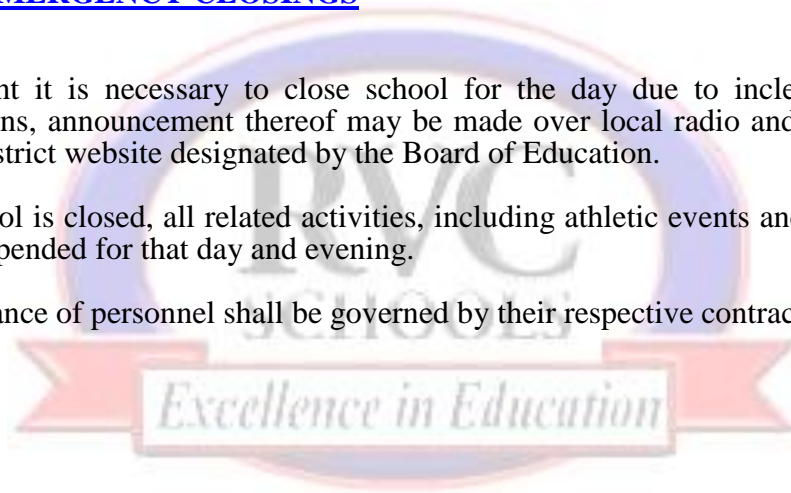
Community Relations

SUBJECT: EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof may be made over local radio and TV stations as well as posted on the District website designated by the Board of Education.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.



Adopted: 7/8/02

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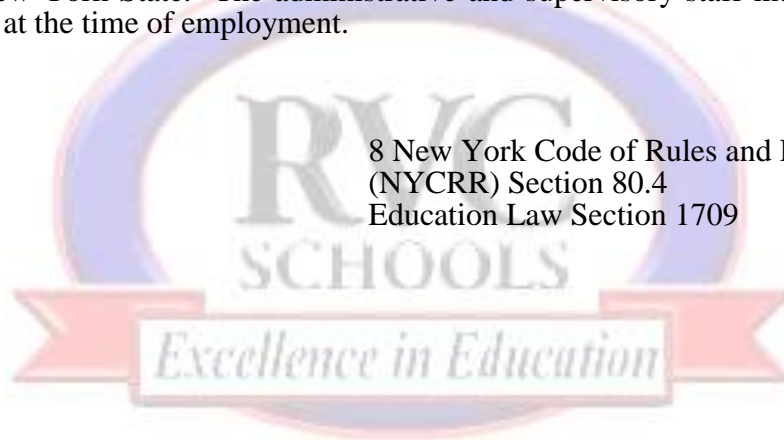
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Administration

SUBJECT: ADMINISTRATIVE PERSONNEL

Administrative and supervisory personnel shall be considered to be those District employees officially designated by Board of Education action as responsible for the administrative and supervisory tasks required to carry out Board of Education policy, programs, decisions, and actions.

These employees shall meet all certification and/or Civil Service requirements as outlined in New York State Civil Service Law, and the Rules and Regulations promulgated by the Commissioner of Education of New York State. The administrative and supervisory staff must be eligible to meet these requirements at the time of employment.



Adopted: 7/8/02

Administration

SUBJECT: ADMINISTRATIVE ORGANIZATION AND OPERATION

The basic principles of Administrative Organization and Operation are:

- a) The working relationships shall involve two types of officers: line and staff. Line organization involves a direct flow of authority upward and downward from chief school officer to Building Principal. A line officer has power and authority over subordinates. Staff officers do not stand in the direct line of authority; they serve as coordinators or consultants.
- b) The Board of Education shall formulate and legislate educational policy.
- c) Administrative regulations shall be developed by the chief school officer in cooperation with affected or interested staff members or lay persons.
- d) The central office staff shall provide overall leadership and assistance in planning and research.
- e) A reasonable limit shall be placed upon the number of persons with whom an administrator shall be expected to work effectively.
- f) Areas of responsibility for each individual shall be clearly defined in a written description.
- g) There shall be full opportunity for communication between all levels in the school staff.

Adopted: 7/8/02

Administration

SUBJECT: LINE RESPONSIBILITY

All employees of the District shall be under the general direction of the Superintendent of Schools. Teachers shall be immediately responsible to the Principal of the building in which they work. Other employees shall be immediately responsible to the administrative personnel under whom they work directly.

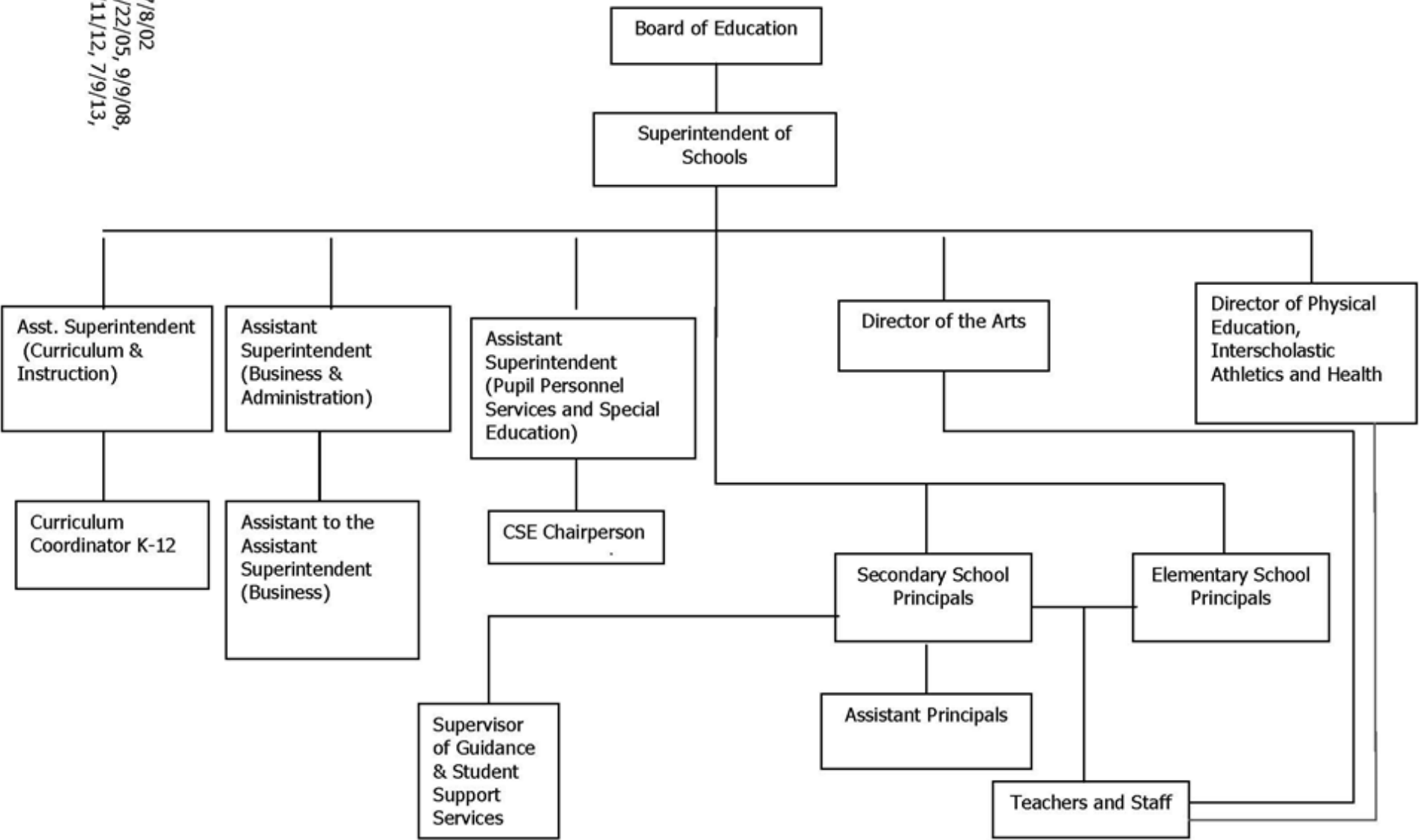
The lines of responsibility/reporting shall be as depicted on the organizational chart.



Adopted: 7/8/02

ROCKVILLE CENTRE CENTRAL SCHOOL DISTRICT

PROFESSIONAL STAFF

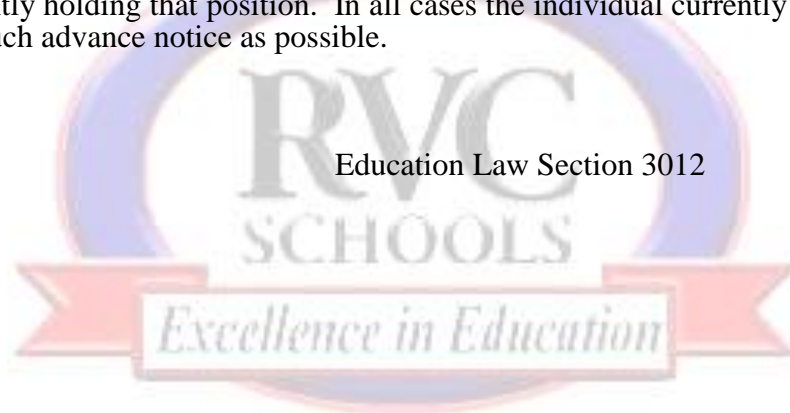


Adopted: 7/8/02
 Revised: 3/22/05, 9/9/08,
 9/28/10, 7/11/12, 7/9/13,
 10/7/15

Administration

SUBJECT: ABOLISHING AN ADMINISTRATIVE POSITION

Existing administrative positions shall not be abolished by the Board of Education without previous written notification of the impending abolition. Such written notification is to be served to the individual currently holding that position. In all cases the individual currently holding the position should receive as much advance notice as possible.



Education Law Section 3012

Adopted: 7/8/02

SUBJECT: ADMINISTRATIVE AUTHORITY DURING ABSENCE OF THE SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall delegate to another administrator the authority and responsibility for making decisions and taking such actions as may be required during the absence of the Superintendent of Schools.



Adopted: 7/8/02

Administration

SUBJECT: ADMINISTRATIVE LATITUDE IN THE ABSENCE OF BOARD POLICY

From time to time problems and new questions arise for which no specific policy has been prepared. Members of the administrative staff shall act in a manner consistent with the existing policies of the School District and shall alert the Superintendent of Schools to the possible need for additional policy development.



Adopted: 7/8/02

SUBJECT: USE OF COMMITTEES

Standing and/or ad hoc committees may be appointed to study and to recommend courses of action in response to department, building or District needs. These committees may be appointed by the Board of Education, the Superintendent of Schools or other administrators, with the knowledge of the Superintendent of Schools, and in accordance with the range of responsibilities of the appointing body or administrator to whom the committee shall report. The composition of each committee shall reflect its purpose and each committee shall have a clear assignment.



SUBJECT: EVALUATION OF THE SUPERINTENDENT OF SCHOOLS

Purpose

The Board recognizes the importance of implementing a program for the evaluation of the Superintendent of Schools for the following purposes:

- a) Improve the quality of the education received by the pupils served by the public schools.
- b) Promote professional excellence and improve the skills of the Superintendent of Schools.
- c) Provide a basis for the review of the performance of the Superintendent of Schools.

Procedures

a) Self-evaluation Instrument

The Superintendent of Schools shall present a self-evaluation report to the Board of Education on or before April 15. This report shall contain the goals and objectives which are to be mutually adopted by the Board of Education and Superintendent of Schools no later than the Regular September Board of Education meeting and the Superintendent of Schools' evaluation to the extent of his/her success in accomplishing those goals.

The self-evaluation shall also contain the Superintendent of Schools' perceptions of the extent of accomplishment of the skills necessary for performance of the job description including, but not limited to:

1. Educational Leadership
 - (a) Curriculum and instructional skills including developing instructional priorities and program objectives.
 - (b) Pupil growth including review of available indicators of pupil progress.
 - (c) Identification and improvement of areas of district weakness.
2. Administrative leadership skills including effective utilization of human, financial, and physical resources.

(Continued)

SUBJECT: EVALUATION OF THE SUPERINTENDENT OF SCHOOLS (Cont'd.)

3. Staff relation skills
 4. Business and financial skills
 5. Board relation skills
 6. Communication skills including parent, community relations
 7. Staff development skills
 8. Long-range planning skills
- b) Board of Education Evaluation of Superintendent of Schools
1. After receipt of Superintendent of Schools' self-evaluation, each Board member shall complete the attached Appraisal Instrument which shall, together with the Superintendent of Schools' self-evaluation, form the basis for discussion of the Superintendent of Schools' performance at the annual performance evaluation meeting of the Board of Education.
 2. A special meeting of all members of the Board of Education at which the Superintendent of Schools shall not be present will be held after April 15 for the purpose of reviewing the Superintendent of Schools' performance and preparing the annual written performance report based upon the areas contained in Section 2(a) of this Policy and the Superintendent of Schools' job description, Policy 4310.

In preparing this evaluation, the Board shall consider the following where applicable:

- (a) Was the task completed?
- (b) How well was it done?
- (c) Did it meet the needs of the organization?
- (d) Did the completion of the specific responsibility effectively utilize human, financial, and physical resources?
- (e) What external and/or system constraints existed which may have affected the completion, non-completion or quality of the task performed by the person being evaluated?

(Continued)

Administration

SUBJECT: EVALUATION OF THE SUPERINTENDENT OF SCHOOLS (Cont'd.)

The Board shall designate one of its members to prepare a written evaluation based upon a consensus of a majority of the full Board of Education.

3. Following the special meeting, a joint meeting of the entire Board of Education and the Superintendent of Schools shall be held to discuss the Superintendent of Schools' performance. At this meeting, the Superintendent of Schools will be informed of the range of individuals' appraisals, as well as be furnished with a copy of the written consensus evaluation.
4. At the next regularly scheduled Board of Education meeting, official action will be taken to formally adopt the written evaluation. The evaluation will be placed in the Superintendent of Schools' personnel file along with the Superintendent of Schools' self-evaluation and response, if any.



Adopted: 7/8/02

EVALUATION OF THE SUPERINTENDENT OF SCHOOLS
(Appraisal Instrument)

INSTRUCTIONS: An attempt has been made to organize the Superintendent of Schools' responsibilities in seven categories. Each Board member is asked to rate the Superintendent of Schools on each of the items cited in each of the categories on a scale ranging from 1 to 9. The number 1 is the lowest possible score and connotes gross incompetence. The number 9 indicates excellent or highly commendable performance. Any score of 1, 2 or 3 will be regarded as indicators of unsatisfactory performance; of 4, 5 or 6 as satisfactory but not commendable; and 7, 8 or 9 as commendable.

RATING	A	RELATIONSHIPS WITH THE BOARD
	1.	Keeps the Board informed on issues, needs, and operations of the school system.
	2.	Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
	3.	Interprets and executes the intent of Board policy.
	4.	Seeks and accepts constructive criticism of his/her work.
	5.	Supports Board policy and actions to the public and staff.
	6.	Has a harmonious working relationship with the Board.
	7.	Understands his/her role in administration of Board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data and accepts responsibility for his/her recommendations. If the recommendation is not accepted by the Board, he/she willingly finds another person to recommend.
	8.	Receives recommendations for personnel from Board members with an open mind but applies the same criteria for his/her selection for recommendation as he/she applies to applications from other sources.
	9.	Accepts his/her responsibility for maintaining liaison between the Board and personnel, working toward a high degree of understanding and respect between the staff and the Board and the Board and the staff.
	10.	Remains impartial toward the Board, treating all Board members alike.
	11.	Refrains from criticism of individual or group members of the Board.
	12.	Goes immediately and directly to the Board when he/she feels an honest objective difference of opinion exists between him/her and any or all members of the Board, in an earnest effort to resolve such differences immediately.
	B	COMMUNITY RELATIONSHIPS
	14.	Gains respect and support of the community on the conduct of the school operation.
	15.	Solicits and gives attention to problems and opinions of all groups and individuals.
	16.	Develops friendly and cooperative relationships with news media.
	17.	Participates actively in community life and affairs.
	18.	Achieves status as a community leader in public education.
	19.	Works effectively with public and private agencies.
	C	STAFF AND PERSONNEL RELATIONSHIPS
	20.	Develops and executes sound personnel procedures and practices.
	21.	Develops good staff morale and loyalty to the organization.
	22.	Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
	23.	Delegates authority to staff members.

(Continued)

EVALUATION OF THE SUPERINTENDENT OF SCHOOLS (Cont'd.)
(Appraisal Instrument)

	24.	Recruits and assigns the best available personnel in terms of their competencies.
	25.	Encourages participation of appropriate staff members and groups in planning, procedures and policy interpretation.
	26.	Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
	27.	Takes an active role in development of salary schedules for all personnel and recommends to the Board the levels which, within budgetary limitations, will best serve the interests of the district.
	28.	At the direction of the Board, meets and confers with leaders of the Teachers Association representing to the best of his/her ability and understanding the interest and will of the Board.
	D	EDUCATIONAL LEADERSHIP
	29.	Understands and keeps informed regarding all aspects of the instructional program.
	30.	Implements the district's philosophy of education.
	31.	Participates with staff, Board, and community in studying and developing curriculum improvement.
	32.	Organizes a planned program of staff evaluation and improvement.
	33.	Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.
	34.	Inspires others to highest professional standards.
	E	BUSINESS AND FINANCE
	35.	Keeps informed on needs of the school program – plant, facilities, equipment, and supplies.
	36.	Supervises operations, insisting on competent and efficient performance.
	37.	Determines that funds are spent wisely and adequate control and accounting are maintained.
	38.	Evaluates financial needs and makes recommendations for adequate financing.
	F	PERSONAL QUALITIES
	39.	Defends principle and conviction in the face of pressure and partisan influence.
	40.	Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
	41.	Earns respect and standing among his/her professional colleagues.
	42.	Devotes his/her time and energy effectively to his/her job.
	43.	Demonstrates his/her ability to work well with individuals and groups.
	44.	Exercises good judgment and democratic processes in arriving at decisions.
	45.	Possesses and maintains health and energy necessary to meet the responsibilities of his/her position.
	46.	Maintains poise and emotional stability in the full range of his/her professional activities.
	47.	Uses language effectively in dealing with staff members, the Board, and the public.
	48.	Writes clearly and concisely.
	49.	Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner.
	50.	Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.
	51.	Maintains his/her professional development by reading, course work, conference attendance, work on professional committees, visiting other districts, and meeting with other Superintendents of Schools.

Adopted: 7/8/02

SUBJECT: EVALUATION OF ADMINISTRATIVE STAFF

The Board shall direct the Superintendent of Schools to conduct an annual evaluation of all administrative personnel.

The purposes of this evaluation are:

- a) To determine the adequacy of administrative staffing;
- b) To improve administrative effectiveness;
- c) To encourage and promote self-evaluation by administrative personnel;
- d) To provide a basis for evaluative judgments by the Superintendent of Schools and the Board;
- e) To make decisions about continued employment with the District.



8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(o)

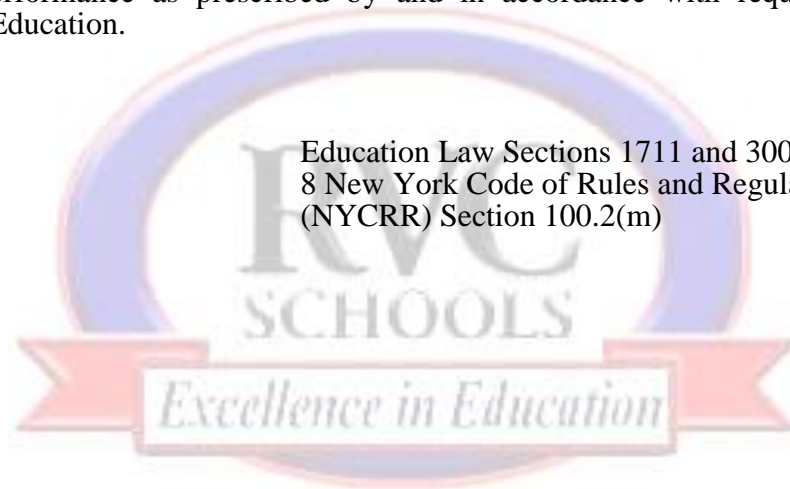
SUBJECT: SUPERINTENDENT OF SCHOOLS

- a) As chief executive officer of the Board of Education, he/she shall attend all Regular, Special, and Public Work Sessions of the Board except that the Superintendent of Schools may be excluded when his/her employment contract or performance is discussed in executive session.
- b) He/she shall administer all policies and enforce all rules and regulations of the Board.
- c) He/she shall constantly review the local school situation and recommend to the Board areas in which new policies seem to be needed.
- d) He/she shall be responsible for organizing, administering, evaluating, and supervising the programs and personnel of all school departments, instructional and non-instructional.
- e) He/she shall recommend to the Board the appointment of all instructional and support personnel.
- f) He/she shall be responsible for the preparation and recommendation to the Board of the annual School District budget in accordance with the format and development plan specified by the Board.
- g) He/she shall acquaint the public with the activities and needs of the schools through his/her written and spoken statements, and shall be responsible for all news releases emanating from the local schools.
- h) He/she shall be responsible for the construction of all salary scales and for the administration of the salary plan approved by the Board. Some of these salary scales will be developed within staff contracts negotiated under the provisions of the Taylor Law.
- i) He/she shall determine the need and make plans for plant expansion and renovation.
- j) He/she shall be responsible for recommending for hire, evaluating, promoting, and dismissing all professional and non-professional staff personnel.
- k) He/she shall prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other District-wide staff materials.
- l) He/she shall plan and coordinate the recruitment of teachers and other staff to assure the District of the best available personnel.
- m) He/she shall plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to be of a high degree of competence will be recommended for tenure.

(Continued)

SUBJECT: SUPERINTENDENT OF SCHOOLS (Cont'd.)

- n) He/she shall continually strive to distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the District's administrative personnel.
- o) He/she shall, when necessary and/or desirable, transfer such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, District policies and negotiated contracts.
- p) He/she shall submit the data from the School Report Card and/or other such reports of student/District performance as prescribed by and in accordance with requirements of the Commissioner of Education.



SUBJECT: SUPERINTENDENT OF SCHOOLS - BOARD OF EDUCATION RELATIONS

The Board of Education is accountable for all pursuits, achievements and duties of the School District. The Board's specific role is to deliberate and to establish policies for the organization. The Board delegates the necessary authority to the Superintendent of Schools who, acting as chief executive officer, is held accountable to the Board for compliance with its policies.

- a) With respect to School District goals and objectives, the Board will establish broad guidelines to be observed in the development of further policy and action. The Board reserves the right to issue either restrictive or general policy statements.
- b) Generally, the Superintendent of Schools will be empowered to assign and use resources; employ, promote, discipline and deploy staff; to translate policies of the Board into action; to speak as agent of the Board; to organize and delegate administrative responsibilities; and to exercise such other powers as are customary for chief executives.
- c) The Superintendent of Schools may not perform, cause, or allow to be performed any act that is unlawful, in violation of commonly accepted business and professional ethics; in violation of any contract into which the Board has entered; or, in violation of policies adopted by the Board that limit the Superintendent of Schools' authority.
- d) Should the Superintendent of Schools or his/her designee consider it unwise or impractical to comply with an explicit Board policy, the Superintendent of Schools will inform the Board of that determination. The Board will decide whether such judgment was warranted.
- e) When law or other authority calls for Board approval of decisions that the Board has delegated to the Superintendent of Schools, Board approval will be routinely given if those decisions have been made within the limits of Board policies.

Education Law Section 1711

Adopted:7/8/02

5000

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(Section 5000)

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NON-INSTRUCTIONAL/BUSINESS OPERATIONS (Cont'd.) **NUMBER**
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Non-Instructional/Buisness
Operations

SUBJECT: BUDGET PLANNING AND DEVELOPMENT

Budget planning and development for the District will be an integral part of program planning so that the annual operating budget may effectively express and implement programs and activities of the School System. Budget planning will be a year-round process involving participation of the Board of Education, District-level administrators, Principals, Directors, Coordinators, teachers, and other personnel. The process of budget planning and development should allow for community input and contain numerous opportunities for public information and feedback.

The Superintendent of Schools will have overall responsibility for budget preparation, including the construction of and adherence to a budget calendar. Administrators will develop and submit budget requests for their particular areas of responsibility after seeking the advice and suggestions of staff members.

Administrators will develop and submit budget requests for their particular schools in conjunction with the advice and suggestions of staff members and their own professional judgment. Each school's budget request will be the Principal's recommendation as to the most effective way to use available resources in achieving progress toward the approved educational objectives of the school. Program budgets and school budgets will reflect state and/or federal requirements, special sources of funding, and District objectives and priorities.

The Board will give consideration to budget requests, and will review allocations for appropriateness and for their consistency with the School System's educational priorities.

All budget documents for distribution to the public shall be in plain language and organized in a manner which best promotes public comprehension of the contents. Documents shall be complete and accurate and contain sufficient detail to adequately inform the public regarding such data as estimated revenues, proposed expenditures, transfers to other funds, fund balance information, and changes in such information from the prior's submitted budget.

In accordance with Commissioner's Regulations, the budget will be presented in three (3) components which are to be voted upon as one (1) proposition: The law prescribes the types of items to be included in each component and further prescribes that all relevant costs be included in each component.

- a) A program component which shall include, but need not be limited to, all program expenditures of the School District, including the salaries and benefits of teachers and any school administrators or supervisors who spend a majority of their time performing teaching duties, and all transportation operating expenses;

(Continued)

Non-Instructional/Buisness
Operations

SUBJECT: BUDGET PLANNING AND DEVELOPMENT (Cont'd.)

- b) A capital component which shall include, but need not be limited to, all transportation capital, debt service, and lease expenditures; costs resulting from judgments and tax certiorari proceedings or the payment of awards from court judgments, administrative orders or settled or compromised claims; and all facilities costs of the School District, including facilities financed by bonds and notes of the School District, and the costs of construction acquisition, reconstruction, rehabilitation or improvement of school buildings, provided that such budget shall include a rental, operations and maintenance section that includes base rent costs, total rent costs, operation and maintenance charges, cost per square foot for each facility leased by the District, and any and all expenditures associated with custodial salaries and benefits, service contracts, supplies, utilities, and maintenance and repairs of school facilities; and
- c) An administrative component which shall include, but need not be limited to, office and central administrative expenses, traveling expenses and any and all expenditures associated with the operation of the Office of the School Board, the Office of the Superintendent of Schools, General Administration, the School Business Office, consulting costs not directly related to direct student services and programs, planning and all other administrative activities.

Additionally, the Board of Education shall append to the proposed budget the following documents:

- a) A detailed statement of the total compensation to be paid to the Superintendent of Schools, and any Assistant Superintendent of Schools in the ensuing school year, including a delineation of the salary, annualized cost of benefits and any in-kind or other form of remuneration;
- b) A list of all other school administrators and supervisors, if any, whose annual salary for the coming school year will be at or above that designated in law for such reporting purposes, with the title of their positions and annual salary identified;
- c) A School District Report Card, prepared pursuant to Commissioner's Regulations, which includes measures of the academic performance of the School District, on a school by school basis, and measures of the fiscal performance of the District; and
- d) A Property Tax Report Card prepared in accordance with law and Commissioner's Regulations (see subheading "Property Tax Report Card").

(Continued)

Non-Instructional/Buisness
Operations

SUBJECT: BUDGET PLANNING AND DEVELOPMENT (Cont'd.)

- e) A Tax Exemption Report prepared in accordance with law (see subheading Tax Exemption Report).

The Board shall attest that unexpended surplus funds (i.e., operating funds in excess of the current school year budget, not including funds properly retained under other sections of law) have been applied in determining the amount of the school tax levy., Surplus funds shall mean any operating funds in excess of four percent (4%).

The proposed budget for the ensuing school year shall be reviewed by the Board of Education and publicly disseminated, in accordance with law, prior to its submission to District voters for approval.

District funds may be expended to inform the public regarding the annual budget and to present the annual budget to District voters; however, such funds shall not be utilized to promote either a favorable or negative opinion of the proposed budget.

Property Tax Report Card

Each year, the Board of Education shall prepare a Property Tax Report Card, pursuant to Commissioner's Regulations, and shall make it publicly available by transmitting it to local newspapers of general circulation, appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the Annual Meeting, and otherwise disseminating it as required by the Commissioner.

The Property Tax Report Card shall include:

- a) The amount of total spending and total estimated school tax levy that would result from adoption of the proposed budget, and the percentage increase or decrease in total spending and total school tax levy from the School District budget for the preceding school year; and
- b) The projected enrollment growth for the school year for which the budget is prepared, and the percentage change in enrollment from the previous year; and
- c) The percentage increase in the average Consumer Price Indexes, from January first of the prior school year to January first of the current school year as defined in Education Law.
- d) The projected amount of the adjusted unrestricted fund balance that will be retained if the proposed budget is adopted; the projected amount of the adjusted restricted fund balance; the projected amount of the appropriated fund balance; the percentage of the proposed budget that the adjusted unrestricted fund balance represents; the actual adjusted unrestricted fund balance retained in the School District budget for the preceding school year; and the percentage of the School District budget for the preceding school year that the actual adjusted unrestricted fund balance represents.

(Continued)

Non-Instructional/Buisness
Operations

SUBJECT: BUDGET PLANNING AND DEVELOPMENT (Cont'd.)

- e) The District's school tax levy limit calculation. The District will submit its school tax levy limit calculation to the Office of the State Comptroller, NYSED and the Office of Taxation and Finance by March 1 annually. If a voter override of the tax levy limit is necessary, the budget vote must be approved by sixty percent (60%) of the District's qualified voters present and voting.

A copy of the Property Tax Report Card prepared for the Annual District Meeting shall be submitted to the State Education Department in the manner prescribed by the Department by the end of the business day next following approval of the Property Tax Report Card by the Board of Education, but no later than twenty-four (24) days prior to the statewide uniform voting day (i.e., the third Tuesday in May).

The State Education Department shall compile such data for all school districts whose budgets are subject to a vote of the qualified voters, and shall make such compilation available electronically at least ten (10) days prior to the statewide uniform voting day.

Tax Exemption Report

A Tax Exemption Report shall be annexed to any tentative or preliminary budget and shall become part of the final budget. This report shall be on the form as prescribed by the State Board of Real Property Services and shall show the following:

- a) How much of the total assessed value of the final assessment roll(s) used in the budgetary process is exempt from taxation;
- b) Every type of exemption granted as identified by statutory authority;
- c) The cumulative impact of each type of exemption expressed either as a dollar amount of assessed value or as a percentage of the total assessed value on the roll;
- d) The cumulative amount expected to be received from recipients of each type of exemption as payments in lieu of taxes or other payments for municipal services; however, individual recipients are not to be named; and
- e) The cumulative impact of all exemptions granted.

Notice of this report shall be included in any notice of the preparation of the budget required by law and shall be posted on any bulletin board maintained by the District for public notices as well as on any website maintained by the District.

(Continued)

Non-Instructional/Buisness
Operations

SUBJECT: BUDGET PLANNING AND DEVELOPMENT (Cont'd.)

Education Law Sections 1608(3)-(7), 1716(3)-(7),
2022(2-a), 2023-a, and 2601-a(3) and (7)
General Municipal Law Section 36
8 New York Code of Rules and Regulations
(NYCRR) Sections 170.8 and 170.9
State Education Department
Handbook No. 3 on Budget

Adopted: 7/8/02

Revised: 10/3/07, 7/7/08, 10/20/09, 7/10/12



SUBJECT: SCHOOL DISTRICT BUDGET HEARING

The Board of Education will hold an annual budget hearing, in accordance with law, so as to inform and present to District residents a detailed written statement regarding the District's estimated expenditures and revenue for the upcoming school year prior to the budget vote which is taken at the Annual District Meeting and Election.

The budget hearing will be held not less than seven (7) nor more than fourteen (14) days prior to the Annual District Meeting and Election at which the budget vote will occur. The proposed budget will be completed at least seven (7) days prior to the budget hearing at which it is to be presented.

Dissemination of Budget Information

Copies of the proposed annual operating budget for the succeeding year may be obtained by any District resident, on request, in each District school building during certain designated hours on each day other than a Saturday, Sunday or holiday during the fourteen (14) days immediately preceding the Annual District Meeting and Election. The availability of this budget information shall be included in the legal notice of the Annual Meeting; and copies of the proposed budget will also be available to District residents at the time of the Annual Meeting.

Additionally, the Board will include notice of the availability of copies of the budget at least once during the school year in any District-wide mailing.

Notice of the date, time and place of the annual budget hearing will be included in the notice of the Annual Meeting and Election as required by law.

All School District budgets which are submitted for voter approval shall be presented in three components: a program component, an administrative component, and a capital component; and each component will be separately delineated in accordance with law and/or regulation.

The Board of Education will also prepare and append to copies of the proposed budget a School District Report Card, pursuant to the Regulations of the Commissioner of Education, referencing measures of academic and fiscal performance. Additionally, the Board of Education shall also append to copies of the proposed budget a detailed statement of the total compensation

(Continued)

SUBJECT: SCHOOL DISTRICT BUDGET HEARING (Con't)

to be paid to various administrators as enumerated in law and/or regulation, and a Property Tax Report Card prepared in accordance with law and Commissioner's Regulations.

All budget documents for distribution to the public will be written in plain language and organized in a manner which best promotes public comprehension of the contents.

Budget Notice

The School District shall mail a School Budget Notice to all qualified voters of the School District after the date of the Budget Hearing, but no later than six (6) days prior to the Annual Meeting and Election or Special District Meeting at which a school budget vote will occur. The School Budget Notice shall compare the percentage increase or decrease in total spending under the proposed budget over total spending under the School District budget adopted for the current school year, with the percentage increase or decrease in the Consumer Price Index from January first of the prior school year to January first of the current school year.

Beginning with the budget notice for the 2012-2013 proposed budget, the District will also include in the notice:

- a) The school tax levy limit;
- b) The proposed school year tax levy (without permissible exclusions to the school tax levy limit);
- c) The total permissible exclusions; and
- d) The proposed school year tax levy (including permissible exclusions to the school tax levy limit).

The Notice shall also include, in a manner and format prescribed by the Commissioner of Education, a comparison of the tax savings under the basic school tax relief (STAR) exemption and the increase or decrease in school taxes from the prior year, and the resulting net taxpayer savings for a hypothetical home within the District with a full value of one hundred thousand dollars (\$100,000) under the existing School District budget as compared with such savings under the proposed budget.

(Continued)

SUBJECT: SCHOOL DISTRICT BUDGET HEARING (Con't)

The Notice shall also set forth the date, time and place of the school budget vote in the same manner as in the Notice of the Annual Meeting. The School Budget Notice shall be in a form prescribed by the Commissioner of Education.

Notice of Budget Hearing/Availability of Budget Statement

Education Law Sections 1608(2), 1716(2), 2003(1), 2004(1), 2023-a and 2601-a(2)

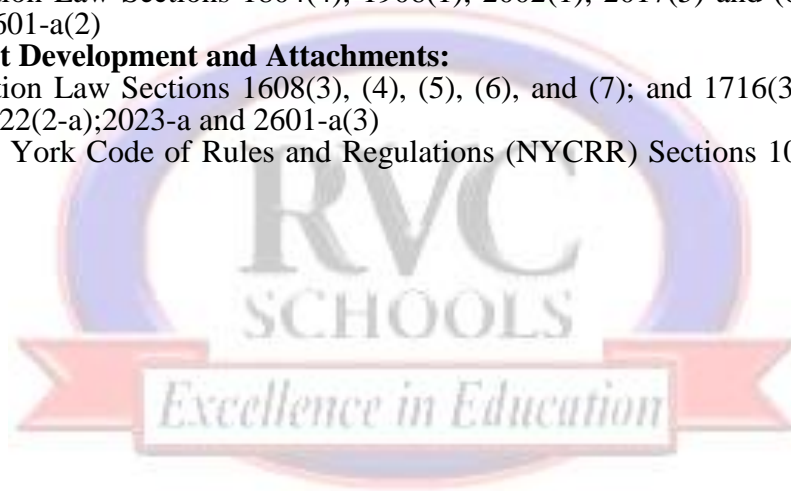
Election and Budget Vote:

Education Law Sections 1804(4), 1906(1), 2002(1), 2017(5) and (6), 2022(1), 2023-a, and 2601-a(2)

Budget Development and Attachments:

Education Law Sections 1608(3), (4), (5), (6), and (7); and 1716(3), (4), (5), (6), and (7); 2022(2-a); 2023-a and 2601-a(3)

8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(bb), 170.8 and 170.9



Non-Instructional/Business
Operations

SUBJECT: BUDGET ADOPTION

The Board of Education shall review the recommended budget of the Superintendent of Schools and shall seek public input and feedback regarding the recommended budget including, but not limited to, holding a public budget hearing not less than seven (7) nor more than fourteen (14) days prior to the Annual District Meeting and Election at which the budget vote is to occur. The Board may modify the recommended budget of the Superintendent of Schools prior to its submission to District voters. Final authorization of the proposed budget is dependent upon voter approval unless a contingency budget is adopted by the Board.

Copies of the proposed annual operating budget for the succeeding year to be voted upon at the Annual Meeting and Election shall be available to District residents, on request, in each District school building during certain designated hours on each day other than a Saturday, Sunday or holiday during the fourteen (14) days immediately preceding such Annual Meeting. The budget shall also be available in the Rockville Centre Public Library. The availability of this budget information shall also be included in a legal notice of the Annual Meeting; and such copies of the proposed budget will also be available to District residents at the time of the Annual Meeting and Election. Additionally, the Board will include notice of the availability of copies of the budget at least once during the school year in any District-wide mailing.

The School District budget will be presented in three separately delineated components which are to be voted upon as one proposition: a program component, an administrative component, and a capital component. Additionally, the Board shall attach to the proposed budget those documents mandated pursuant to law and/or Commissioner's Regulations.

All budget documents for distribution to the public shall be written in plain language and organized in a manner which best promotes public comprehension of the contents.

In the event the original proposed budget is not approved at the Annual District Meeting and Election, the Board may resubmit the original proposed budget or a revised budget for voter approval, or individual propositions may be placed before District voters, at a special meeting held on the third Tuesday of June. If the voters fail to approve the second budget submittal, or budget proposition(s), or if the Board elects not to put the proposed budget to a public vote a second time, the Board shall adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

(Continued)

SUBJECT: BUDGET ADOPTION (Cont'd.)

The School District budget for any school year, or any part of such budget, or any proposition(s) involving the expenditure of money for that school year, shall not be submitted for a vote of the qualified District voters more than twice.

The School District budget, once adopted, becomes the basis for establishing the tax levy on real property within the District.

Education Law Sections 1608, 1716, 1804(4),
1906(1), 2002(1), 2003(1), 2004(1), 2022, 2023, 2023-
a and 2601-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(bb), 170.8 and 170.9

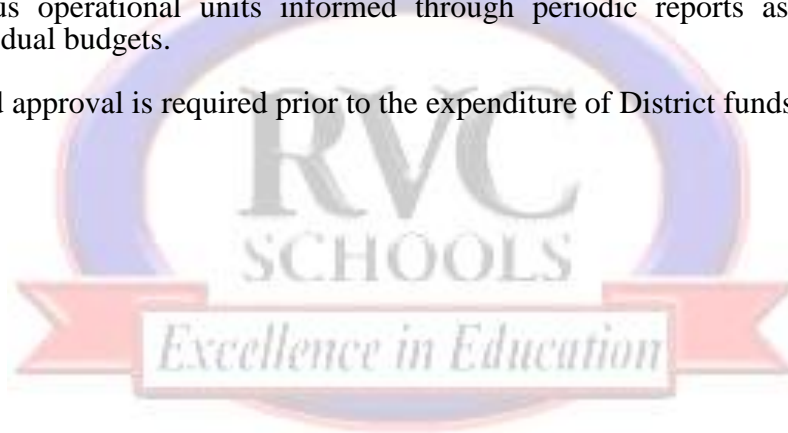


Adopted: 7/8/02
Revised: 7/10/12

SUBJECT: ADMINISTRATION OF THE BUDGET

The Superintendent of Schools, working in conjunction with the administrative staff, is responsible to the Board for the administration of the budget.

- a) He/she shall acquaint District employees with the final provisions of the program budget and guide them in planning to operate efficiently and economically within these provisions.
- b) Under his/her direction the District shall maintain such records of accounting control as are required by the New York State Uniform System of Accounts for School Districts, the Board of Education, and such other procedures as are deemed necessary and shall keep the various operational units informed through periodic reports as to the status of their individual budgets.
- c) Board approval is required prior to the expenditure of District funds.



SUBJECT: CONTINGENCY BUDGET

The School District budget for any school or any part of such a budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year.

If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board shall adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

The administrative component of the contingency budget shall not comprise a greater percentage of the contingency budget exclusive of the capital component than the lesser of:

- a) The percentage the administrative component had comprised in the prior year budget exclusive of the capital component; or
- b) The percentage the administrative component had comprised in the last proposed defeated budget exclusive of the capital component.

Education Law Sections 2002, 2023, 2023-a 2024 and
2601-a

Adopted: 7/8/02
Revised: 11/15/05, 7/10/12

SUBJECT: ABSENTEE BALLOTS

The Board of Education authorizes the District Clerk to provide absentee ballots to qualified District voters. Absentee ballots shall be used for the election of School Board members, School District public library trustees, the adoption of the annual budget and School District public library budget and referenda.

A District voter must request in advance an application for an absentee ballot. The voter must complete the application and state the reason he/she will not be able to appear in person on the day of the District election/vote for which the absentee ballot is requested. The application must be received by the District Clerk or Board designee at least seven (7) days before the election/vote if the ballot is to be mailed to the voter, or the day before the election/vote if the ballot is to be delivered personally to the voter.

Pursuant to the provisions of Education Law, a qualified District voter is eligible to vote by absentee ballot if he/she is unable to appear to vote in person on the day of the School District election/vote because:

- a) He/she is or will be a patient in a hospital, or is unable to appear personally at the polling place on the day of the election/vote because of illness or physical disability;
- b) He/she has duties, occupation or business responsibilities, or studies which require ordinary or unusual absence outside of the county of residence on the day of the School District election/vote;
- c) He/she will be on vacation outside of the county of residence on the day of such District election/vote;
- d) He/she will be absent from the voting residence due to detention in jail awaiting action by a grand jury or awaiting trial, or is confined in prison after conviction for an offense other than a felony; or
- e) He/she will be absent from the School District on the day of the School District election/vote by reason of accompanying spouse, parent or child who is or would be, if he/she were a qualified voter, entitled to apply for the right to vote by absentee ballot.

Statements on the application for absentee ballot must be signed and dated by the voter.

An absentee ballot must reach the office of the District Clerk or Board designee not later than 5:00 p.m. on the day of the election/vote in order that his/her vote may be canvassed.

(Continued)

SUBJECT: ABSENTEE BALLOTS (Cont'd.)

A list of all persons to whom absentee ballots have been issued shall be maintained in the office of the District Clerk or Board designee and made available for public inspection during regular office hours until the day of the election/vote. Any qualified voter may, upon examination of such list, file a written challenge of the qualifications as a voter of any person whose name appears on such list, stating the reason for such challenge. The written challenge shall be transmitted by the District Clerk or Board designee to the election inspectors on the day of the District election/vote. In addition, any qualified voter may challenge the acceptance of the absentee voter's ballot of any person on such list by making his/her reasons known to the election inspector before the close of the polls.

Education Law Sections 2014, 2018-a, 2018-b,
and 2613



2002

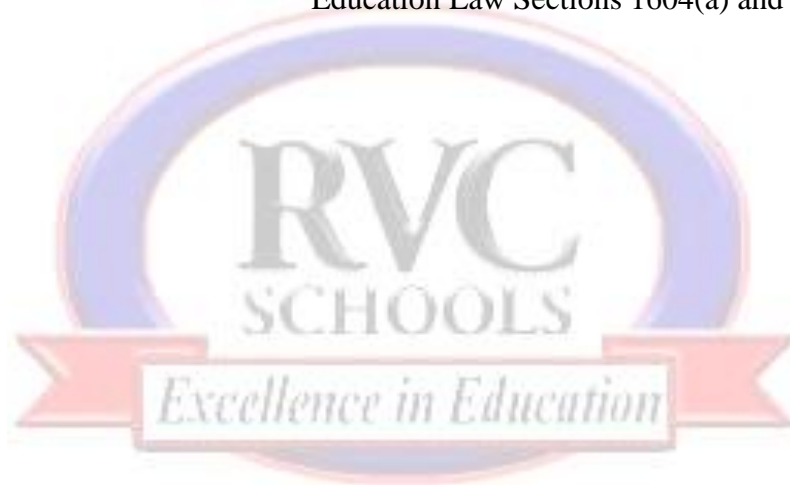
5210

Non-Instructional/Business
Operations

SUBJECT: REVENUES

The School District Treasurer will have custody of all District funds in accordance with the provisions of state law. The Treasurer will be authorized and directed by the Board to invest the balances available in various District funds in accordance with regulations set forth in state law.

Education Law Sections 1604(a) and 1723(a)



Adopted: 7/8/02

SUBJECT: GATE RECEIPTS AND ADMISSIONS

All employees are encouraged to participate in student activities and school events. Therefore, all employees of the Rockville Centre Union Free School District are to be admitted without charge to any School District sponsored event, excluding, however, the Saturday night performance of the musical production and the Saturday night performance of Red and Blue.



SUBJECT: DISTRICT INVESTMENTS

Scope

This investment policy applies to all moneys and other financial resources available for investment on its own behalf of any other entity or individual.

Objectives

The primary objectives of the Rockville Centre Union Free School District's investment activities are, in priority order:

- a) To conform with all applicable federal, state and other legal requirements;
- b) To adequately safeguard principal;
- c) To provide sufficient liquidity to meet all operating requirements; and
- d) To obtain a reasonable rate of return.

Delegation of Authority

The governing Board's responsibility for administration of the investment program is delegated to the Treasurer who shall establish written procedures for the operation of the investment program consistent with these investment guidelines. Such procedures shall include an adequate internal control structure to provide a satisfactory level of accountability based on a data base or records incorporating description and amounts of investments, transaction dates, and other relevant information and regulate the activities of subordinate employees.

Prudence

All participants in the investment process shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the Rockville Centre Union Free School District to govern effectively.

(Continued)

SUBJECT: DISTRICT INVESTMENTS (Cont'd.)

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of principal as well as the probable income to be derived. All participants involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

Diversification

It is the policy of the Rockville Centre Union Free School District to diversify its deposits and investments by financial institution, by investment instrument, and by maturity scheduling.

Internal Controls

It is the policy of the Rockville Centre Union Free School District for all moneys collected by any officer or employee of the government to transfer those funds to the Treasurer within five (5) working days, or within the time period specified in law, whichever is shorter.

The Treasurer is responsible for establishing and maintaining an internal control structure to provide reasonable, but not absolute, assurance that deposits and investments are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly, and are managed in compliance with applicable laws and regulations.

Designation of Depositaries

The banks and trust companies authorized for the deposit of monies up to the maximum amounts shall be designated annually at the Reorganizational Meeting. Any changes to those depositories or maximum amount limits during a school year shall be authorized at a regularly scheduled Board of Education Meeting.

Collateralizing of Deposits

In accordance with the provisions of General Municipal Law (GML), Section 10, all deposits of Rockville Centre Union Free School District, including certificates of deposit and special time deposits, in excess of the amount insured under the provisions of the Federal Deposit Insurance Act shall be secured by a pledge of "eligible securities" with an aggregate "market value" as provided by General Municipal Law Section 10, equal to the aggregate amount of deposits from the categories designated in Appendix A to the policy.

(Continued)

SUBJECT: DISTRICT INVESTMENTS (Cont'd.)

Safekeeping and Collateralization

Eligible securities used for collateralizing deposits shall be held by a third party bank or trust company subject to security and custodial agreements.

The security agreement shall provide that eligible securities are being pledged to secure Rockville Centre Union Free School District deposits together with agreed upon interest, if any, and any costs or expenses arising out of the collection of such deposits upon default. It shall also provide the conditions under which the securities may be sold, presented for payment, substituted or released and the events, which will enable the local government to exercise its rights against the pledged securities. In the event that the securities are not registered or inscribed in the name of the Rockville Centre Union Free School District, such securities shall be delivered in a form suitable for transfer or with an assignment in blank to the Rockville Centre Union Free School District or its custodial bank.

The custodial agreement shall provide that securities held by the bank or trust company, or agent of and custodial for, the Rockville Centre Union Free School District, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement should also describe that the custodian shall confirm the receipt, substitution or release of the securities. The agreement shall provide for the frequency or revaluation of eligible securities and for the substitution of securities when a change in the rating of a security may cause ineligibility. Such agreement shall include all provisions necessary to provide the Rockville Centre Union Free School District a perfect interest in the securities.

Permitted Investments

As authorized by General Municipal Law Section 11, the Rockville Centre Union Free School District authorizes the Treasurer to invest moneys not required for immediate expenditure for terms not to exceed its projected cash flow needs in the following types of investments:

- a) Special time deposit accounts;
- b) Certificates of deposit;
- c) Obligations of the United States of America;
- d) Obligations guaranteed by agencies of the United States of America where the payment of Principal and interest are guaranteed by the United States of America;
- e) Obligations of the State of New York;
- f) Obligations issued pursuant to Local Finance Law (LFL) Section 24.00 or 25.00 (with approval of the State Comptroller) by any municipality, School District or District corporation other than the Rockville Centre Union Free School District;

(Continued)

SUBJECT: DISTRICT INVESTMENTS (Cont'd.)

- g) Obligations of public authorities, public housing authorities, urban renewal agencies and industrial development agencies where the general State statutes governing such entities or whose specific enabling legislation authorizes investments;
- h) Obligations of Rockville Centre Union Free School District , but only with any moneys in a reserve fund established pursuant to General Municipal Law Sections 6-c, 6-d,6-e, 6-g, 6-h, 6-j, 6-l, 6-l, 6-m, or 6-n.

All investment obligations shall be payable or redeemable at the option of the Rockville Centre Union Free School District within such times as the proceeds will be needed to meet expenditures for purposes of which the moneys were provided and, in the case of obligations purchased with the proceeds of bonds or notes, shall be payable or redeemable at the option of the Rockville Centre Union Free School District within two years of the date of purchase.

Authorized Financial Institutions and Dealers

The Rockville Centre Union Free School District shall maintain a list of financial institutions and dealers approved for investment purposes and establish appropriate limits to the amount of investments which can be made with each financial institution or dealer. All financial institutions with which the Rockville Centre Union Free School District conducts business must be credit worthy. Banks shall provide their most recent Consolidated Report of Condition (Call Report) at the request of the Rockville Centre Union Free School District. Security dealers not affiliated with a bank shall be required to be classified as reporting dealers affiliated with the New York Federal Reserve Bank, as primary dealers. The Treasurer is responsible for evaluating the financial position and maintaining a listing of proposed depositories, trading partners and custodians. Such listing shall be evaluated at least annually.

Purchase of Investments

The Treasurer is authorized to contract for the purchase of investments:

- a) Directly, including through a repurchase agreement, from an authorized trading partner.
- b) By participation in a cooperative investment program with another authorized governmental entity pursuant to Article 5G of the General Municipal Law where such program meets all the requirements set forth in the Office of the State Comptroller Opinion No. 88-46, and the specific program has been authorized by the governing Board.
- c) By utilizing an ongoing investment program with an authorized trading partner pursuant to a contract authorized by the governing Board.

(Continued)

SUBJECT: DISTRICT INVESTMENTS (Cont'd.)

All purchased obligations, unless registered or inscribed in the name of the Rockville Centre Union Free School District, shall be purchased through, delivered to and held in the custody of a bank or trust company. Such obligations shall be purchased, sold or presented for redemption or payment by such bank or trust company only in accordance with prior written authorization from the officer authorized to make the investment. All such transactions shall be confirmed in writing to the Rockville Centre Union Free School District by the bank or trust company. Any obligation held in the custody of a bank or trust company shall be held pursuant to a written custodial agreement as described in General Municipal Law Section 10.

The custodial agreement shall provide that securities held by the bank or trust company, as agent of and custodians for, the Rockville Centre Union Free School District, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement shall describe how the custodian shall confirm the receipt and release of the securities. Such agreement shall include all provisions necessary to provide the Rockville Centre Union Free School District a perfected interest in the securities.

Repurchase Agreements

Repurchase agreements are authorized subject to the following restrictions:

- a) All repurchase agreements must be entered into subject to a Master Repurchase Agreement.
- b) Trading partners are limited to banks or trust companies authorized to do business in New York State and primary reporting dealers.
- c) Obligations shall be limited to obligations of the United States of America and obligations guaranteed by agencies of the United States of America.
- d) No substitution of securities will be allowed.
- e) The custodian shall be a part other than the trading partner.

Appendix A
Schedule of Eligible Securities

- (i) Obligations issued, or fully insured or guaranteed as to the payment of Principal and interest, by the United States of America, an agency thereof or a United States government sponsored corporation.
- (ii) Obligations issued or fully guaranteed by the International Bank for Reconstruction and Development, the Inter-American Development Bank, the Asian Development Bank, and the African Development Bank.
- (iii) Obligations partially insured or guaranteed by any agency of the United States of America, at a proportion of the Market Value of the obligation that represents the amount of the insurance or guaranty.
- (iv) Obligations issued or fully insured or guaranteed by the State of New York, obligations issued by a municipal corporation, School District or District corporation of such State or obligations of any public benefit corporation, which under a specific State statute may be accepted as security for deposit of public moneys.
- (v) Obligations issued by states (other than the State of New York) of the United States rated in one of the three highest rating categories by at least one nationally statistical rating organization.
- (vi) Obligations of Puerto Rico rated in one of the three highest rating categories by at least one nationally recognized statistical rating organization.
- (vii) Obligations of counties, cities and other governmental entities of a state other than the State of New York having the power to levy taxes that are backed by the full faith and credit of such government entity and rated in one of the three highest rating categories by at least one nationally recognized statistical rating organization.
- (viii) Obligations of domestic corporations rated in one of the two highest categories by at least one nationally recognized statistical rating organization.
- (ix) Any mortgage related securities, as defined in the Securities Exchange Act of 1934, as amended, which may be purchased by banks under the limitations established by bank regulatory agencies.
- (x) Commercial paper and bankers' acceptances issued by a bank, other than the Bank, rated in the highest short term category by at least one nationally recognized statistical rating organization and having maturities of not longer than 60 days from the date they are pledged.
- (xi) Zero coupon obligations of the United States government marketed as "Treasury strips."

SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT

The Board may accept gifts, grants and/or bequests of money, real or personal property, as well as other merchandise which, in view of the Board, add to the overall welfare of the School District, provided that such acceptance is in accordance with existing laws and regulations. However, the Board is not required to accept any gift, grant or bequest and does so at its discretion, basing its judgment on the best interests of the District. Furthermore, the Board will not accept any gift, grant or bequest which constitutes a conflict of interest and/or gives an appearance of impropriety.

At the same time, the Board will safeguard the District, the staff and students from commercial exploitation, from special interest groups, and the like.

The Board will not accept any gifts or grants which will place encumbrances on future Boards, or result in unreasonable additional or hidden costs to the District.

The Board of Education will not formally consider the acceptance of gifts or grants until and unless it receives the offer in writing from the donor/grantor. Any such gifts or grants donated to the Board and accepted on behalf of the School District must be by official action and resolution passed by Board majority. The Board would prefer the gift or grant to be a general offer rather than a specific one. Consequently, the Board would suggest that the donor/grantor work first with the school administrators in determining the nature of the gift or grant prior to formal consideration for acceptance by the Board. However, the Board, in its discretion, may direct the Superintendent of Schools to apply such gift or grant for the benefit of a specific school or school program.

The Board is prohibited, in accordance with the New York State Constitution, from making gifts/charitable contributions with School District funds.

Gifts and/or grants of money to the District shall be annually accounted for under the general fund in the bank designated by the Board of Education.

All gifts, grants and/or bequests shall become School District property. A letter of appreciation, signed by a Board member, may be sent to a donor/grantor in recognition of his/her contribution to the School District.

Gift Giving

The Board of Education recognizes that gift giving, especially during the holiday season, may be a common practice for many District employees. While the giving or exchanging of gifts may be acceptable among staff members, the Board strongly encourages District employees and students to show appreciation through written notes or greeting cards.

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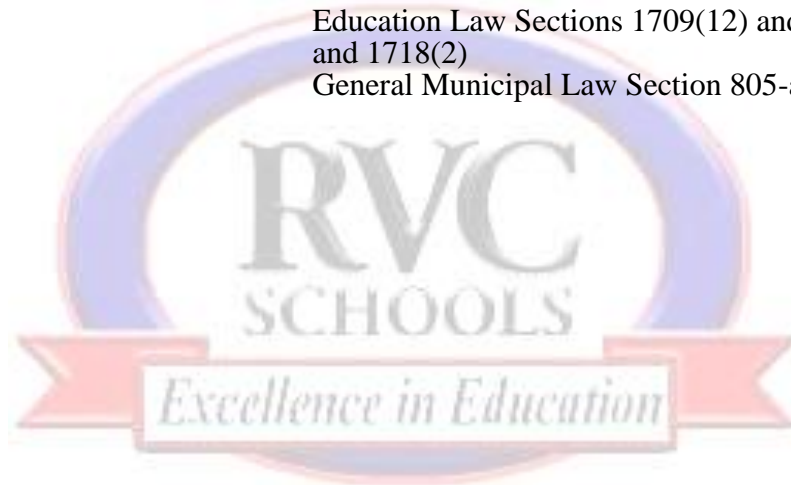
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Non-Instructional/Business
Opportunities

SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT (Cont'd.)

Additionally, all business contacts will be informed that gifts exceeding \$75 to District employees will be returned or donated to charity.

New York State Constitution Article 8, Section 1
Education Law Sections 1709(12) and (12-a)
and 1718(2)
General Municipal Law Section 805-a(1)



Adopted: 7/8/02

SUBJECT: PROPERTY TAX EXEMPTIONS

Senior Citizens

Unless specifically exempted by law, real property used exclusively for residential purposes and owned by one or more persons, each of whom is sixty-five years of age or over, or real property owned by husband and wife or by siblings, one of whom is sixty-five years of age or over, shall be exempt from taxation to the extent of percentum of the assessed valuation determined by the Board if the owners meet the criteria established annually by the Board.

The real property tax exemption of real property owned by husband and wife, when one of them is sixty-five (65) years of age or over, once granted, shall not be rescinded solely because of the death of the older spouse so long as the surviving spouse is at least sixty-two (62) years of age.

The District may permit a property tax exemption to an otherwise eligible senior citizen even if a child who attends a public school resides at that address, provided that any such resolution shall condition such exemption upon satisfactory proof that the child was not brought into the residence in whole or in substantial part for the purpose of attending a particular school within the District. The Board must adopt a resolution allowing such an exemption following a public hearing on this specific issue.

Excellence in Education
Real Property Tax Law Section 467

Disabled Citizens

Unless specifically exempted by law, real property used exclusively for residential purposes and owned by one or more persons with disabilities; or owned by a husband, wife or both, or siblings, at least one of whom has a disability; and whose income, as defined pursuant to law, is limited by reason of such disability shall be exempt from taxation to the extent of percentum of the assessed valuation determined by the Board if the owners meet the criteria established annually by the Board. The Board must adopt a resolution allowing such an exemption following a public hearing on this specific issue.

(Continued)

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2 of 3
Non-Instructional/Business
Operations

SUBJECT: PROPERTY TAX EXEMPTIONS (Cont'd.)

No exemption shall be granted unless the real property is the legal residence of and is occupied in whole or in part by the disabled person; except where the disabled person is absent from the residence while receiving health-related care as an in-patient of a residential health care facility as defined in Public Health Law.

The District may permit a property tax exemption to an otherwise eligible disabled citizen even if a child who attends a public school resides at that address, provided that any such resolution shall condition such exemption upon satisfactory proof that the child was not brought into the residence in whole or in substantial part for the purpose of attending a particular school within the District. The Board must adopt a resolution allowing such an exemption following a public hearing on this specific issue.

For purposes of this policy, and in accordance with law, a person with a disability is one who has a physical or mental impairment, not due to current use of alcohol or illegal drug use, which substantially limits such person's ability to engage in one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working; and who is certified to receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) benefits under the federal Social Security Act or is certified to receive Railroad Retirement Disability benefits under the federal Railroad Retirement Act, or has received a certificate from the State Commission for the Blind and Visually Handicapped stating that such person is legally blind.

In accordance with Real Property Tax Law, any exemption provided by this policy shall be computed after all other partial exemptions allowed by law have been subtracted from the total amount assessed; provided however, that no parcel or real property may receive an exemption for the same tax purpose pursuant to both this policy and real property tax exemptions granted pursuant to the Real Property Tax Law for persons 65 years of age or over.

Real Property Tax Law Sections 459-c
Public Health Law Section 2801

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PROPERTY TAX EXEMPTIONS (Cont'd.)

Volunteer Firefighters and Ambulance Workers

In accordance with law, the District may adopt a resolution allowing the full benefits of the real property tax law exemption for enrolled members of an incorporated volunteer fire company, fire department or incorporated voluntary ambulance service.

Real Property Tax Law Sections 466-c, 466-f and 466-g



Adopted: 7/8/02
Revised: 2/28/06

SUBJECT: SALE AND DISPOSAL OF SCHOOL DISTRICT PROPERTY

Sale of School Property

No school property shall be sold without prior approval of the Board of Education. However, the responsibility for such sales may be delegated. The net proceeds from the sale of school property shall be deposited in the General Fund.

Disposal of District Personal Property

Equipment

School District equipment that is obsolete, surplus, or unusable by the District shall be disposed of in such a manner that is advantageous to the District.

The Superintendent of Schools will be responsible for selling the equipment in such a way so as to maximize the net proceeds of sale which may include a bona fide public sale preceded by adequate public notice. If it is determined that reasonable attempts to dispose of the equipment have been made and such attempts have not produced an adequate return, the Superintendent of Schools or his/her designee may dispose of the equipment in any manner which he/she deems appropriate.

Textbooks

Textbooks may lose their value to the educational program because of changes in the curriculum or they contain outdated material and/or are in poor condition.

If textbooks are no longer useful or usable, the procedures for disposal shall adhere to the following order of preference:

- a) Sale of textbooks. If reasonable attempts to dispose of surplus textbooks fail to produce monetary return to the School District; then
- b) Donation to charitable organizations; or
- c) Disposal as trash.

Education Law Section 1709(9) and (11)
General Municipal Law Sections 51 and 800 et seq.

Adopted: 7/8/02

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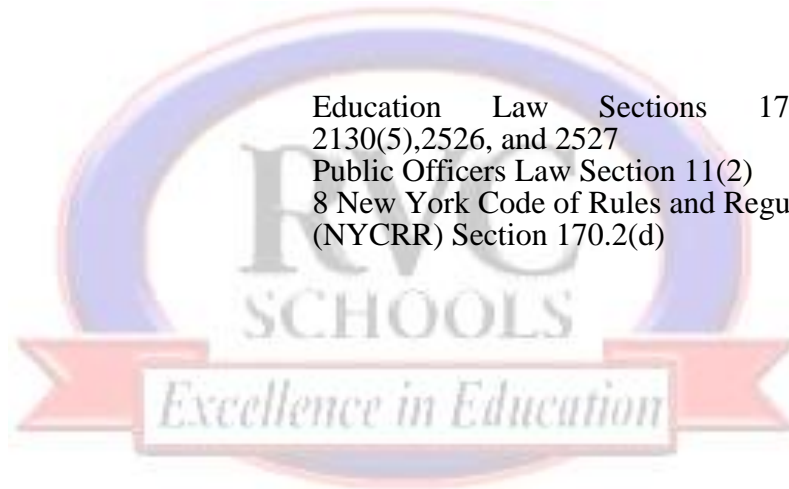
Non-Instructional/Business
Operations

SUBJECT: BONDING OF EMPLOYEES AND SCHOOL BOARD MEMBERS

In accordance with New York State Education Law and the Commissioner's Regulations, the Board of Education directs that the Treasurer of the School District, and the Claims Auditor be bonded prior to assuming their duties. Such bonds shall be in the amounts as determined and approved by the Board of Education.

Other school personnel and members of the Board of Education authorized or required to handle School District revenues may be covered by a blanket undertaking provided by the District in such amounts as approved by the Board of Education based upon the recommendations of the Superintendent of Schools or his/her designee.

Education Law Sections 1709(20-a), 1720,
2130(5), 2526, and 2527
Public Officers Law Section 11(2)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(d)



Adopted: 7/8/02
Revised: 11/13/07

Non-Instructional/Business
Operations

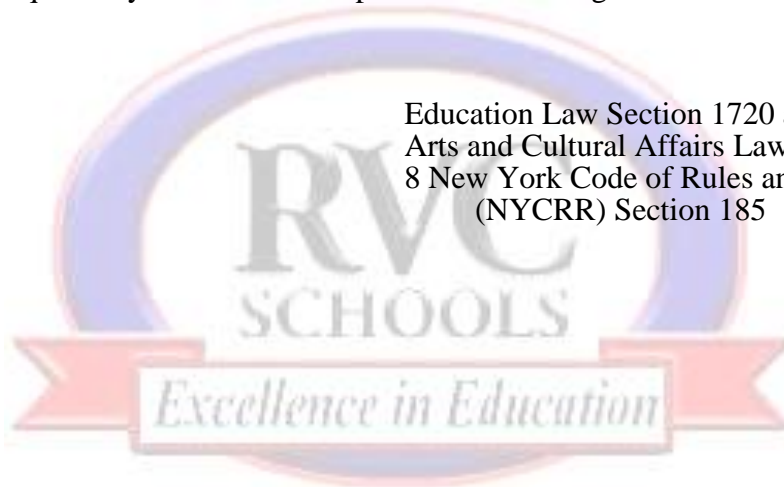
SUBJECT: EXPENDITURES OF SCHOOL DISTRICT FUNDS

The Board of Education authorizes the Purchasing Agent to expend school funds as appropriated by approved operational and capital budgets, and by the adoption of special resolutions. He/she will make expenditures in accordance with applicable law and in a manner that will achieve the maximum benefit from each dollar expended.

All claims shall be properly audited before payment by the Claims Auditor who shall attest to the existence of evidence of indebtedness to support the claim.

Complete records of all expenditures shall be maintained for future analysis and reporting within the time frame required by the Records Disposition Law or regulation.

Education Law Section 1720 and 2523
Arts and Cultural Affairs Law Section 57.19
8 New York Code of Rules and Regulations
(NYCRR) Section 185



Adopted: 7/8/02
Revised: 3/19/07

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Non-Instructional/Business
Operations

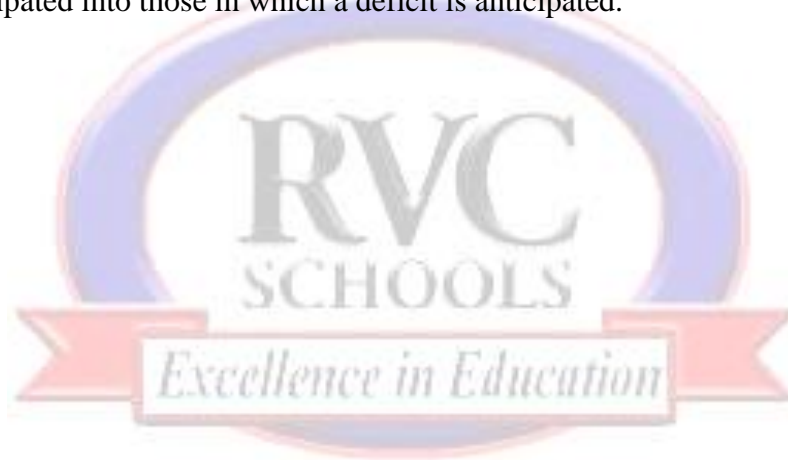
SUBJECT: BUDGET TRANSFERS

The Board may make transfers from one budgetary classification to another at their discretion as allowed by State law.

The Board has authorized the Superintendent of Schools to effect budget transfers (line items) to a maximum of \$3,000. The Board will be advised of these transfers on a monthly basis. Budget transfers beyond \$3,000 will require Board action for approval.

Periodic Transfer of Funds

Periodically during the fiscal year, budget categories will be examined and the year-end status of each estimated. As permitted by law, appropriate amounts will be transferred from those categories in which a surplus is anticipated into those in which a deficit is anticipated.



8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(1)
Education Law Section 1718

Adopted: 7/8/02
Revised: 3/6/19

SUBJECT: BORROWING OF FUNDS

The School District may borrow money only by means of serial bonds, bond anticipation notes, capital notes, tax anticipation notes, revenue anticipation notes and budget notes.

New York State Local Finance Law Section 20



Adopted: 7/8/02

SUBJECT: PURCHASING

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.

Competitive Bids and Quotations

As required by law, the Superintendent will follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works-construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.

A bid bond may be required if considered advisable.

No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible and qualified bidder who meets specifications. However, the Board may choose to reject any bid.

Rules shall be developed by the administration for the competitive purchasing of goods and services.

The Superintendent may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.

The Superintendent is authorized to enter into cooperative bidding for various needs of the School District.

Request for Proposal Process for the Independent Auditor

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

Procurement of Goods and Services

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

(Continued)

SUBJECT: PURCHASING (Cont'd.)

- a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;
- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud and corruption.

These procedures shall contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and, if it is not, documenting the basis for such determination;
- b) With certain exceptions (purchases pursuant to General Municipal Law, Article 5-A; State Finance Law, Section 162; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;
- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall solicit comments concerning the District's policies and procedures from those employees involved in the procurement process. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

(continued)

Non-Instructional/Business
Operations

**SUBJECT: PURCHASING (Cont'd.)
'Piggybacking' Law - Exception to Competitive Bidding**

On August 1, 2012, General Municipal Law (GML) Section 103 was amended to allow school districts to purchase certain goods and services (apparatus, materials, equipment and supplies) through the use of contracts let by the United States or any agency thereof, any state, and any county, political subdivision or district of any state. The amendment authorizes school districts and BOCES to 'piggyback' on contracts let by outside governmental agencies in a manner that constitutes competitive bidding 'consistent with State law.'

This 'piggybacking' is permitted on contracts issued by other governmental entities, provided that the original contract:

- a) Has been let by the United States or any agency thereof, any state (including New York State) or any other political subdivision or district therein;
- b) Was made available for use by other governmental entities and agreeable with the contract holder; and
- c) Was let in a manner that constitutes competitive bidding consistent with New York State law and is not in conflict with other New York State laws.

The 'piggybacking' amendment and the 'best value' amendment may not be combined to authorize a municipality to 'piggyback' onto a cooperative contract which was awarded on the basis of 'best value.' In other words, while a school district or BOCES may authorize the award of contracts on the basis of 'best value', it may not 'piggyback' onto a purchasing contract awarded by another agency on the basis of 'best value.'

Alternative Formats for Instructional Materials

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the School District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. Each school district has the option of participating in the National Instructional Materials Access Center (NIMAC). Whether a district does or does not participate in NIMAC, the district will be responsible to ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards. The New York State Education Department (NYSED) recommends that school districts choose to participate in NIMAC because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students.

(Continued)

SUBJECT: PURCHASING (Cont'd.)

For school districts, Boards of Cooperative Educational Services (BOCES), State-operated schools, State-supported schools and approved private schools that choose to participate in NIMAC, contracts with publishers executed on and after December 3, 2006 for textbooks and other printed core materials *must* include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this will not add any cost to the contract).

For more information regarding NIMAC, including model contract language, Steps for Coordinating with NIMAC and an IDEA Part B Assurances Application, see website: <http://www.vesid.nysed.gov/specialed/publications/persprep/NIMAS.pdf>

Computer Software Purchases

Software programs designated for use by students in conjunction with computers of the District shall meet the following criteria:

- a) A computer program which a student is required to use as a learning aid in a particular class; and
- b) Any content-based instructional materials in an electronic format that are aligned with State Standards which are accessed or delivered through the internet and based on a subscription model. Such electronic format materials may include a variety of media assets and learning tools including video, audio, images, teacher guides, and student access capabilities as such terms are defined in Commissioner's Regulations.

Environmentally Sensitive Cleaning and Maintenance Products

In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the District shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.

Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services (OGS) may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.

The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.

(Continued)

Non-Instructional/Business
Operations

**SUBJECT: PURCHASING (Cont'd.)
Apparel and Sports Equipment Purchases**

Competitive Bidding Purchases

The Board of Education will only accept bids from 'qualified responsible bidders.' A determination that a bidder on a contract for the purchase of apparel or sports equipment is not a 'responsible and qualified bidder' shall be based upon either or both of the following considerations:

- a) The labor standards applicable to the manufacture of the apparel, or sports equipment, including but not limited to employee compensation, working conditions, employee rights to form unions, and the use of child labor; or
- b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Non-Competitive Bidding Purchases

The Board's internal policies and procedures governing procurement of apparel or sports equipment, where such procurement is not required to be made pursuant to competitive bidding requirements, shall prohibit the purchase of apparel or sports equipment from any vendor based upon either or both of the following considerations:

- a) The labor standards applicable to the manufacture of the apparel or sports equipment, including but not limited to employee compensation, working conditions, employee rights to form unions, and the use of child labor; or
- b) The bidder's failure to provide information sufficient for the Board of Education to determine the labor standards applicable to the manufacture of the apparel or sports equipment.

Contracts for Goods, Services and Public Works

No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

Per General Municipal Law Section 103(5), upon the adoption of a resolution by a vote of at least three-fifths (3/5) of all Board members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than twenty thousand dollars (\$20,000) may be awarded by the Board to the lowest responsible and qualified bidder furnishing the required security after advertisement for sealed bids in the manner provided in law. In addition, the Board is required to award all contracts for public works in excess of thirty-five thousand dollars (\$35,000) to the lowest responsible bidder after advertising for public sealed bids.

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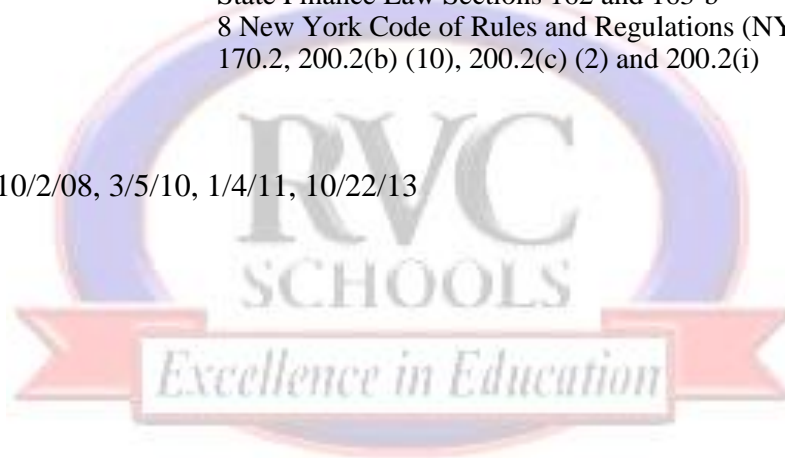
Non-Instructional/Business
Operations

SUBJECT: PURCHASING (Cont'd.)

7 CFR 210.21, 215.14(a) and 220.16
20 United States Code (USC) 1474(e) (3) (B)
Education Law Sections 305(14), 409-i, 701, 751(2)(b), 1604, 1709,
1950, 2503, 2554 and 3602
General Municipal Law Articles 5-A, 18 and section 103
State Finance Law Sections 162 and 163-b
8 New York Code of Rules and Regulations (NYCRR) Sections 155,
170.2, 200.2(b) (10), 200.2(c) (2) and 200.2(i)

Adopted: 7/8/02

Revised: 10/3/07, 10/2/08, 3/5/10, 1/4/11, 10/22/13



Non-Instructional/Business
Operations

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS

The District will follow all applicable requirements in the Uniform Grant Guidance (2 CFR Part 200) whenever it procures goods or services using federal grant funds awarded through formula and/or discretionary grants, including funds awarded by the United States Department of Education as grants or funds awarded to a pass-through entity, such as the New York State Education Department, for subgrants.

Uniform Grant Guidance Requirements

Under the Uniform Grant Guidance, the District will, among other things:

- a) Use its own documented procurement procedures which reflect applicable state, local and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in the Uniform Grant Guidance.
- b) Establish and maintain effective internal controls that provide reasonable assurance that the District is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. Internal controls means a process, implemented by the District, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:
 - Effectiveness and efficiency of operations;
 - Reliability of reporting for internal and external use; and
 - Compliance with applicable laws and regulations.
- c) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- d) Evaluate and monitor the District's compliance with statutes, regulations, and the terms and conditions of federal awards.
- e) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- f) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the District considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- g) Maintain oversight to ensure contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)

- h) Maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.
- i) Have procurement procedures in place to avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase.
- j) Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- k) Maintain records that sufficiently detail the history of the procurement including, but not limited to:
 - Rationale for the method of procurement;
 - Selection of contract type;
 - Contractor selection or rejection; and
 - The basis for the contract price.
- l) Use time and material contracts, only after a determination that no other contract is suitable and the contract includes a ceiling price that the contractor exceeds at its own risk.
- m) Conduct all procurement transactions in a manner providing full and open competition consistent with the standards of the Uniform Grant Guidance.
- n) Conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference.
- o) Have written procedures for procurement to ensure that all solicitations:
 - Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured; and
 - Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids.

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)

- p) Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.
- q) Use one of the following methods of procurement, which include:
 - Micro-purchases;
 - Small purchase procedures;
 - Sealed bids;
 - Competitive proposals; and
 - Noncompetitive proposals.
- r) Have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- s) Take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- t) Include in all contracts made by the District the applicable provisions contained in Appendix II of the Uniform Grant Guidance -- Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.
- u) The Simplified Acquisition Threshold is currently \$250,000 and will be adjusted upwards, periodically for inflation. The District will perform a cost or price analysis in connection with every procurement action in excess of that amount including contract modifications.
- v) The District will negotiate profit as a separate element of the price for each contract in which there is no price competition or where the procurement exceeds the Simplified Acquisition Threshold as defined above.
- w) The System for Award Management (SAM), provides a listing of persons or entities who are prohibited from being awarded Federal contracts. The District shall not award contracts to persons or entities listed on the government-wide exclusions in the System for Award Management.

2 CFR §§ 200.61, 200.303, 200.318, 200.319, 200.320, 200.321, 200.323, and 200.326
2 CFR Part 200, App. II

NOTE: Refer also to Policies #5410 -- Purchasing
#5421 -- Procurement of Goods and Services
#5670 -- Records Management
#6110 -- Code of Ethics for Board Members and All District Personnel
2150 -- Conference/Travel Expense Reimbursement

Adoption Date: 11/1/18

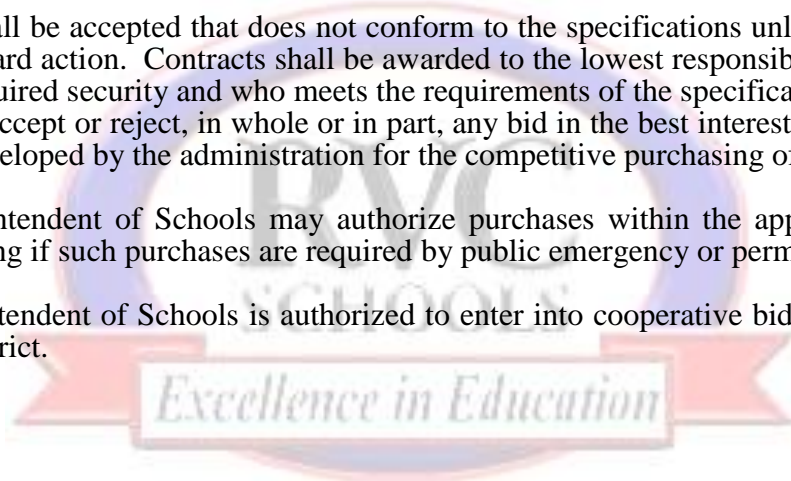
SUBJECT: COMPETITIVE BIDS AND QUOTATIONS

The Superintendent of Schools will follow the statutory bidding procedures as set forth in General Municipal Law section 103 for all purchase contracts totaling \$20,000 or more and all public works contracts totaling \$35,000 or more during the fiscal year. Where purchases of quantities of like items or services will meet those limits during the fiscal year, competitive bidding shall be utilized as required by law.

No bid shall be accepted that does not conform to the specifications unless such specifications are waived by Board action. Contracts shall be awarded to the lowest responsible and qualified bidder furnishing the required security and who meets the requirements of the specifications. The Board shall have the right to accept or reject, in whole or in part, any bid in the best interest of the School District. Rules shall be developed by the administration for the competitive purchasing of goods and services.

The Superintendent of Schools may authorize purchases within the approved budget without competitive bidding if such purchases are required by public emergency or permitted by law.

The Superintendent of Schools is authorized to enter into cooperative bidding for various needs of the School District.



General Municipal Law Section 103

Adopted: 7/8/02
Revised: 10/3/07, 11/18/15

SUBJECT: PROCUREMENT OF GOODS AND SERVICES

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

- c) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;
- d) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- e) Guard against favoritism, improvidence, extravagance, fraud and corruption.

These procedures shall contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions (purchases pursuant to General Municipal Law, Section 186; State Finance Law, Sections 175-a and 175-b; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of Section 104-b of General Municipal Law;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons; and
- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District.
- g) Provide instructional materials in alternative formats.

(Continued)

SUBJECT: PROCUREMENT OF GOODS AND SERVICES (Cont'd.)

1. Alternative format shall mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the School District, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file in an approved format. Electronic file shall mean a file compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual students.
 2. The District shall amend procurement policies pertaining to the purchase of instructional materials to provide a preference for vendors agreeing to provide instructional materials to the District in alternative format. Bidding specifications for instructional material will also reflect the preference.
 3. In situations where an electronic file is provided to a student, such file shall be provided to the student through the Special Education Department. The Special Education Department will then work in conjunction with District computer professionals and the manufacturer of the electronic file to convert the program to an accessible format. Such conversion shall occur within a reasonable amount of time of the electronic file being provided to the student.
 4. The Special Education Department shall, upon completion of annual review for a student requiring instructional materials in alternative formats for the upcoming year, take reasonable steps to ensure that such instructional materials are ordered and present in the District prior to the stated of the next school year.
 5. Ordering timelines for the District shall be concurrent with the timelines reflected by law and regulation for implementation of an IEP or 504 plan.
 6. In cases where a student enrolls during the school year, the District shall apply the timelines under law and regulation for implementing an IEP when ordering alternative format instructional materials.
- h) Give consideration that no apparel goods are purchased or rented for use by any District school, department, office, or school-sponsored group unless manufacture of the apparel has been under conditions which meet the following standards:

(Continued)

SUBJECT: PROCUREMENT OF GOODS AND SERVICES (Cont'd.)

1. Rights

- (a) The company responsible for the manufacture of the apparel respects workers' rights to speak out about working conditions without fear or retaliation and to form unions of their own choosing without employer resistance.
- (b) The company complies with all laws, regulations and applicable standards governing the workplace.
- (c) Subcontractors involved in the manufacture of the apparel do not use child labor, forced labor, or corporal punishment.
- (d) The company does not discriminate in hiring, promotion, or compensation on the basis of race, national origin, religion, gender, sexual preference, union affiliation, or political.

2. Compensation

Wage and benefit levels paid to workers involved in the manufacture of the apparel must be sufficient to meet basic needs and provide some discretionary income for a family appropriate to their community (a living wage).

3. Safety and Health

Subcontractors provide a safe and healthy work environment.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall solicit comments concerning the District's policies and procedures from those employees involved in the procurement process. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

General Municipal Law, Sections 103(1)(5) and 104-b

Adopted: 7/8/02

SUBJECT: USE OF CREDIT CARDS

The Board of Education authorizes the use of District credit cards by certain District Officials and/or employees to pay for actual and necessary expenses incurred in the performance of work-related duties and to purchase goods for the District. All such credit cards shall be in the name of the School District.

A list of those persons issued or permitted to use a District credit card shall be maintained in the Office of the Assistant Superintendent for Business, and reported to the Board each year at the Organizational Meeting.

The District shall establish a credit line not to exceed \$3,000 for each card given to officials and/or employees and an aggregate limit of \$62,000 for all cards issued to the District. The exception to this would be for the Assistant Superintendent for Curriculum and Instruction whose credit line would not exceed \$25,000 to be used to cover purchases for books from international vendors and other emergency textbook purchases and for the Assistant Superintendent for Business and Personnel whose credit line would not exceed \$25,000 to be used to cover purchases of textbooks/workbooks for Rockville Centre students attending non-public schools in and out of the district. These expenditures will be pre-approved by the Board of Education through the normal budget requisition process.

The relationship between the District and the credit card company shall be such that the District preserves its rights under law to dispute claims or charges. In addition, the Board will ensure that any claim shall be paid only after each claim has been audited and allowed.

Users must take proper care of these credit cards and take all responsible precautions against damage, loss or theft. Any damage, loss or theft must be reported immediately to the Office of the Assistant Superintendent for Business in writing and to the institution issuing the credit card.

Failure to take proper care of the credit card and/or failure to report damage, loss or theft of the credit card as required by this policy may subject the employee to financial liability.

District credit cards may only be used for legitimate School District business expenditures. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy may result in credit card revocation and further action by the District or appropriate law enforcement authorities and may include discipline of the employee in accordance with law and applicable collective bargaining agreements, if any.

(Continued)

SUBJECT: USE OF CREDIT CARDS (Cont'd.)

Users must submit detailed documentation, including itemized receipts for authorized expenses which have been incurred in connection with school district related business for which a District credit card has been used.

The Superintendent of Schools, in conjunction with the Assistant Superintendent for Business shall establish regulations to implement this policy.



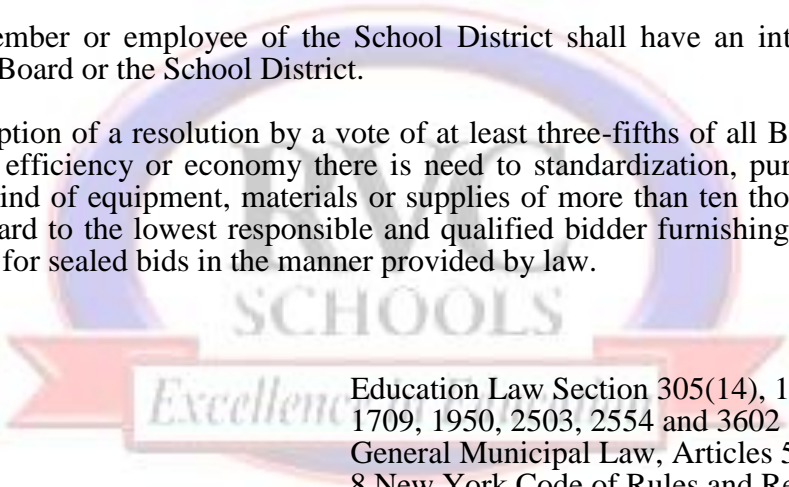
Adopted: 2/15/05
Revised: 11/13/07, 7/30/14

SUBJECT: CONTRACTS FOR SERVICES AND MATERIALS

No contracts for services or materials shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract through a purchase order from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

Upon the adoption of a resolution by a vote of at least three-fifths of all Board members stating that for reasons of efficiency or economy there is need to standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than ten thousand dollars may be awarded by the Board to the lowest responsible and qualified bidder furnishing the required security after advertisement for sealed bids in the manner provided by law.



Education Law Section 305(14), 1604,
1709, 1950, 2503, 2554 and 3602
General Municipal Law, Articles 5-A and 18
8 New York Code of Rules and Regulations
NYCRR) Section 170.2, 200.2(b)(10),
200.2(c) and 200.2(i)

5510

Non-Instructional/Business
Operations

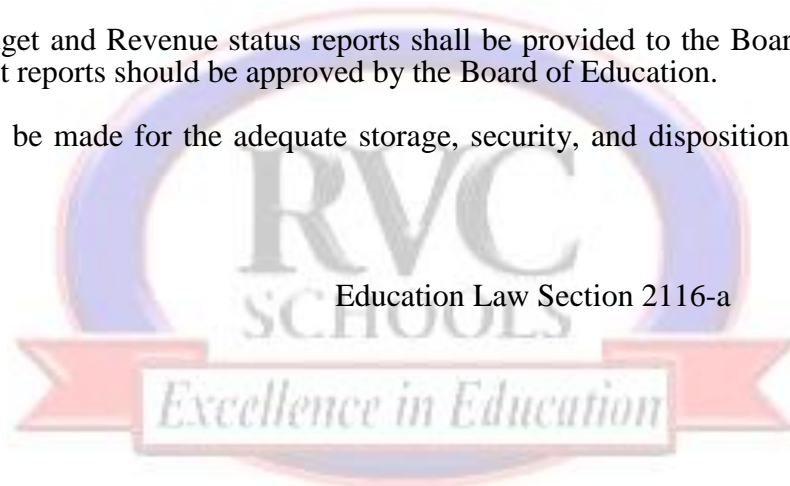
SUBJECT: ACCOUNTING OF FUNDS

Accounting and reporting procedures shall be developed to facilitate analysis and evaluation of the District's financial status and fixed assets. The District will use the Uniform System of Accounts for School Districts.

Books and records of the District shall be maintained in accordance with statutory requirements.

Treasurer, Budget and Revenue status reports shall be provided to the Board of Education on a monthly basis. Audit reports should be approved by the Board of Education.

Provision shall be made for the adequate storage, security, and disposition of all financial and inventory records.



Adopted: 7/8/02

SUBJECT: ELECTRONIC OR WIRE TRANSFER OF FUNDS

Electronic or Wire Transfers

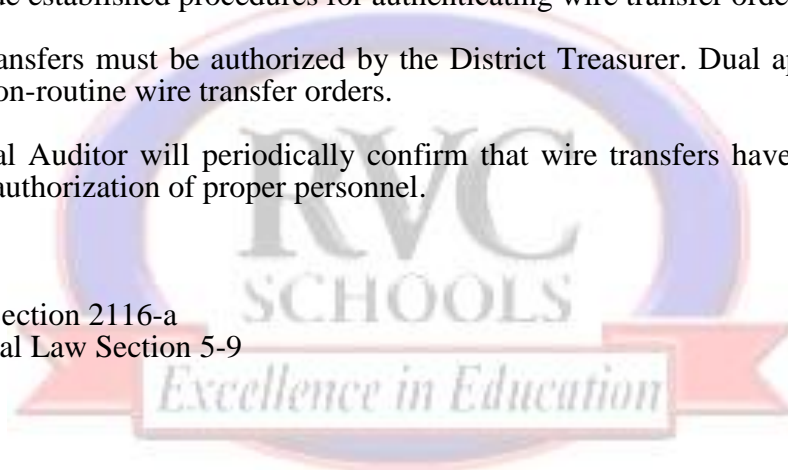
Procedures will be implemented specifying who is authorized to initiate, approve, transmit, record, review and reconcile electronic transactions. At least two individuals will be involved in each transaction. Authorization and transmitting functions will be segregated and whenever possible the recording function will be delegated to a third individual.

The District will enter into written wire transfer security agreements for District bank accounts which will include established procedures for authenticating wire transfer orders.

All wire transfers must be authorized by the District Treasurer. Dual approval controls will be established for non-routine wire transfer orders.

The Internal Auditor will periodically confirm that wire transfers have appropriate signatures, verification and authorization of proper personnel.

Education Law Section 2116-a
General Municipal Law Section 5-9



Adopted: 10/20/09

Non-Instructional/Business
Operations

SUBJECT: FUND BALANCE AND RESERVES

Purpose

The Board of Education recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of the school district and is fiscally advantageous for both the district and the taxpayer. This policy establishes goals and provides guidance concerning the desired level of year-end fund balance to be maintained by the district.

Definitions

Fund balance is a measurement of available financial resources and represents the difference between total assets and total liabilities in each fund.

Governmental Accounting Standards Board (“GASB”) Statement No. 54 distinguishes fund balance classifications based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. Beginning with the most binding constraints, fund balance amounts will be reported by the District in the following classifications:

Nonspendable – amounts that cannot be spent because they are in a nonspendable form (e.g., inventory) or legally or contractually required to be maintained intact (e.g., principal of a permanent fund).

Restricted – amounts limited by external parties, or legislation (e.g., grants or donations).

Committed – Amounts constrained to specific purposes by a government itself using its highest level of decision-making authority (ie: Board of Education); to be reported as committed, amounts cannot be used for any other purpose unless the District takes the same highest-level action to remove or change the constraint.

Assigned – Amount intended to be used for a specific purpose; intent can be expressed by the Board of Education or by an official or body to which the Board delegates the authority.

Unassigned – Amounts available for consumption or not restricted in any manner. These amounts are reported only in the General Fund.

Guidelines

The fund balance of the School District’s General Fund has been accumulated to provide stability and flexibility and to respond to unexpected adversity and/or opportunities.

The target is to maintain an unassigned fund balance of 4 % of the estimated annual operating expenditures for the ensuing fiscal year.

Non-Instructional/Business
Operations

SUBJECT: FUND BALANCE AND RESERVES (Cont'd.)

The School District's basic goal is to maintain annual expenditure increases at a growth rate, and to limit expenditures to anticipated revenue in order to maintain a balanced budget. The decision to retain an unrestricted fund balance of 4 % of the expected expenditures stems from the need to support normal operating costs for the District and provide fiscal stability.

The order by which the District will spend restricted and unrestricted (unassigned) fund balance will be evaluated on an annual basis based on the current financial conditions. Reserves currently existing in the District include:

Unemployment Insurance Reserve – used to reserve funds for reimbursement to the State Unemployment Insurance Fund for unemployment insurance payments made to claimants..

Retirement Contribution Reserve - used for the purpose of financing retirement contributions. This reserve is evaluated on an annual basis by reports received from the New York State Employees' Retirement System.

Reserve for Employee Benefit Accrued Liability - used to reserve funds for the payment of accrued employee benefit due an employee upon termination of the employee's service. This reserve is evaluated by the Business Office on an annual basis based on reports provided by the financial accounting system.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the enforcement of this policy.

References: School Code – 24 P. S. Sec. 2-218, Sec. 6-688

Adopted: 11/15/11

(Per Independent Auditor)

2002

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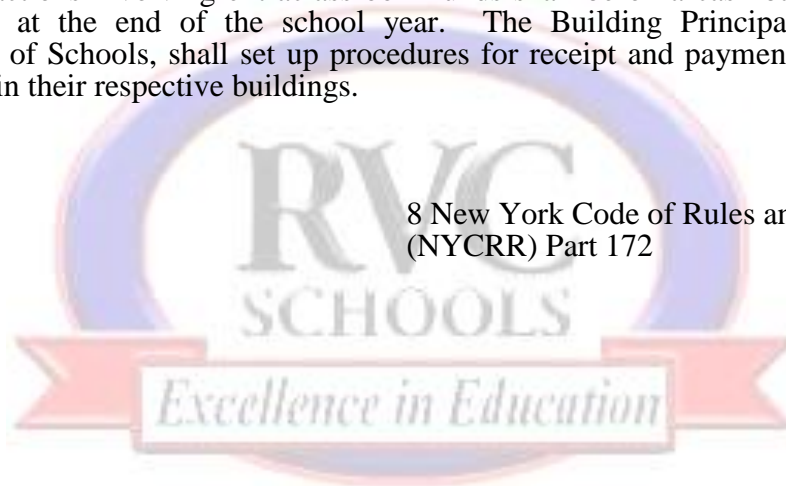
Non-Instructional/Business
Operations

SUBJECT: EXTRACLASSROOM ACTIVITIES FUND

An extraclassroom activity fund shall be established for activities conducted by students whose financial support is raised other than by taxation or through charges of the Board of Education. All funds in the extraclassroom activities fund shall be kept according to standards of good financial management. Proper books will be kept and all moneys deposited in appropriate accounts as set up by the Board of Education. These accounts shall be subject to audit.

All transactions involving extraclassroom funds shall be on a cash basis and no accounts shall remain unpaid at the end of the school year. The Building Principals, with approval of the Superintendent of Schools, shall set up procedures for receipt and payment from the extraclassroom activities fund in their respective buildings.

8 New York Code of Rules and Regulations
(NYCRR) Part 172



SUBJECT: PETTY CASH FUNDS AND CASH IN SCHOOL BUILDINGS

Petty Cash Funds

A petty cash fund of not more than two hundred dollars (\$200) shall be maintained in various District Offices and one hundred dollars (\$100) in each school building. Payments from petty cash funds may be made for materials, supplies or services only when payment is required upon delivery. At the time of reimbursement, an itemized statement of expenditures, together with substantiating receipts, shall be submitted. Such accounts shall be authorized by Board resolution at their annual meeting.

A start-up petty cash fund for the lunch program registers shall be established in each school building at the start of each school year in the following amounts and shall be used as working capital throughout the year. The funds shall be re-paid to the District at the end of the school year:

Covert, Hewitt, Riverside, Watson, Wilson Elementary Schools: \$40 each.

South Side Middle School: \$150.

South Side High School: \$201.

Appropriate regulations shall be developed for implementation of this policy.

Cash In School Buildings

Money, whether District or extraclassroom funds, shall be held in the vault in the main office of each District school building. Under no circumstances shall cash be left in classroom areas or desks. The District will not be responsible for funds left unprotected.

All funds, whether District or extraclassroom funds, shall be deposited in the bank prior to close of school each week. Only authorized personnel designated by the building administrator shall be allowed in the main office vault.

Education Law Section 1709(29)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.4

Adopted: 7/8/02
Revised: 10/3/07, 10/28/08

2002

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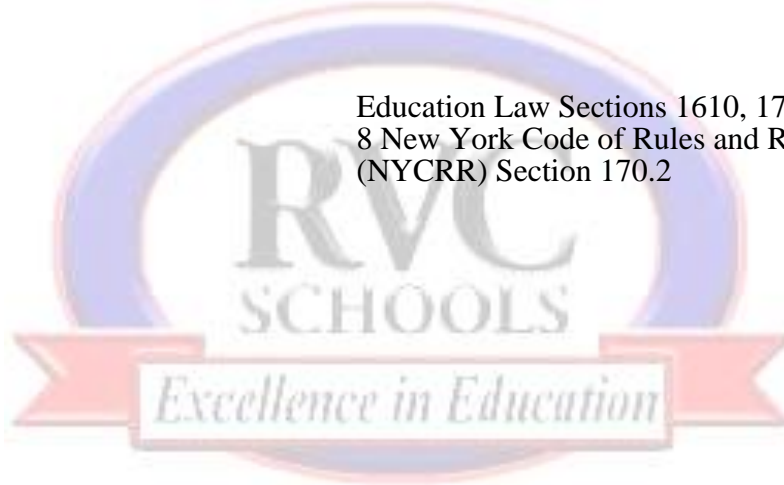
Non-Instructional/Business
Operations

SUBJECT: PUBLICATION OF THE DISTRICT'S ANNUAL FINANCIAL STATEMENT

In compliance with Education Law, the Board of Education shall direct the District Clerk to publish annually during the month of July or during the month of August a full and detailed account of all moneys received by the Board or the Treasurer of the District for its account and use, and all of the money expended therefore, giving the items of expenditure in full.

The account shall be published in the official District newspaper once each year.

Education Law Sections 1610, 1721 and 2117
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2



Adopted: 7/8/02

2002

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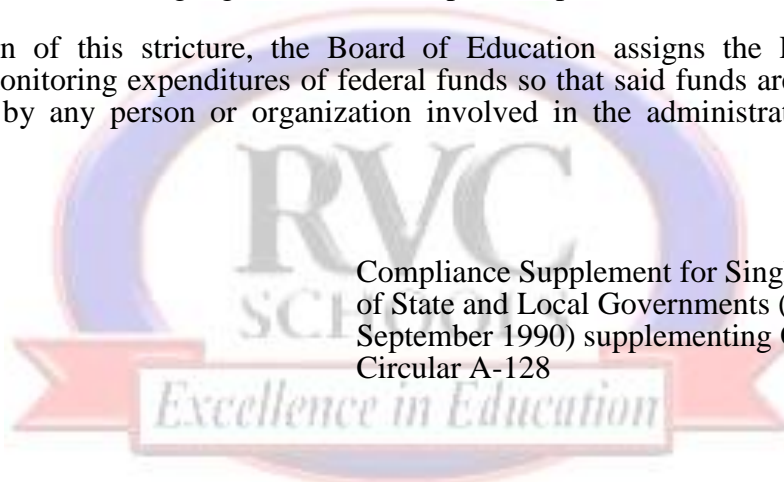
Non-Instructional/Business
Operations

SUBJECT: USE OF FEDERAL FUNDS FOR POLITICAL EXPENDITURES

The Board of Education prohibits the use of any federal funds for partisan political purposes or expenditures of any kind by any person or organization involved in the administration of federally assisted programs.

This policy refers generally, but is not limited to, lobbying activities, publications, or other materials intended for influencing legislation or other partisan political activities.

In recognition of this stricture, the Board of Education assigns the Purchasing Agent the responsibility of monitoring expenditures of federal funds so that said funds are not used for partisan political purposes by any person or organization involved in the administration of any federally-assisted programs.



Compliance Supplement for Single Audit
of State and Local Governments (revised
September 1990) supplementing OMB
Circular A-128

NOTE: Refer also to Policy #6430 -- Employee Activities.

Adopted: 7/8/02

STUDENTS

SUBJECT: ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT

Allocation of Funds

The District allocates the Title I, Part A funds it receives to District school buildings on the basis of the total number of students from low-income families in each eligible school attendance area or eligible school, as defined in law. Unless the District school building is participating in a school-wide program, the District school building will only use Title I, Part A funds for programs that provide services to eligible children, as defined in law, identified as having the greatest need for special assistance.

The District will reserve from its allocation of Title I, Part A funds, such funds as are necessary to provide services comparable to those provided to students in District school buildings that receive Title I, Part A funds in order to serve:

- a) Homeless children and youths, including educationally related support services to children in shelters and other locations where children may live;
- b) Children in local institutions for neglected children; and
- c) If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Funds Will Supplement Not Supplant

The District will ensure that Title I, Part A funds only supplement, not supplant, the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted by Title I, Part A funds.

Allocation Methodology

The District has developed an allocation methodology that is consistent with Title I guidelines.

20 USC §§ 6312-6315 and 6321

NOTE: Refer also to Policies # 5110 -- Budget Planning and Development
8260 -- Title I Parent and Family Engagement

Adoption Date: 3/6/19

Non-Instructional/Business Operations

SUBJECT: ALLEGATIONS OF FRAUD

Reporting and Investigations of Allegations of Fraud

All Board members and officers, District employees and third party consultants are required to abide by the District's policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of District operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School System is to disclose such information according to the reporting procedures established by the District. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the District's Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official, the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable, to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board of Education. The District's prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the District has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the District determines that a school official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, District policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. *The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.*

(Continued)

Non-Instructional/Business

Operations SUBJECT: ALLEGATIONS OF FRAUD (Cont'd.)

An appeal procedure will also be provided, as applicable, to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable investigating officer(s).

Protection of School Employees who Report Information Regarding Illegal or Inappropriate Financial Practices

Any employee of the School District who has reasonable cause to believe that the fiscal practices or actions of an employee or officer of the District violates any local, state, federal law or rule and regulation relating to the financial practices of the District, and who in good faith reports such information to an official of the District, or to the Office of the State Comptroller, Office of Medicaid Inspector General, the Commissioner of Education, or to law enforcement authorities, shall have immunity from any civil liability that may arise from the making of such report. Further, neither the School District, nor employee or officer thereof, shall take, request, or cause a retaliatory action against any such employee who makes such a report.

The Board also prohibits any retaliatory behavior directed against any witnesses and/or any other individuals who participate in the investigation of an allegation of illegal or inappropriate fiscal practices or actions. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Any individual who *knowingly* makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action.

[Civil Service Law Section 75-b](#)

Adopted: 3/22/05
Revised: 2/28/06, 10/3/07, 2/23/10

Non-Instructional/Business Operations

SUBJECT: BOARD AUDIT COMMITTEE

No later than January 1, 2006, an Audit Committee shall be established by Board resolution. The Audit Committee may consist of:

- a) The Board of Education as a whole;
- b) A subcommittee of the Board of Education; or
- c) An Advisory Committee that may include, or be composed entirely of persons other than Board members if, in the opinion of the Board, such membership is advisable to provide accounting and auditing expertise.

Persons other than Board members who serve on the advisory committee shall be independent and shall not:

1. Be employed by the District;
2. Be an individual who within the last two years provided, or currently provides, services or goods to the District;
3. Be the owner of or have a direct and material interest in a company providing goods or services to the District; or
4. Be a close or immediate family member of an employee, officer, or contractor providing services to the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

The Audit Committee shall consist of at least three (3) members who should collectively possess knowledge in accounting, auditing, financial reporting, and School District finances. They shall serve without compensation, but shall be reimbursed for any actual and necessary expenditure incurred in relation to attendance at meetings. Employees of the District are prohibited from serving on the Audit Committee. Members of the Audit Committee shall be deemed School District Officers, but shall not be required to be residents of the School District.

The role of the Audit Committee shall be advisory unless the Audit Committee consists of at least a quorum of Board members, and any recommendations it provides to the Board shall not substitute for any required review and acceptance by the Board of Education.

The Audit Committee shall develop and submit to the Board for approval a formal, written charter which includes, but is not limited to, provisions regarding the committee's purpose, mission, duties, responsibilities and membership requirements.

(Continued)

Non-Instructional/Business Operations

SUBJECT: BOARD AUDIT COMMITTEE (Cont'd.)

The Audit Committee shall hold regularly scheduled meetings and report to the Board on the activities of the Committee on an as needed basis, but not less than annually. The report will address or include at a minimum:

- a) The activities of the Audit Committee;
- b) A summary of the minutes of the meeting;
- c) Significant findings brought to the attention of the Audit Committee;
- d) Any indications of suspected fraud, waste, or abuse;
- e) Significant internal control findings; and
- f) Activities of the internal audit function.

The responsibilities of the Audit Committee include the following:

- a) Provide recommendations regarding the appointment of the External (Independent) Auditor for the District;
- b) Meet with the External (Independent) Auditor prior to commencement of the audit;
- c) Review and discuss with the External (Independent) Auditor any risk assessment of the District's fiscal operations developed as part of the Auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards if applicable;
- d) Receive and review the draft annual audit report and accompanying draft management letter and, working directly with the External (Independent) Auditor, assist the Board of Education in interpreting such documents;
- e) Make a recommendation to the Board on accepting the annual audit report; and
- f) Review every corrective action plan developed by the School District and assist the Board in its implementation.

(Continued)

Non-Instructional/Business Operations

SUBJECT: BOARD AUDIT COMMITTEE (Cont'd.)

Corrective Action Plan

Within ninety days of receipt of the report or management letter, the Superintendent shall prepare a corrective action plan approved by the Board in response to any findings contained in:

- a) The annual external audit report or management letter;
- b) A final audit report issued by the District's internal auditor;
- c) A final report issued by the State Comptroller;
- d) A final audit report issued by the State Education Department; or
- e) A final audit report issued by the United States or an office, agency or department thereof.

The corrective action plan must be filed with the State Education Department, and if appropriate, must include the expected date(s) of implementation. To the extent practicable, implementation of the corrective action plan should begin no later than the end of the next fiscal year.

Additional responsibilities of the Audit Committee include: assisting in the oversight of the Internal Audit Function including, but not limited to, providing recommendations regarding the appointment of the Internal Auditor; reviewing significant findings and recommendations of the Internal Auditor; monitoring the School District's implementation of such recommendations; and participating in the evaluation of the performance of the Internal Audit Function.

The Audit Committee may conduct an Executive Session pursuant to Public Officers Law Section 105 pertaining to the following matters:

- a) To meet with the External (Independent) Auditor prior to commencement of the audit;
- b) To review and discuss with the External (Independent) Auditor any risk assessment of the District's fiscal operations developed as part of the Auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards if applicable; and
- c) To receive and review the draft annual audit report and accompanying draft management letter and, working directly with the External (Independent) Auditor, assist the Board of Education in interpreting such documents.

(Continued)

Non-Instructional/Business Operations

SUBJECT: BOARD AUDIT COMMITTEE (Cont'd.)

Any Board member who is not a member of the Audit Committee may be allowed to attend an Audit Committee meeting, including an executive session if authorized by a Board resolution. However, if such Board member's attendance results in a meeting of a quorum of the full Board, any action taken by formal vote may constitute official Board action.

Education Law Sections 2116-c, and 3811-3813
Public Officers Law Sections 105(b), 105(c)
and 105(d)



Adopted: 2/28/06
Revised: 3/19/07

Non-Instructional/Business Operations

SUBJECT: INTERNAL AUDIT FUNCTION

No later than July 1, 2006 the District shall establish an internal audit function as enumerated in law to be in operation no later than December 31, 2006. Such function shall include:

- a) Development of a risk assessment of District operations including, but not limited to, a review of financial policies, procedures and practices;
- b) An annual review and update of such risk assessment;
- c) Annual testing and evaluation of one or more of the District's internal controls, taking into account risk, control weaknesses, size, and complexity of operations;
- d) Preparation of reports, at least annually or more frequently as the Board may direct, which analyze significant risk assessment findings recommendation of changes for strengthening controls and reducing identified risks and timeframes for implementation of such recommendations.

The District shall be permitted to utilize existing District personnel to fulfill the internal audit function, but such persons shall not have any responsibility for other business operations of the District while performing internal audit functions. The District shall also be permitted to use inter-municipal cooperative agreements, shared services to the extent authorized by Education Law Section 1950 or independent contractors to fulfill the internal audit function as long as the personnel or entities performing this function comply with any regulations issued by the Commissioner of Education and meet professional auditing standards for independence between the auditor and the District.

Personnel or entities performing the internal audit function shall report directly to the Board.

Education Law Section 1950, 2116-b and 2116-c
8 New York Code of Rules and Regulations (NYCRR)
Section 170.12(d)

NOTE: Refer also to Policy #1339 – Duties of the Internal Auditor

Adopted: 2/28/06
Revised: 3/19/07

Non-Instructional/Business Operations

SUBJECT: STAFF USE OF CELL PHONES

The Board of Education recognizes that certain District employees are required to carry cellular telephones in order to meet their job responsibilities.

The Superintendent of Schools shall develop procedures to ensure the implementation of this policy.



Adopted: 5/24/05

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION

The School District values the protection of private information of individuals in accordance with applicable law and regulations. Further, the District is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private information* in compliance with the Information Security Breach and Notification Act and Board policy.

- a) "*Private information*" shall mean ****personal information** in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:
1. Social security number;
 2. Driver's license number or non-driver identification card number; or
 3. Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"*Private information*" does not include publicly available information that is lawfully made available to the general public from federal, state or local government records.

****"Personal information"** shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

- b) "*Breach of the security of the system,*" shall mean unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the District. Good faith acquisition of personal information by an employee or agent of the District for the purposes of the District is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

Examples of Determining Factors

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, the District may consider the following factors, among others:

- a) Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or
- b) Indications that the information has been downloaded or copied; or

(Continued)

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)

- c) Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported.

Notification Requirements

- a) For any computerized data owned or licensed by the School District that includes private information, the District shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. The District shall consult with the State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.
- b) For any computerized data maintained by the District that includes private information which the District does not own, the District shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

Methods of Notification

The required notice shall be directly provided to the affected persons by one of the following methods:

- a) Written notice;
- b) Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by the District when notifying affected persons in electronic form. However, in no case shall the District require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;
- c) Telephone notification, provided that a log of each such notification is kept by the District when notifying affected persons by phone; or

(Continued)

Non-Instructional/Business
Operations

SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)

- d) Substitute notice, if the District demonstrates to the State Attorney General that the cost of providing notice would exceed \$250,000, or that the affected class of subject persons to be notified exceeds 500,000, or that the District does not have sufficient contact information. Substitute notice shall consist of **all** of the following:
1. E-mail notice when the District has an e-mail address for the subject persons;
 2. Conspicuous posting of the notice on the District's website page, if the District maintains one; and
 3. Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying District and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, the District shall notify the State Attorney General, the Consumer Protection Board, and the State Office of Cyber Security and Critical Infrastructure Coordination as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents.

In the event that more than 5,000 New York State residents are to be notified at one time, the District shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with Section 208(2) of the State Technology Law, regarding notification of breach of security of the system for any computerized data owned or licensed by the District that includes private information.

[State Technology Law Sections 202 and 208](#)

Adopted: 1/16/07

Non-Instructional/Business
Operations

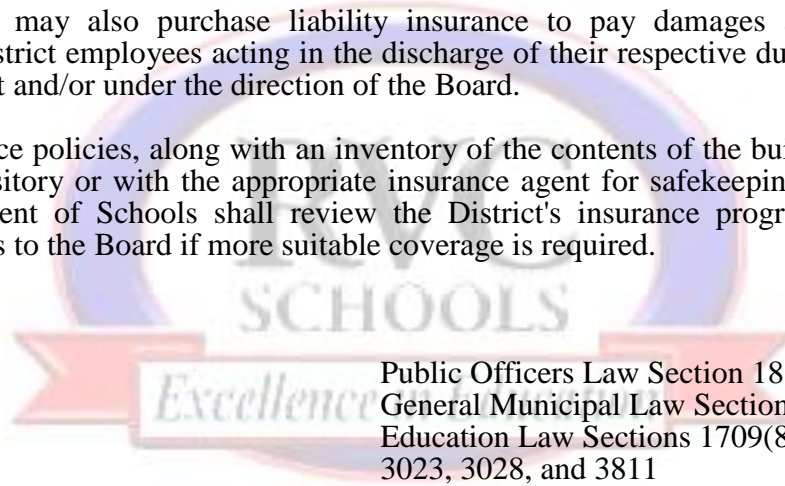
SUBJECT: INSURANCE

The objective of the Board of Education is to obtain the best possible insurance at the lowest possible cost, and to seek advice from an Insurance Appraisal Service to determine that adequate coverage is being provided regarding fire, boiler, general liability, bus and student accident insurance.

The Board shall carry insurance to protect the District's real and personal property against loss or damage. This property shall include school buildings, the contents of such buildings, school grounds and automobiles.

The Board may also purchase liability insurance to pay damages assessed against Board members and District employees acting in the discharge of their respective duties, within the scope of their employment and/or under the direction of the Board.

All insurance policies, along with an inventory of the contents of the building, should be kept in a fireproof depository or with the appropriate insurance agent for safekeeping and referral purposes. The Superintendent of Schools shall review the District's insurance program annually and make recommendations to the Board if more suitable coverage is required.



Public Officers Law Section 18
General Municipal Law Sections 6-n and 52
Education Law Sections 1709(8) and (26) and (34-b),
3023, 3028, and 3811

Adopted: 7/8/02

SUBJECT: INVENTORIES

The Superintendent of Schools or his/her designee shall be responsible for maintaining a continuous and accurate inventory of equipment owned by the District in accordance with "The Uniform System of Accounts for School Districts."

All supplies and equipment purchased and received by the School District shall be checked, logged, and stored through an established procedure.

Uniform System of Accounts for School
Districts (Fiscal Section)



Adopted: 7/8/02

SUBJECT: ACCOUNTING OF FIXED ASSETS

The School Business Official shall be responsible for accounting for general fixed assets according to the procedures outlined by the Uniform System of Accounts for School Districts. These accounts will serve to:

- a) Maintain a physical inventory of assets;
- b) Establish accountability;
- c) Determine replacement costs; and
- d) Provide appropriate insurance coverage.

All fixed assets carrying a minimum value established by the Board that have a useful life of one year or more and physical characteristics which are not appreciably affected by use or consumption shall be inventoried and recorded on an annual basis. Fixed assets shall include land, buildings, equipment and materials.

Assets shall be recorded at initial cost or, if not available, at estimated initial cost; gifts of fixed assets shall be recorded at estimated fair value at the time of the gift. A property record will be maintained for each asset and will contain, where possible, the following information:

- a) Date of acquisition;
- b) Description;
- c) Cost or value;
- d) Location;
- e) Responsible official;
- f) Estimated useful life;
- g) Date and method of disposition.

(Continued)

SUBJECT: ACCOUNTING OF FIXED ASSETS (Cont'd.)

The School Business Official shall arrange for the annual inventory and appraisal of School District property, equipment and material. Any discrepancies between an inventory and the District's property records on file should be traced and explained.

Capitalization of Assets

- Equipment items that cost more than \$2,000 will be capitalized and depreciated for GASB 34 reporting purposes.
- Equipment items costing less than \$2,000 shall be expenses for GASB 34 reporting purposes.
- All non-equipment capital assets costing in excess of \$15,000 shall be capitalized and depreciated for GASB 34 reporting purposes.
- All non-equipment capital assets costing less than \$15,000 shall be expensed for GASB 34 reporting purposes.

For financial reporting purposes, fixed assets with a service life of more than two years following the date of acquisition will be capitalized. Useful lives will be determined in the year of purchase based on general guidelines obtained from professional organizations and the assets present condition. The district will use the straight-line method of depreciation and depreciation expense will be calculated beginning in the year of acquisition.

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE

Operation and Maintenance

The Superintendent of Schools is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and conservation of natural resources.

The Board, through the Superintendent of Schools and his/her staff, has the responsibility of protecting the District investment in plant and facilities through a systematic maintenance program.

It is expected that the program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Construction and Remodeling of School Facilities

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of the School District shall be submitted to the Commissioner when the contemplated construction costs of such work are \$10,000 or more, and for all projects affecting the health and safety of students.

Plans and specifications submitted to the Commissioner shall bear the signature and seal of an architect or engineer licensed to practice in the State of New York. The architect or engineer who sealed the plans and specifications shall also certify that the plans and specifications conform to the standards set forth in the State Uniform Fire Prevention and Building Code (9 NYCRR Parts 600 through 1250) and the State Energy Conservation Construction Code (9 NYCRR Parts 7810 through 7816).

For remodeling or construction projects costing \$5,000 or more, the District shall assure compliance with the requirements of the State Uniform Fire Prevention and Building Code (9 NYCRR 600 through 1250) and Part 155 of the Commissioner's Regulations, and shall retain the services of an architect or engineer licensed to practice in New York State.

For remodeling or construction projects costing less than \$5,000, the District shall assure compliance with the requirements of the State Uniform Fire Prevention and Building Code (9 NYCRR Parts 600 through 1250) and Part 155 of the Commissioner's Regulations.

Inspections

The administration of the School System shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board of Education informed of the results of such inspections in a timely fashion.

(Continued)

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)

Comprehensive Public School Building Safety Program (Rescue)

To ensure that all school facilities are properly maintained and preserved and provide suitable educational settings, the Board of Education requires that all occupied school facilities which are owned, operated or leased by the District comply with the provisions of the Comprehensive Public School Safety Program and the Uniform Code of Public School Building Inspections, Safety Rating and Monitoring as prescribed in Commissioner's Regulations. For this reason, the School District shall develop a Comprehensive Public School Building Safety Program in accordance with Commissioner's Regulations.

The program shall be reevaluated and made current at least annually, and shall include the following:

- a) A five (5) year capital facilities plan which will include a priority listing of current and proposed construction and renovation projects and major repairs and replacement of building systems and their costs.
- b) A District-wide building inventory, which will include information pertaining to each building including, but not limited to:
 1. Type of building, age of building, size of building;
 2. Rated capacity, current enrollment;
 3. List of energy sources and major systems (lighting, plumbing, electrical, heating); and
 4. Summary of triennial Asbestos Inspection reports.
- c) An annual visual inspection of each occupied building and assignment of a safety rating score. The inspection committee must include a state certified code enforcement official, the District's facility director or designee, and a member of the District's Health and Safety Committee.
- d) A building condition survey shall be conducted for all occupied school buildings once every five (5) years by a team that includes at least one (1) licensed architect or engineer.
- e) A District-wide monitoring system which includes:
 1. Establishing a Health and Safety Committee;
 2. Development of detailed plans and a review process of all inspections;
 3. Procedures for a response in writing to all inquiries about building health and safety concerns, a copy of which will be sent to the District's Health and Safety Committee for oversight, and a copy kept on permanent file.

(Continued)

SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)

- f) Procedures to ensure the safety of the building occupants while a construction/renovation project is taking place. These procedures will include:
1. Notification to parents, staff and the community at least two (2) months in advance of a construction project of \$10,000 or more to be conducted in a school building while the building is occupied; provided, however, that in the case of emergency construction projects, such notice shall be provided as far in advance of the start of construction as is practicable;
 2. Ensuring that all contractors comply with all health and safety issues and regulations;
 3. An opportunity for the District's Health and Safety Committee to conduct a walk-through inspection of newly renovated or constructed areas to confirm that the area is ready to be reopened for use; and
 4. An emergency plan which will address potential concerns with the capital project including, but not limited to, evacuation procedures, fire drills, and structural failures.

Board of Education Inspection of Facilities

As required by law, the Board of Education will do an annual inspection of all school facilities.

Fire Inspection: 8 New York Code of Rules and Regulations (NYCRR) Section 155.4
Education Law Section 807-a
Health Inspection: Education Law Section 906
Asbestos Inspection: Education Law, Article 9-A
40 Code of Federal Regulations (C.F.R.)
Part 763, Subpart E
Plans and Specifications:
Education Law Sections 408, 408-a and 409
8 New York Code of Rules and Regulations (NYCRR) Sections 155.1 and 155.2
Structural Safety Inspections:
Education Law Sections 409-d, 409-e, 3602, and 3641(4)
8 New York Code of Rules and Regulations (NYCRR) Sections 155.1, 155.41 and 155.6

Adopted: 7/8/02

2002

5631

Non-Instructional/Business
Operations

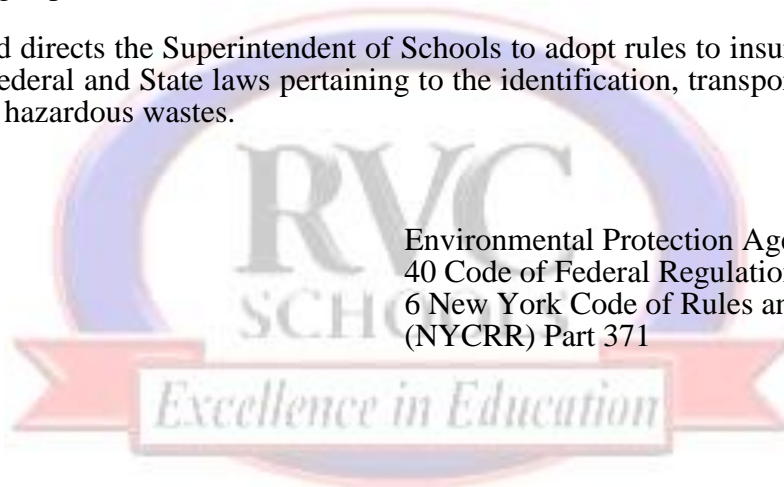
**SUBJECT: HAZARDOUS WASTE AND HANDLING OF TOXIC SUBSTANCES BY
EMPLOYEES**

The Board of Education recognizes the need to protect human health and the environment from damage resulting from the improper handling of hazardous wastes.

The management of hazardous waste from its point of generation to the ultimate disposal is regulated through specific Federal and State laws.

The Board directs the Superintendent of Schools to adopt rules to insure District implementation of applicable Federal and State laws pertaining to the identification, transportation, treatment, storage, and disposal of hazardous wastes.

Environmental Protection Agency
40 Code of Federal Regulations (C.F.R.) 261 and 262
6 New York Code of Rules and Regulations
(NYCRR) Part 371



Adopted: 7/8/02

5631.1
243 of 692

Non-Instructional/Business
Operations

SUBJECT: PEST MANAGEMENT AND PESTICIDE USAGE

The Board of Education is committed to maintaining the integrity of school buildings and grounds while protecting the health and safety of students and staff and maintaining a productive learning environment.

Structural and landscape pests can pose significant problems for people and property. Weeds and infestations can destroy playing fields and playgrounds and more importantly, cause severe allergic reactions. Pesticides can pose risks to people, property, and the environment. It is therefore the policy of the School District to incorporate Integrated Pest Management (IPM) practices for control of weeds, structural and landscape pests. The objective of this program is to provide necessary pest control while using the least toxic approach to all pests, weeds and infestations.

Pest/Pesticide Management

The District will manage weeds and pests to:

- a) Reduce any potential human health hazard or threat to public safety.
- b) Prevent loss or damage to school structures or property.
- c) Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- d) Enhance the quality of life for students, staff, and others.

Integrated Pest Management (IPM) Coordinator

An IPM Coordinator will be appointed by the Superintendent of Schools. The coordinator's responsibilities will include the following:

- a) Recording all pest sightings by school staff and students.
- b) Recording all pesticide use and utilizing the least toxic approach.
- c) Meeting with a local pest control expert, such as a pesticide contractor to share information on what pest problems are present in the school.
- d) Assuring that all of the expert's recommendations on maintenance and sanitation are carried out where feasible.

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PEST MANAGEMENT AND PESTICIDE USAGE (Cont'd.)

- e) Assuring that pesticide use is done when school is not in session or when the area can be completely secured against access by school staff and students for a standard seventy-two (72) hours, or as required by the pesticide being used.
- f) Notifying parents, staff and neighbors of any applications of pesticides who opt-in to receive forty-eight (48) hours before they occur. The IPM Coordinator will serve as the District's Pesticide Representative.

Pesticide Use on Common Areas

Pesticides will not be used on playgrounds, turf, athletic or playing fields, in effect, all lawn areas of the school. In these common areas where children gather and play, pesticide alternatives will be used whenever possible and effective. The prohibition does not apply to indoor use or the application to building structures.

An exception may be made for emergency applications of pesticide only when approved in advance by the School Board. The Board may consult with the local Health Department on public health related emergency determinations. They may also consult with the Department of Environmental Conservation (DEC) for environmental emergency determinations. Emergency determinations should only be sought for one-time pesticide application in a specific situation, which presents a true emergency. The guidance document from DEC provides clarification on emergency determinations. It can be found at:

http://www.dec.ny.gov/docs/materials_minerals_pdf/guidancech85.pdf

Some types of pesticides and alternatives, those deemed safe in federal regulation, may be allowable on playing fields and playgrounds in certain circumstances.

Fertilizer Use

New requirements and restrictions regarding the use of phosphorus fertilizers on school grounds have been developed. Chapter 205 of the Laws of 2010 dictates the requirements which must be adhered to regarding grounds maintenance starting on January 1, 2012.

- a) Fertilizer use is prohibited between December 1 and April 1 annually.
- b) The use of fertilizers is prohibited within twenty (20) feet of any surface water except:

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PEST MANAGEMENT AND PESTICIDE USE (Cont'd.)

1. Where a continuous natural vegetation buffer, at least ten (10) feet wide, separates lawn and water.
 2. Where a spreader guard, deflector shield or drop spreader is used, then the application may not occur within three feet of any surface water.
- c) The use of phosphorus fertilizers are prohibited on lawns or other non-agricultural turf with the following exceptions:
1. The use of phosphorus fertilizers are needed to establish a new lawn; or
 2. A soil test shows that phosphorus fertilizers are needed for growth.
- d) Fertilizer cannot be used on any impervious surfaces and if such an application occurs, it must be cleaned immediately and legally applied or placed in an appropriate container.

Notification

The District's IPM Coordinator or designated Pesticide Representative will give prior written notice of all pesticide applications to anyone who has asked to receive such notice. The District will maintain a list of those people who wish to opt-in to receive forty-eight (48) hour notice before pesticide applications and will ensure that a system is developed to deliver such notice in a timely fashion to all affected. The notification system may be by mail or email, and will ensure that a back-up method is available to notify those for whom the regular system is unworkable. The name and contact information for the District Pesticide Representative will be made available to all requesting it.

Sample forms for forty-eight (48) hour prior notification can be obtained at:

http://www.p12.nysed.gov/facplan/documents/PesticideNeighborNotificationGuidelineforSchools_091001.pdf

The District must also provide additional written notification to all parents and staff three (3) times per year to inform them of any pesticide applications that have occurred: within ten (10) days of the end of the school year, within two (2) school days of the end of winter recess and within two (2) days of the end of spring recess.

Recordkeeping

Records of pesticide use will be maintained on site for three (3) years. Records will be completed on the day of pesticide use. In addition, pest surveillance records will be maintained to help verify the need for pesticide treatments. Annual reports of any applications must be sent to DEC.

(Continued)

Non-Instructional/Business
Operations

SUBJECT: PEST MANAGEMENT AND PESTICIDE USAGE (Cont'd.)

Education Law Sections 409-k, 409-h
Environmental Conservation Law Sections 17-2103, 33-0303
40 Code of Federal Regulations (CFR) Part 152.25
7 United States Code Section 136(mm), 136q(h)(2) (FIFRA)
NYCRR Part 155.4(d)(2)



Adopted: 1/19/11
Revised: 9/19/11

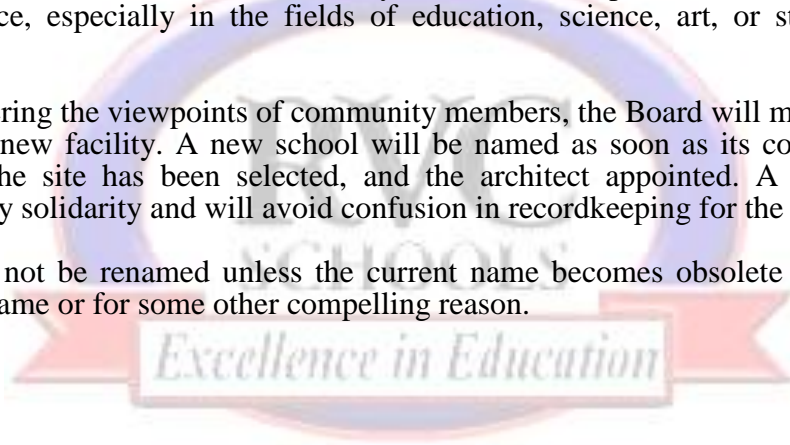
SUBJECT: NAMING NEW FACILITIES

Naming a school is a matter of importance and deserves the thoughtful attention of the Board and administration.

School names may be geographic in nature. That is, bearing the name of the community that will be served or the name of a street. The name of a school may be that of a person whose name will serve as an inspiration of students and the community. The names of persons who have attained local or national prominence, especially in the fields of education, science, art, or statesmanship, will be considered.

After considering the viewpoints of community members, the Board will make the final selection of the name for a new facility. A new school will be named as soon as its construction has been a financial reality, the site has been selected, and the architect appointed. A prompt decision will advance community solidarity and will avoid confusion in recordkeeping for the new facility.

Schools will not be renamed unless the current name becomes obsolete due to a change in a geographic place name or for some other compelling reason.



SUBJECT: SMOKING/TOBACCO USE

School Grounds

Tobacco use shall not be permitted and no person shall use tobacco on school grounds. According to Public Health Law Article 13-E and Pro-Children Act of 2001, tobacco use is also prohibited within one hundred (100) feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools. However, this shall not apply to smoking in a residence, or within the real property boundary lines of such residential real property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's elementary or secondary school's legally defined property boundaries as registered in the County Clerk's Office; as well as all District vehicles, including vehicles used to transport children or school personnel.

For purposes of this policy, tobacco use is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip, chew, snus and/or snuff) in any form.

The use of e-cigarettes and any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.

Off-School Grounds

Tobacco use is prohibited by students at any school-sponsored event or activity off school grounds or in any vehicle owned by the District.

Other Areas or Facilities

In those other areas or facilities not governed by the smoking prohibition as authorized by the federal Pro-Children Act of 1994, the District shall adhere to the New York State Clean Indoor Air Act (Public Health Law Article 13-E) as newly revised by the Pro-Child Act of 1994.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the District will prominently post its Smoking/Tobacco Use policy and signs prohibiting **all** forms of tobacco product use in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employee.

(Continued)

SUBJECT: SMOKING/TOBACCO USE (Cont'd.)

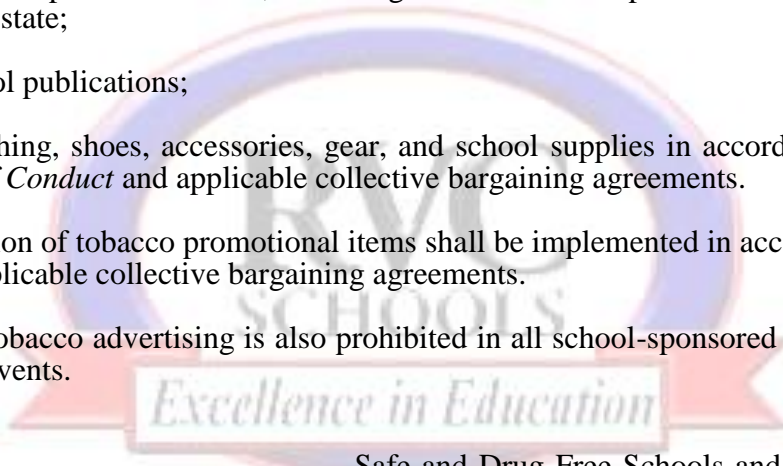
Prohibition of Tobacco Promotional Items/Tobacco Advertising

Tobacco promotional items (e.g., brand names, logos and other identifiers) are prohibited:

- a) On school grounds;
- b) In school vehicles;
- c) At school-sponsored events, including those that take place off school premises and in another state;
- d) In school publications;
- e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District *Code of Conduct* and applicable collective bargaining agreements.

This prohibition of tobacco promotional items shall be implemented in accordance with the *Code of Conduct* and applicable collective bargaining agreements.

In addition, tobacco advertising is also prohibited in all school-sponsored publications and at all school sponsored events.



Safe and Drug-Free Schools and Communities Act, 20
United States Code (USC) Section 7101 et seq.
Pro-Children Act of 2001, as amended by the No Child
Left Behind Act of 2001, 20 United States Code (USC)
Sections 7181-7184
Education Law Sections 409, 2801(1) and 3020-a
Public Health Law Article 13-E

NOTE: Refer also to Policies #3280 – [Use of Facilities, Materials and Equipment](#)
#7320 – [Alcohol, Tobacco, Drugs, and Other Substances \(Students\)](#)
#8211 – [Prevention Instruction](#)
District Code of Conduct on School Property

Adopted: 7/8/02
Revised: 2/1/11, 7/15/14

SUBJECT: ENERGY/WATER CONSERVATION AND RECYCLING OF SOLID WASTE

Energy/Water Conservation

The Board of Education recognizes the importance of energy and water conservation and is committed to the analysis, development, and initiation of conservation measures throughout the District for the purpose of reducing energy consumption, particularly in these times of declining levels of natural energy resources and increasing cost of these resources. The Board will maintain an aggressive and responsive program to reduce consumption of energy by its facilities and to provide education on the conservation of energy.

The District will comply with the Property Maintenance Code of New York State, part of the New York State Uniform Fire Prevention and Building Code, which requires that indoor occupiable work space be maintained at a minimum temperature of 65 degrees from September 14 to May 31 during the period the spaces are occupied. There are exceptions for areas of vigorous physical activities such as gymnasiums as well as processing spaces such as coolers and freezers. However, by law, code or regulation there is no maximum temperature specified. Ventilation requirements only require fresh air, not cool air-conditioning.

Recycling

The Superintendent of Schools will develop a program for the source separation and segregation of recyclable or reusable materials in the District. This District-wide recycling plan shall include:

- a) A conservation education program to teach students about their social responsibility for preserving our resources, and involvement of all students and personnel in a comprehensive effort to reduce, reuse and recycle waste materials;
- b) A concerted effort to purchase recycled items and biodegradable rather than non-biodegradable products;
- c) Separation of waste into appropriate categories for the purpose of recycling, including mercury-added consumer products; and
- d) A cooperative effort with community recycling programs.

Environmental Conservation Law Sections 27-2101-27-2115
General Municipal Law Section 120-aa
19 New York Code of Rules and Regulations
(NYCRR) Sections 1220-1226

Adopted: 7/8/02
Revised: 3/2/05, 11/5/07

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST)

School Food Service Program (Lunch and Breakfast)

The Board has entered into an agreement with the New York State Education Department to participate in the National School Lunch Program and School Breakfast Program to receive commodities and subsidies from the US Department of Agriculture. In return, the District provides free and reduced-price meals to elementary and secondary students in the schools of the District and serves meals that meet federal requirements. The District ensures that a student whose parent/persons in parental relation has unpaid meal charges is not shamed or treated differently than a student whose parent/persons in parental relation does not have unpaid meal charges.

The purpose of this policy is to ensure compliance with federal requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances to ensure that the student is not stigmatized, distressed, or embarrassed. The Superintendent or his/her designee shall have the responsibility to carry out the rules of the School Lunch and Breakfast Programs. The determination of which students are eligible is the responsibility of the Reviewing and Verification Official or the Office of Temporary and Disability Assistance (OTDA) of the Department of Social Services. Appeals regarding eligibility should be submitted to the Hearing Official of the District.

Free or reduced price meals may be allowed for qualifying students attending District schools upon receipt of a written application from the student's parent or guardian or a "Direct Certification" letter from the New York State Office of Temporary and Disability Assistance (OTDA). Applications will be provided by the School District to all families.

School officials must also determine eligibility for free/reduced-price meals by using the Direct Certification Matching Process, a data set supplied by the Office of Temporary and Disability Assistance, and made available by the State Education Department. Any student residing in a household receiving federal assistance through Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF) or Medicaid is automatically eligible for free meals. There is no need for eligible families to complete further applications. The School District shall notify parents or guardians of such eligibility, giving them the opportunity to decline free meals if they so choose.

Procedures for the administration of the free and reduced-price meal program of this School District will be the same as those prescribed in current state and federal laws and regulations.

Access to Meals

At the Middle School and High School, breakfast and lunch are served. Currently, due to a very low participation rate, breakfast is not served at the Elementary schools. Participation rates will be reviewed every three years and breakfast may be served if rates deem it warranted.

- a) **Free meal benefit eligible students** will be allowed to receive a free meal of their choice each day. A la carte items or other similar items must be paid/prepaid.

(continued)

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

- b) **Reduced meal benefit eligible students** will be allowed to receive a breakfast of their choice for \$.25 and lunch of their choice for \$.25 each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or persons in parental relation has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.
- c) **Full pay students** will pay for meals at the District's published paid meal rate each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent/persons in parental relation has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.

Parent Notification

Parents/persons in parental relations will be notified that a student's meal card or account balance is exhausted and has accrued unpaid meal charges within 5 days of the charge and then every 5 days thereafter.

Parent Outreach

- a) Staff will communicate with parent/persons in parental relations with five or more unpaid meal charges to determine eligibility for free or reduced price meals.
- b) Staff will make two documented attempts to reach out to parent/persons in parental relations to complete a free/reduced meal application.
- c) Staff will contact the parent/persons in parental relation to offer assistance with the completion of a free/reduced meal application to determine if there are other issues within the household causing the student to have insufficient funds, offering any other assistance that is appropriate.

Minimizing Student Distress

- a) Staff will not publicly identify or stigmatize any student in line for a meal or discuss any outstanding meal debt in the presence of any other students.
- b) Staff will not take any action directed at a student to collect unpaid meal charges. Staff will deal directly with parent/persons in parental relations regarding unpaid meal charges.

Ongoing Eligibility Certification

- a) Staff will conduct direct certification through the New York Student Identification System (NYSSIS) or using SED Roster Upload at least monthly to maximize free eligibility.
- b) Staff will provide parents/persons in parental relations with free and reduced price application and instructions at the beginning of each school year in the school enrollment packet.
- c) If the District uses an electronic meal application, it will provide an explanation of the process in the school enrollment packet and instructions on how to request a paper application at no cost.
- d) The District will provide at least two additional free and reduced price applications throughout the school year to families identified as owing meal charges.

(continued)

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

- e) The District will use its administrative prerogative to complete an application on a student's behalf judiciously, and only after using exhaustive efforts to obtain a completed application from the student's parent/persons in parental relation. The District will complete the application using only available information on family size and income that falls within approvable guidelines.
- f) The District will coordinate with the foster, homeless, migrant, and runaway coordinators at least monthly to certify eligible students.
- g) Schools will coordinate with the foster, homeless, migrant, runaway coordinators to certify eligible students. School liaisons required for homeless, foster, and migrant students shall coordinate with the Director of Food Service to make sure such students receive free school meals, in accordance with federal law.

Prepaid Accounts

Details regarding payment options are available on the District's webpage at www.rvcschools.org. Students, parent/persons in parental relation may pay for meals in advance on the District website>Lunch Program>Online Payment or with a check made payable to the 'Rockville Centre School Lunch Program' and delivered to your child's school. Funds should be maintained in accounts to minimize the possibility that a student may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

To obtain a refund for a withdrawn or graduating student, a written or e-mailed request for a refund of any money remaining in the student's account must be submitted. Students who are graduating at the end of the year will be given the option to transfer any remaining money, through a written request, to a sibling's account.

Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the District Food Service Program.

Child Nutrition Program/Prepayment Meals

Although not required by law, because of the District's participation in the Child Nutrition Program, the Board of Education approves the establishment of a system to allow a student to prepay meals. The Board authorizes the Superintendent and/or his/her designee to develop rules which address:

- a) What can be charged;
- b) The system used for identifying and recording charged meals;
- c) The system used for collection of repayments; and
- d) The District will provide details regarding payment methods on its website.

Charging Meals

- a) The only item permitted to be charged is a complete meal. A la carte items such as beverages and snacks may not be charged;
- b) The District's point-of-sale system will track all charges and payments;

(continued)

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

- c) If a student comes to school without a lunch, and has exceeded the maximum reimbursable-meal limit, the District may provide a reimbursable meal (that is available to all students) so that he or she does not go hungry that day;
- d) As appropriate, District administration may contact Social Services to report a student's consistent failure to arrive at school with a meal.

Restriction of Sweetened Foods in School

The sale of sweetened foods will be prohibited from the beginning of the school day until the end of the last scheduled meal period.

Sweetened foods consist of sweetened soda water, chewing gum, candy, including hard candy, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, and water ices except those which contain fruit or fruit juices.

Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973, require that children with disabilities be offered the opportunity to participate in all academic and non-academic activities including the school nutrition programs. The District will make reasonable accommodations to those children with disabilities whose disabilities restrict their diets, such as providing substitutions and/or modifications in the regular meal patterns. Such meal substitutions for students with disabilities will be offered at no extra charge. A student with a disability must be provided substitutions in food when that need is supported by a statement, signed by a physician, attesting to the need for the substitutions and recommending alternate foods.

However, the school food service is not required to provide meal services (for example, School Breakfast Program) to students with disabilities when the meal service is not normally available to the general student body, unless a meal service is required under the student's individualized education program (IEP) or Section 504 Accommodation Plan as mandated by a physician's written instructions.

Food Substitutions for Non-Disabled Children

Though not required, the District will also allow substitutions for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority.

The District may also allow substitutions for fluid milk with a non-dairy beverage that is nutritionally equivalent (as established by the Secretary of Agriculture) to fluid milk and meets nutritional standards for students who are unable to consume fluid milk because of medical or other special dietary needs if the request is supported by a statement, signed by a recognized medical authority, or by the student's parent/persons in parental relation.

(continued)

SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)

HACCP-Based Food Safety Program

Schools participating in the National School Lunch and/or School Breakfast programs are required to implement a food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles. The District must develop a written food safety program for each of its food preparation and service facilities that is based on *either* traditional HACCP principles *or* the "Process Approach" to HACCP. (The "Process Approach" simplifies traditional HACCP by grouping foods according to preparation process and applying the same control measures to all menu items within the group, rather than developing an HACCP plan for each item.) Regardless of the implementation option that is selected, the District's written food safety program must also include: critical control points and critical limits; monitoring procedures; corrective actions; verification procedures; recordkeeping requirements; and periodic review and food safety program revision.

School District Nutrition Committee

In accordance with Education Law, the District has established a Nutrition Committee. The Committee may include parents/guardians, students, school district staff, and food service staff. The District will, to the extent practicable, give notice to all who are on the Committee, the minutes of prior meetings, and other regular forms of written communication as to the scheduled dates of all meetings of the Nutrition Committee.

The Committee will study all facets of the current nutritional policies of the District including, but not limited to:

- a) The goals of the District to promote health and proper nutrition;
- b) Menu criteria;

In addition, the Committee shall consider recommendations and practices of other districts and nutrition studies.

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265
Child Nutrition Act 1966, 42 USC Section 1771 et seq.
Richard B. Russell National School Lunch Act 1946, 42 USC Section 1751 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.
Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400-1485
7 CFR Parts 15B, 210 and 220
Education Law Sections 902(b), 915, 918, 1604(28), 1709(22), 1709(23) and 2503(9)(a)
8 NYCRR Sections 200.2(b)(1) and 200.2(b)(2)
Social Services Law Section 95

Adopted: 7/8/02

Revised: 11/15/05, 12/11/13, 12/6/17, 10/17/18

Non-Instructional/Business
Operations

SUBJECT: DISTRICT WELLNESS POLICY

The District is committed to providing a school environment that promotes and protects children's health, well-being, and the ability to learn by fostering healthy eating and physical activity before, during and after the school day.

DISTRICT WELLNESS & NUTRITION COMMITTEES

The District has established a Wellness Program consisting of two committees; the Wellness Committee and the Nutrition Committee. Collectively these committees meet four (4) times per year to develop the District's proposed local Wellness Program, making such policy recommendations for review and adoption by the Board of Education. The District will actively seek members for the Committees through the use of email, newsletters and the District website. The Committees shall include representatives from the following groups:

- a) Parents and caregivers;
- b) Students;
- c) Physical Education and/or Health teachers;
- d) School health professional;
- e) District food service program representative;
- f) School Board;
- g) School administrators;
- h) Classroom teachers;
- i) Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators; and
- j) Members of the public.

The District Wellness & Nutrition Committees will assess current activities, programs and policies available in the District; identify specific areas of need within the District; develop the policy; and provide mechanisms for implementation, evaluation, revision and updating of the policy. The Wellness & Nutrition Committees are established to represent the local community's perspective in developing the Wellness Program for the District. The District's Director of Physical Education, Health & Athletics and the Director of Food Services (the Coordinators) are responsible for the implementation and oversight of the District's Wellness Program. They will convene the Committees, serve as liaisons with community agencies and facilitate the development of updates to this Wellness Policy. They will also work to ensure each school's compliance with this Wellness Policy.

(Continued)

SUBJECT: [DISTRICT WELLNESS POLICY \(Cont'd.\)](#)

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

The District will develop and maintain an implementation plan to manage and coordinate the execution of this Wellness Policy. It also includes specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. In developing these goals, the District will review and consider evidence-based strategies and techniques.

ANNUAL NOTIFICATION OF POLICY

The District will inform families and the general public each year, via the District website and/or District-wide communications, of information about this Wellness Policy, including, but not limited to: its implementation status, its content, and any updates to the policy. The District will endeavor to share as much information as possible about its schools' nutrition environment. Each year, the District will also publicize the name and contact information of the District officials leading and coordinating the District's Wellness and Nutrition Committees, as well as information on how the community may get involved with these committees.

TRIENNIAL ASSESSMENTS

At least once every three years beginning with the 2018-2019 school year, the District will assess its compliance with this Wellness Policy. The triennial assessment will measure the implementation of this Wellness Policy, and include an assessment of:

- a) The extent to which schools in the District are in compliance with this Wellness Policy;
- b) The extent to which this Wellness Policy compares to model local school wellness policies; and
- c) A description of the progress made in attaining the goals of this Wellness Policy.

The Coordinators are responsible for managing the District's triennial assessment. The District will actively notify the public of the availability of the triennial assessment results. This Wellness Policy will be updated, at a minimum, every three years based on the results of the triennial assessment. This Wellness Policy may also be updated as District priorities change, community needs change, wellness goals are met, new health science, information and technology emerge, and/or new Federal or State guidance or standards are issued.

(Continued)

SUBJECT: [DISTRICT WELLNESS POLICY \(Cont'd.\)](#)

COMMUNITY INVOLVEMENT, OUTREACH, AND COMMUNICATIONS

The District is committed to being responsive to community input, which begins with awareness of this Wellness Policy. On an annual basis, the District will make this Wellness Policy available to families and the public. The District will also annually inform families of its content and updates to this Wellness Policy. The District will make this information available via the District website and/or District-wide communications. The District will use these same means to inform families and the public on how to become involved with and support this Wellness Policy, as well as about the results of the triennial assessment.

RECORDKEEPING

The District will retain records to document compliance with the requirements of this Wellness Policy. Documentation maintained includes, but is not limited to:

- a) The written Wellness Policy;
- b) Documentation demonstrating that this Wellness Policy has been made available to the public;
- c) Documentation of efforts to review and update this Wellness Policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- d) Documentation demonstrating compliance with the annual public notification requirements;
- e) The most recent triennial assessment on the implementation of this Wellness Policy; and
- f) Documentation demonstrating that the most recent triennial assessment results have been made available to the public.

Goals to Promote Student Wellness

The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition:

School Meals

The District is committed to promoting student health and reducing childhood obesity by:

- a) Serving meals that meet or exceed nutrition requirements established by local, state, and Federal statutes and regulations;
- b) Providing all students time to consume meals;
- c) Promoting healthy food and beverage choices;
- d) Preparing meals that are appealing and attractive to students;
- e) Serving meals in clean and pleasant settings;

(Continued)

SUBJECT: [DISTRICT WELLNESS POLICY \(Cont'd.\)](#)

- f) Having lunch coincide with the recess period in the elementary schools to better support learning and healthy eating; and
- g) Encouraging student participation in federal Child Nutrition Programs.

Child Nutrition Programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

In compliance with the federal Child Nutrition Program, all District schools participate in the National School Lunch Program and the Middle School and High School also participate in the School Breakfast Program. District food service staff will meet with students in grades 4 through 12 twice annually to solicit feedback on the school breakfast and/or school lunch program(s).

Staff Qualifications and Professional Development:

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education and training requirements as specified in the USDA Professional Standards for School Nutrition Professionals. In order to locate the training that best fits their learning needs, school nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students and staff throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during meal times.

Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District is committed to ensuring that foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages provided, but not sold to students on the school campus during the school day (e.g. classroom parties or classroom snacks brought by parents) will be monitored by classroom teachers with consideration for student allergies and nutritional value.

Food and Beverages Marketing in Schools

All foods and beverages marketed or promoted to students on the school campus during the school day will meet the USDA Smart Snacks in School nutrition standards. Food marketing commonly includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product.

NUTRITION PROMOTION AND EDUCATION

The District will provide nutrition education to facilitate the voluntary adoption of healthy eating habits and other nutrition-related behaviors conducive to health and well-being.

(Continued)

SUBJECT: DISTRICT WELLNESS POLICY (Cont'd.)

Classroom teaching:

Students will understand and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and demonstrate and practice positive health behaviors. The topics of body image, weight management and eating disorders are currently included in the comprehensive K-12 health education curriculum teacher training:

The District-wide physical education and health teachers currently participate in professional development workshops offered by the consortium of Nassau County BOCES. The topic of nutrition has been infused into the physical education curriculum and is also included in the Districtwide K-12 health education curriculum. Staff development for other teachers is ongoing.

Physical Activity:

The District will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity, and to understand the short-term and long-term benefits of a physically active and healthy lifestyle.

- a) Physical education graduation requirements:
 - o Each student entering the High School will complete eight (8) semesters of physical education which equates to 2 credits.
- b) Physical education class requirements:
 - o All students in grades 1-12 will participate in a rigorous physical education program three (3) days in a 6-day cycle for 40 minutes in duration.
 - o The teacher to student ratio at all grade levels is 1:30.
- c) Students are recommended for Adaptive Physical Education by the Committee on Special Education (CSE). Adaptive activities are prescribed and implemented based on the individual needs of students. Student/teacher ratios for Adaptive Physical Education groups are assigned by CSE and are based on student needs.
- d) The District's health and physical education curricula are developed using the State standards. Tenured health and physical education teachers are required to complete 10 hours of professional development each year. Non-tenured health and physical education teachers are required to complete 14 hours of professional development each year. Coaches will attend workshops or conferences periodically when offered.

Other School-based Activities

The District wishes to establish a school environment that presents consistent wellness messages and is conducive to healthy eating and physical activity for all. In order to present a coordinated school approach where District decision-making related to nutrition and physical activity encompasses all aspects of the school, the Wellness Committee may determine that the following standards are necessary to achieve this goal:

(Continued)

SUBJECT: DISTRICT WELLNESS POLICY (Cont'd.)

- a) Federal School Meal Programs:
The District will participate to the maximum extent practicable in available Federal school meal programs; School Breakfast Program, National School Lunch Program (including after-school snacks).
- b) Access to school nutrition programs:
The District will provide all children an opportunity to participate in school breakfast and lunch programs. The food service program provides a system that does not disclose whether the meal is prepaid, free or reduced priced.
- c) Meal environment:
Meals are provided in the best available environment based on each individual school's facilities. These areas are cleaned and sanitized daily. Food service staff continue to promote healthy eating habits.
- d) Before and After-school programs for students:
The District offers before and after school child care for students. These programs provide an opportunity for students to take advantage of healthy and nutritional meals and/or snacks.
- e) Community involvement:
The community will be notified of the District's Wellness Policy through the District newsletter and the annual District calendar.

NUTRITION GUIDELINES

The District Nutrition Committee will work with the food service vendors on what nutrition standards will be established for all foods available on school campus during the school day based upon the unique needs of the student body and the community. The goal is to encourage healthy lifelong eating habits by providing foods that are high in nutrients, low in fat and added sugars, and of moderate portion size.

Nutritional Values of Foods and Beverages

- a) Reimbursable school meals served at school will minimally meet the program requirements and nutrition standards of the National School Lunch Program.
- b) Food of minimal nutritional value on the school campus will be limited and replaced with more nutritional options when determined by the Wellness Committee.
- c) Nutrition information for products sold on campus will be readily available near the point of purchase.

(Continued)

SUBJECT: [DISTRICT WELLNESS POLICY \(Cont'd.\)](#)

Food or beverage contracts

The District may participate in a vending machine contract. All vending machines that are not supplied by the food service provider shall not be operational until the food service hours have ended. Nutritional options shall be provided at all vending machine locations.

ASSURANCE

Guidelines for reimbursable school meals shall not be less restrictive than applicable Federal regulations and guidance issued pursuant to the Child Nutrition Act and the Richard B. Russell National School Lunch Act, as those regulations and guidance apply to schools.

42 USC. §§ 1758, 1758b

7 CFR. §§ 210.10, 210.11, 210.18, 210.31, and 220.8

USDA, SP 24-2017, Local School Wellness Policy: Guidance and Q&As (Apr. 6, 2017)

81 Fed. Reg. 50,151 (July 29, 2016) (codified at 7 C.F.R. pts. 210 & 220)

Education Law § 915

8 NYCRR § 135.4

Memorandum from N.Y. St. Educ. Department on Smart Snacks Standards and Fundraisers (Sept. 16, 2014)

Adopted: 6/20/06, 10/17/18

SUBJECT: RECORDS MANAGEMENT

A records management officer shall be designated by the Superintendent of Schools, subject to the approval of the Board of Education. Such records management officer shall coordinate the development of and oversee a program for the orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program.

In addition, a Records Advisory Board shall be created and reappointed at the Reorganizational Meeting to assist in establishing and supporting the records management program. The District's legal counsel, the fiscal officer, and the Superintendent of Schools/designee may comprise the Advisory Board.

Retention and Disposition of Records

The Superintendent of Schools shall retain records for such a period and dispose of them in the manner described in Records Retention and Disposition Schedule ED-1, established pursuant to Part 185, Title VIII of the Official Compilation of Codes, Rules and Regulations of the State of New York and Article 57-A of the Arts and Cultural Affairs Law.

8 New York Code of Rules and Regulations
(NYCRR) Section 185
Public Officers Law Section 65-b
Local Government Records Act of 1987

Adopted: 7/8/02

SUBJECT: DISPOSAL OF CONSUMER REPORT INFORMATION AND RECORDS

In accordance with the Federal Trade Commission's (FTC) "Disposal Rule," and in an effort to protect the privacy of consumer information, reduce the risk of fraud and identity theft, and guard against unauthorized access to or use of the information, the School District will take appropriate measures to properly dispose of sensitive information (i.e., personal identifiers) contained in or derived from consumer reports and records. Any employer who uses or possesses consumer information for a business purpose is subject to the Disposal Rule. According to the FTC, the standard for proper disposal of information derived from a consumer report is flexible, and allows the District to determine what measures are reasonable based on the sensitivity of the information, the costs and benefits of different disposal methods, and changes in technology.

The term "*consumer report*" shall include information obtained from a consumer reporting company that is used - or expected to be used - in establishing a consumer's eligibility for employment or insurance, among other purposes. The term "*employment purposes*" when used in connection with a consumer report means a report used for the purpose of evaluating a consumer for employment, promotion, reassignment or retention as an employee.

The FTC Disposal Rule defines "*consumer information*" as "any record about an individual, whether in paper, electronic, or other form, that is a consumer report or is derived from a consumer report. Consumer information also means a compilation of such records. Consumer information does not include information that does not identify individuals, such as aggregate information or blind data."

Information Covered by the Disposal Rule

The FTC has not included a rigid definition of the kinds of information that would be considered to identify particular individuals. In accordance with FTC guidance, there are a variety of personal identifiers beyond simply a person's name that would bring information within the scope of the Disposal Rule, including, but not limited to, a social security number, driver's license number, phone number, physical address, and e-mail address. Depending upon the circumstances, data elements that are not inherently identifying can, in combination, identify particular individuals.

"Proper" Disposal

The FTC Disposal Rule defines "*dispose*," "*disposing*," or "*disposal*," as:

- a) "The discarding or abandonment of consumer information," or
- b) "The sale, donation, or transfer of any medium, including computer equipment, upon which consumer information is stored."

(Continued)

**SUBJECT: DISPOSAL OF CONSUMER REPORT INFORMATION AND RECORDS
(Cont'd.)**

The District will utilize disposal practices that are reasonable and appropriate to prevent the unauthorized access to - or use of - information contained in or derived from consumer reports and records. Reasonable measures to protect against unauthorized access to or use of consumer information in connection with District disposal include the following examples. These examples are not exclusive or exhaustive methods for complying with the Disposal Rule.

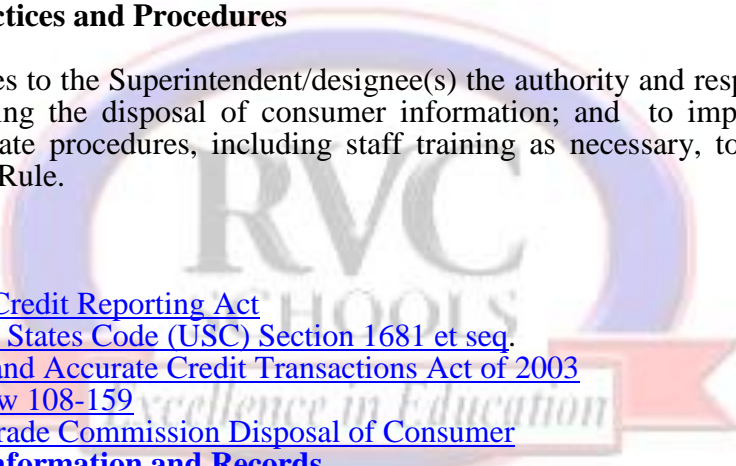
- a) Burning, pulverizing, or shredding of papers containing consumer information so that the information cannot practicably be read or reconstructed.
- b) Destroying or erasing electronic media containing consumer information so that the information cannot practicably be read or reconstructed.
- c) After due diligence, entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of material, specifically identified as consumer information, in a manner consistent with the Disposal Rule. In this context, due diligence could include:
 1. Reviewing an independent audit of the disposal company's operations and/or its compliance with the Disposal Rule;
 2. Obtaining information about the disposal company from several references or other reliable sources;
 3. Requiring that the disposal company be certified by a recognized trade association or similar third party;
 4. Reviewing and evaluating the disposal company's information security policies or procedures; or
 5. Taking other appropriate measures to determine the competency and integrity of the potential disposal company.
- d) For persons (as defined in accordance with the Fair Credit Reporting Act) or entities who maintain or otherwise possess consumer information through their provision of services directly to a person subject to the Disposal Rule, monitoring compliance with policies and procedures that protect against unauthorized or unintentional disposal of consumer information, and disposing of such information in accordance with examples a) and b) above.

(Continued)

**SUBJECT: DISPOSAL OF CONSUMER REPORT INFORMATION AND RECORDS
(Cont'd.)**

Implementation of Practices and Procedures

The Board delegates to the Superintendent/designee(s) the authority and responsibility to review current practices regarding the disposal of consumer information; and to implement such further reasonable and appropriate procedures, including staff training as necessary, to ensure compliance with the FTC's Disposal Rule.



[The Fair Credit Reporting Act](#)
[15 United States Code \(USC\) Section 1681 et seq.](#)
[The Fair and Accurate Credit Transactions Act of 2003](#)
[Public Law 108-159](#)
[Federal Trade Commission Disposal of Consumer](#)
[Report Information and Records](#)
[16 Code of Federal Regulations \(CFR\) Part 682](#)

Adopted: 1/31/06

Non-Instructional/Business
Operations

SUBJECT: DATA NETWORKS AND SECURITY ACCESS

The District values the protection of private information of individuals in accordance with applicable law, regulations, and best practice. Accordingly, District officials and Information Technology (IT) staff will plan, implement, and monitor IT security mechanisms, procedures, and technologies necessary to prevent improper or illegal disclosure, modification, or denial of sensitive information in the District Computer System (DCS). Similarly, such IT mechanisms and procedures will also be implemented in order to safeguard District technology resources, including computer hardware and software. District network administrators may review District computers to maintain system integrity and to ensure that individuals are using the system responsibly. Users should not expect that anything stored on school computers or networks will be private.

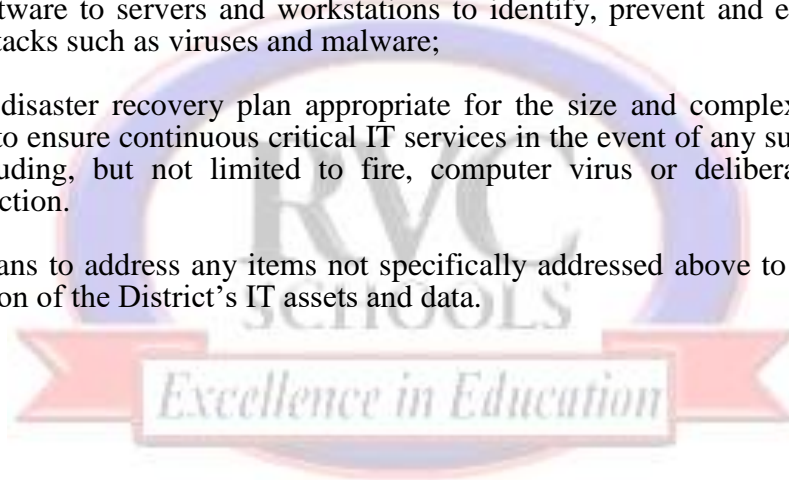
In order to achieve the objectives of this policy the Board of Education entrusts the Superintendent, or his/her designee, to:

- a) Inventory and classify personal, private, and sensitive information on the DCS to protect the confidentiality, integrity, and availability of information;
- b) Develop password standards for all users including, but not limited to, how to create passwords and how often such passwords should be changed by users to ensure security of the DCS;
- c) Ensure that the "audit trail" function is enabled within the District's network operating system, which will allow the District to determine on a constant basis who is accessing the DCS, and establish procedures for periodically reviewing such audit trails;
- d) Develop procedures to control physical access to computer facilities, data rooms, systems, networks, and data to only authorized individuals; such procedures may include ensuring that server rooms remain locked at all times and the recording of arrival and departure dates and times of employees and visitors to and from the server room;
- e) Establish procedures for tagging new equipment purchases as they occur, relocating assets, updating the inventory list, performing periodic physical inventories, and investigating any differences in an effort to prevent unauthorized and/or malicious access to these assets;
- f) Periodically grant, change, and terminate user access rights to the overall networked computer system and to specific software applications and ensure that users are given access based on, and necessary for, their job duties;

(Continued)

SUBJECT: DATA NETWORKS AND SECURITY ACCESS (Cont'd.)

- g) Limit user access to the vendor master file, which contains a list of vendors from which District employees are permitted to purchase goods and services, to only the individual who is responsible for making changes to such list, and ensure that all former employees' access rights to the vendor master list are promptly removed;
- h) Determine how, and to whom, remote access should be granted, obtain written agreements with remote access users to establish the District's needs and expectations, as appropriate, and monitor and control such remote access;
- i) Deploy software to servers and workstations to identify, prevent and eradicate malicious software attacks such as viruses and malware;
- j) Develop a disaster recovery plan appropriate for the size and complexity of District IT operations to ensure continuous critical IT services in the event of any sudden, catastrophic event, including, but not limited to fire, computer virus or deliberate or inadvertent employee action.
- k) Develop plans to address any items not specifically addressed above to reasonably assure the protection of the District's IT assets and data.



SUBJECT: SAFETY AND SECURITY

The Board of Education of the Rockville Centre Union Free School District hereby declares that it is the policy of this School District to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon District property or who travel in District vehicles for the purposes of the District.

It shall be the responsibility of the Superintendent of Schools to establish and carry out written regulations that will:

- a) Identify those staff members who will be responsible for the effective administration of the regulations;
- b) Provide staff time and other necessary resources for the effective administration of the regulations;
- c) Establish periodic written review of the activities of the staff to insure compliance with applicable laws and regulations;
- d) Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;
- e) Provide for reports to the Board of Education regarding the significant aspects of safety and security of the District.

Labor Law Section 27-a

Student Safety

All staff who are made aware of physical and/or verbal threats to students must immediately report these threats against students to the next level of supervisory authority for prompt action. The immediate supervisor must then inform the Superintendent of Schools/designee, including any action taken, after learning of such threats to students.

The District shall disseminate this policy to all employees in order to ensure staff awareness.

Hazard Communication Standard

All personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard.

(Continued)

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Non-Instructional/Business
Operations

SUBJECT: SAFETY AND SECURITY (Cont'd.)

The Superintendent of Schools/designee shall maintain a current record of the social security numbers of every employee who handles toxic substances.

Rules and regulations will be developed to insure District implementation of this policy which shall include awareness information, employee training and record keeping.



New York State Labor Law Section 27-a
12 New York Code of Rules and Regulations
(NYCRR) Part 820 Article 28
Occupational Safety and Health
Administration (OSHA)
29 Code of Federal Regulations (C.F.R.) 1910.1200

Adopted: 7/8/02

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and staff to be of utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning.

The District-Wide and Building-Level School Safety Plans shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed. The Board will make the District-Wide School Safety Plan available for public comment at least 30 days prior to its adoption. The District-Wide School Safety Plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The District-Wide School Safety Plan will designate the Superintendent or designee as the chief emergency officer responsible for coordinating communication between school staff, law enforcement and first responders, and for ensuring staff understanding of this plan. Similarly, the Superintendent will be responsible for ensuring the completion and yearly updating of Building-Level Safety Plans.

District-Wide School Safety Plan

District-Wide School Safety Plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the School District, addresses crisis intervention, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-Wide School Safety Plan shall be developed by the District-Wide School Safety Team appointed by the Board of Education. The District-Wide team shall include, but not be limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The Plan will further address, among other items as set forth in Education Law and Commissioner's regulations, how the District will respond to implied or direct threats of violence by students, teachers, other school personnel as well as visitors to the schools, including threats by students against themselves (e.g. suicide).

Building-Level School Safety Plans

Building-Level School Safety Plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

(Continued)

SUBJECT: SCHOOL SAFETY PLANS – (Continued)

The Building-Level Plan shall be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board of Education. The building-level team may include, but not be limited to, representatives of teachers, administrators, parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board deems appropriate.

Training Requirement

The District will submit certification to the New York State Education Department that all District and school staff have received annual training on the emergency response protocols in their buildings. They will also receive training on mental health and violence prevention. New employees hired after the start of the school year will receive training within 30 days of hire, or as part of the District's existing new hire training program, whichever is sooner.

Filing/Disclosure Requirements

The District shall file a copy of its comprehensive District-Wide School Safety Plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each Building-Level School Safety Plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-Level Plans shall be confidential and shall **not** be subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8
Homeland Security Act of 2002, 6 United States Code (USC)
Section 101
Education Law Section §§ 807 2801-a
Public Officers Law Article 6
8 New York Code of Rules and Regulations
(NYCRR) Section 155.17

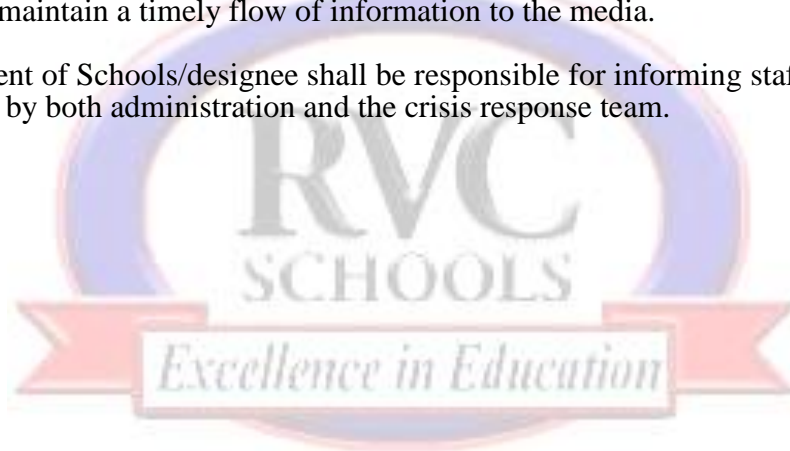
Adopted: 7/8/02
Revised: 11/13/07, 1/9/19

SUBJECT: CRISIS RESPONSE

When a crisis arises no school system is immune to the negative, physical or mental effect on its students, staff and the local community. Immediate, effective and responsible management and communication can address the crisis and maintain a District's integrity and credibility. Therefore, the District shall develop and maintain a unified position by:

- a) Identifying a crisis response team to develop a plan and maintain a strong, ongoing communications program in each school. This is the foundation for long range success.
- b) Identifying a media spokesperson who will be briefed on all details. This spokesperson shall be the Superintendent of Schools or his/her designee. Only this spokesperson shall talk to and maintain a timely flow of information to the media.

The Superintendent of Schools/designee shall be responsible for informing staff of the crisis plan that is to be developed by both administration and the crisis response team.



SUBJECT: CARDIAC AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs) IN PUBLIC SCHOOL FACILITIES

The Rockville Centre School District shall provide and maintain on-site in each *instructional school facility* functional cardiac automated external defibrillator (AED) equipment as defined in Public Health Law Section 3000-b for use during emergencies. Each such facility shall have sufficient automated external defibrillator equipment available to ensure ready and appropriate access for use during emergencies in quantities and types as deemed by the Commissioner of Education, in consultation with the Commissioner of Health. Determination of the quantity and placement of AEDs must be made with consideration of at least the factors enumerated in Commissioner's Regulations. *An instructional school facility means a building or other facility maintained by the School District where instruction is provided to students pursuant to its curriculum.*

Whenever an *instructional School District facility* is used for a school-sponsored or school-approved curricular or extracurricular event or activity and whenever a *school-sponsored athletic contest* is held at any location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure that AED equipment is provided on-site and that there is present during such event, activity or contest at least one staff person who is trained in accordance with Public Health Law in the operation and use of an AED. *School-sponsored or school-approved curricular or extracurricular events or activities means events or activities of the School District that are, respectively, associated with its instructional curriculum or otherwise offered to its students. A school-sponsored athletic contest means an extra class intramural athletic activity of instruction, practice and competition for students in grades 4 through 12 consistent with Commissioner's Regulations Section 135.4.*

Where a *school-sponsored competitive athletic event* is held at a site other than a School District facility, School District officials shall assure that AED equipment is provided on-site by the sponsoring or host district and that at least one staff person who is trained, in accordance with Public Health Law, in the operation and use of the AED is present during such athletic event. *A school-sponsored competitive athletic event means an extra class interscholastic athletic activity of instruction, practice and competition for students in grades 7 through 12 consistent with Commissioner's Regulations Section 135.4.*

School District facilities and District staff responsible for carrying out the duties enumerated in Education Law Section 917 are deemed a "public access defibrillation provider" as defined pursuant to Public Health Law Section 3000-b and subject to the Public Health Law requirements and limitations.

Therefore, it is the policy of our School District to provide proper training requirements for District AED users, to ensure the immediate calling of 911 and/or the community equivalent ambulance dispatch entity whenever the AED is used, to ensure ready identification of the location of the AED units as enumerated in the District's Public Access Defibrillation Collaborative Agreement.

(Continued)

Non-Instructional/Business
Operations

**SUBJECT: CARDIAC AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs) IN
PUBLIC SCHOOL FACILITIES (Cont'd.)**

The District will provide for regular maintenance and checkout procedures of the AED unit(s) which meet or exceed manufacturer's recommendations. Appropriate documentation will be maintained in accordance with law and/or regulation. Further, the District will participate in the required Quality Improvement Program as determined by the Regional Emergency Medical Services Council.

Pursuant to Public Health Law Sections 3000-a and 3000-b, the School District (as a public access defibrillation provider), or any employee or other agent of the School District who, in accordance with the provisions of law, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED to a person who is unconscious, ill or injured, shall not be liable for damages for injury or death unless caused by gross negligence.

Education Law Section 917
Public Health Law Sections 3000-a and 3000-b
8 New York Code of Rules and Regulations
(NYCRR) Section 136.4

Adopted: 12/19/02

SUBJECT: USE OF SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras when necessary in its schools, its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Audio recordings shall not be utilized by the School District officials; such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the Board's objective, the School District's District-wide Safety Team shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level safety practices. The Team shall also make recommendations to the Superintendent regarding the implementation and use of surveillance cameras as authorized by the Board of Education. The Superintendent shall retain final decision-making authority regarding the recommendations of the Safety Team; and he/she shall notify the Board as to the procedures to be implemented with regard to the use of surveillance cameras by the School District.

In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses and/or on school grounds, the District-wide Safety Team's recommendation will be guided by, at a minimum, the following considerations:

- a) Demonstrated need for the device at designated locations;
- b) Appropriateness and effectiveness of proposed protocol;
- c) The use of additional, less intrusive, means to further address the issue of school safety (e.g., restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- d) Right to privacy and other legal considerations (which should be referred to the School Attorney for review and compliance with applicable laws and regulations); and
- e) Expense involved to install and maintain the use of surveillance cameras at designated locations, including school buses and/or on school grounds.

Any video recording used for surveillance purposes in school buildings, school buses and/or on school property, shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings.

(Continued)

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Non-Instructional/Business
Operations

SUBJECT: USE OF SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT (Cont'd.)

Requests for viewing a video recording must be made in writing to the Superintendent or his/her designee and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording. Under no circumstances will the District's video recording be duplicated and/or removed from District premises unless in accordance with a court order and/or subpoena.

Signage/Notification Regarding Use of Surveillance Cameras in School Buildings, School Buses and/or on School Grounds

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

Students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

Adopted: 7/1/04

SUBJECT: EXPOSURE CONTROL PROGRAM

The District shall establish an exposure control program designed to prevent and control exposure to bloodborne pathogens. According to the New York State Department of Labor's Division of Safety and Health and OSHA standards, the program shall consist of:

- a) Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.
- b) Written standard operating procedures for blood/body fluid clean-up.
- c) Appropriate staff education/training.
- d) Evaluation of training objectives.
- e) Documentation of training and any incident of exposure to blood/body fluids.
- f) A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and HIV.
- g) Written procedures for the disposal of medical waste.
- h) Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

Occupational Safety and Health Administration (OSHA)
29 Code of Federal Regulations (C.F.R.) 1910.10:30

SUBJECT: COMMUNICABLE DISEASES

Students who are afflicted with a communicable, contagious, and/or infectious disease or who are liable to transmit such a disease shall be excluded from school. Such students shall be excluded until such time as they are no longer contagious or infectious. Prior to being readmitted to school, the student, parents or guardians must submit a statement from the student's physician, or the School District physician, certifying that the student is able to return to school and does not pose a threat of transmitting the disease to others in the school setting.

Any staff member who knows of a student with a communicable, contagious, and/or infectious disease, or knows a student has been exposed to such a disease, will inform the Building Principal of the student involved and provide details of the situation. If in the judgment of the Building Principal, and upon the recommendation of the school health officer, there is any risk of the student transmitting the disease to others, he or she will immediately exclude the student from the school.

The administration shall establish criteria to determine whether a student with a communicable, contagious, and/or infectious disease, including common childhood diseases, will be permitted to attend classes. All cases will be reviewed on an individual basis.

If it is determined that the student will not be permitted to attend classes and/or participate in school activities, arrangements will be made to provide an alternative education program.

The affected student and/or his/her parent(s) or guardian(s) may appeal the Principal's decision regarding exclusion from school by requesting such a review in writing addressed to the Superintendent of Schools.

If the Superintendent of Schools, on the basis of information, determines an emergency condition exists, he/she may in his/her sole discretion, subject to review by the Board of Education, institute an emergency action, which protects the health and safety of all children in the School District.

School health personnel should call the local department of health when any reportable disease (Appendix III) occurs. If another agency has not filed a Confidential Case Report, the school must do so. A supply of these forms may be obtained from the New York State Department of Health (518) 474-0548.

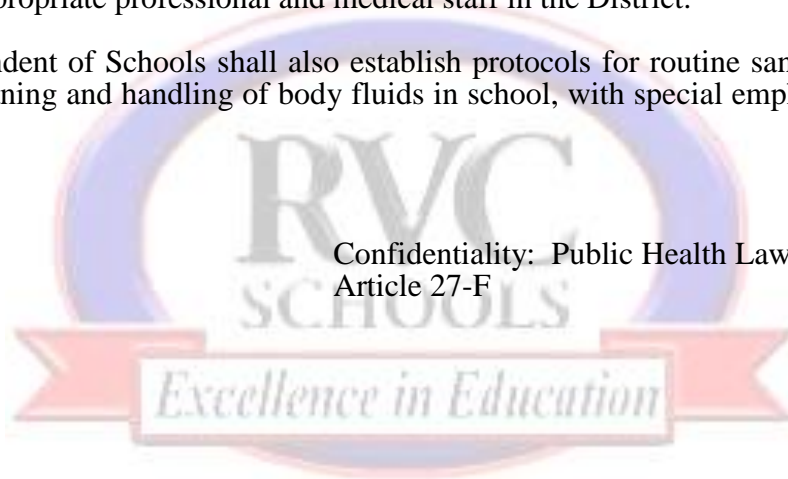
SUBJECT: HUMAN IMMUNODEFICIENCY VIRUS (HIV) RELATED ILLNESSES

The Board of Education contends that a student shall not be denied the right to attend school or continue his/her education nor shall an employee be denied the right to continue his/her employment who has been diagnosed or identified as having a positive blood test for the antibodies to the Human Immunodeficiency Virus (HIV). The Board further contends that under current law and regulations, the disclosure of confidential HIV-related information shall be strictly limited.

Administrative regulations and procedures shall be developed and implemented by the administration based on recommendations from the New York State Education Department and from consultation with appropriate professional and medical staff in the District.

The Superintendent of Schools shall also establish protocols for routine sanitary procedures for dealing with the cleaning and handling of body fluids in school, with special emphasis placed on staff awareness.

Confidentiality: Public Health Law,
Article 27-F



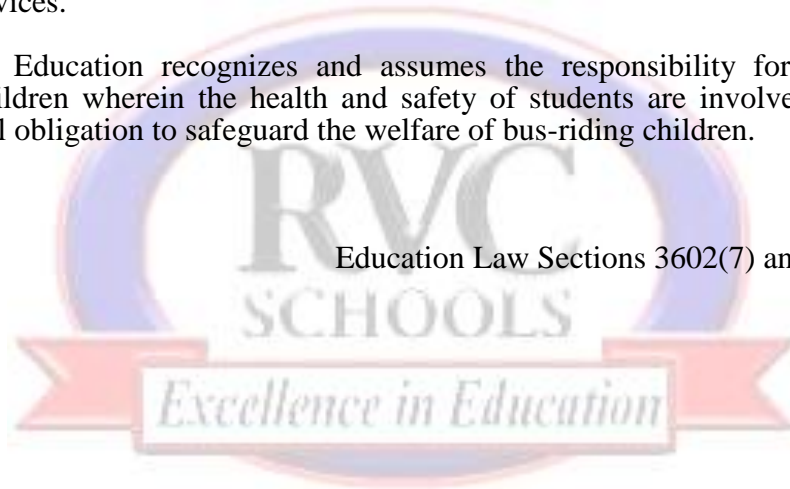
SUBJECT: TRANSPORTATION PROGRAM

It is the intent of the Board of Education to comply with the letter and spirit of the New York State Education Law; with the regulations of the Department of Motor Vehicles and of the Department of Transportation and with the Commissioner of Education's regulations and decisions pertinent to student transportation, and these shall govern any questions not covered by specific declaration of policy herein.

The purposes of the transportation program are to transport students to and from school, to transport them for extracurricular activities, to transport them on field trips, and to transport those requiring special services.

The Board of Education recognizes and assumes the responsibility for all aspects of the transportation of children wherein the health and safety of students are involved, for the Board of Education has a legal obligation to safeguard the welfare of bus-riding children.

Education Law Sections 3602(7) and 3635 et seq.



Adopted:7/8/02

Non-Instructional/Business
Operations

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SUBJECT: STUDENT TRANSPORTATION SERVICES

Transportation will be by private contract vehicles to and from the school the student eligible for transportation legally attends, unless otherwise authorized by the Superintendent of Schools. Transportation shall be provided from home to the school and from school to home at bus stops designated by the School District.

Transportation for Non-Disabled Children Within the District

The Board requires no written request for transportation of non-disabled children attending public or non-public schools within the District.

- a) Eligible Riders - District children residing at certain distances who are of School District public school age and who are attending a state-approved school are eligible. Children who are ineligible are not permitted to board the buses.
- b) Distance Limits for Eligibility - Children attending grades kindergarten through six who reside eight-tenths (0.8) of a mile and further are eligible for transportation. Children attending grades seven through twelve who reside one and three-tenths (1.3) miles and further are eligible.

Transportation for Non-Disabled Children Outside the District

Written requests for transportation of non-disabled children attending non-public schools outside the District must be submitted to the transportation office by April 1 of each year. The application must specify the non-public school to which transportation is requested. Only one transportation application per child is allowed with the following exception:

If a child is denied acceptance into the school specified on the application, a new application may be submitted to the transportation office within thirty days of the denial or April 1, whichever comes later.

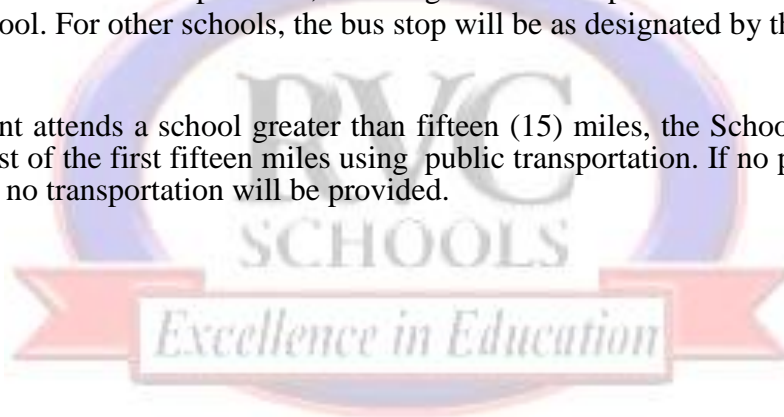
Evidence acceptable to the School District that the application for acceptance was denied will be required.

(Continued)

SUBJECT: STUDENT TRANSPORTATION SERVICES (Cont'd.)

- a) Late Requests – For requests received after April 1, the type of transportation service to be provided will consist of contract bus if a child can be accommodated with no additional cost incurred by the District for such contract bus type of service.
- b) Eligible Riders – District children residing at certain distances, who are of school age as defined in Education Law and School District Policy 7130 and who are attending a state-approved non-public school Children who are ineligible are not permitted to board the buses.
- c) Distance Limits for Eligibility – Transportation will be provided up to a maximum of fifteen miles (15) from home to school measured by the same method described below, to a designated bus stop, as are within the District measurements. For schools to which public carrier reimbursement is provided, the designated bus stop will be the nearest public bus stop to the school. For other schools, the bus stop will be as designated by the Superintendent of Schools.

If a student attends a school greater than fifteen (15) miles, the School District will provide for the cost of the first fifteen miles using public transportation. If no public transportation is available, no transportation will be provided.



(Continued)

SUBJECT: STUDENT TRANSPORTATION SERVICES

<u>DETERMINATION OF DISTANCE FROM HOME TO SCHOOL FOR BUS TRANSPORTATION OF STUDENTS</u>	
The designated points for measuring the distance for the bus transportation of students are as follows:	
<u>SCHOOL</u>	<u>DESIGNATED POINT</u>
<u>South Side High School</u>	Midpoint of bus platform at colonnade
<u>South Side Middle School</u>	Midpoint of bus receiving door at western end of building
<u>Covert School</u>	Midpoint of sidewalk leading from front door where it intersects street curb line
<u>Hewitt School</u>	On Hempstead Avenue, 325 feet north of the midpoint of DeMott Avenue at the west curb
<u>Riverside School</u>	Midpoint of sidewalk leading from front door where it intersects street curb line
<u>Watson School</u>	Midpoint of sidewalk leading from the Centre Avenue exit where it intersects street curb line
<u>Wilson School</u>	Midpoint of sidewalk leading from front door where it intersects the curb line on Buckminster Road
<u>St. Agnes Cathedral Elementary School</u>	Northwest corner of Quealy Place and Clinton Avenue

(Continued)

SUBJECT: STUDENT TRANSPORTATION SERVICES

Transportation for Students with Disabilities

As required by the state, the Superintendent of Schools will arrange for transportation for students with disabilities who are of public school age. No application is required for this service.

Students with disabilities in the District shall be transported up to fifty (50) miles (one way) from their home to the appropriate special service or program, unless the Commissioner certifies that no appropriate nonresidential special service or program is available within fifty (50) miles. The Commissioner may then establish transportation arrangements.

Student Information

Any mode of transportation used on a regular basis to transport students with a disability on a regularly scheduled route shall, upon written consent of the parent or person in parental relation, have maintained on such mode of transportation the following information about each student being transported:

- a) Student's name;
- b) Nature of the student's disability;
- c) Name of the student's parent, guardian or person in a position of loco parentis (person in parental relation) and one or more telephone numbers where such person can be reached in an emergency; and/or
- d) Name and telephone number of any other person designated by such parent, guardian or person in a position of loco parentis as a person who can be contacted in an emergency.

Such information shall be used solely for the purpose of contacting such student's parent, guardian, person in a position of loco parentis, or designee in the event of an emergency involving the student, shall be kept in a manner which retains the privacy of the student, and shall not be accessible to any person other than the driver or a teacher acting in a supervisory capacity. In the event that the driver or teacher is incapacitated, such information may be accessed by any emergency service provider for such purpose.

Such information shall be updated as needed, but at least once each school year and shall be destroyed if parental consent is revoked, the student no longer attends such school, or the disability no longer exists.

Herein the term "disability" shall mean a physical or mental impairment that substantially limits one or more of the major life activities of the student, whether of a temporary or permanent nature.

(Continued)

SUBJECT: TRANSPORTATION OF STUDENTS (Cont'd.)

Fire Extinguishers

School buses manufactured on or after January 1, 1990 fueled with other than diesel fuel and used to transport three (3) or more students who use wheelchairs or other assistive mobility devices or with a total capacity of more than eight (8) passengers and used to transport such students shall be equipped with an automatic engine fire extinguishing system.

School buses manufactured on or after September 1, 2007 fueled with diesel fuel and used to transport three (3) or more students who use wheelchairs or other assistive mobility devices or with a total capacity of more than eight (8) passengers used to transport such students shall be equipped with an automatic engine fire extinguishing system.

The purchase of automatic engine fire extinguishing systems for school buses used to transport such students shall be deemed a proper school district expense.

Transportation of Non-Resident Students

Non-resident families must provide their own transportation.

Other Transportation

Other transportation for children of School District public age will be considered on a case-by-case basis or may be arranged by the Superintendent of Schools in special cases as follows even though these are not required by state law:

- a) Public transportation will be provided to a Board designated vocational school beyond fifteen miles. Transportation for vocational students will also be granted, if attendance at vocational classes outside the District for a student is recommended by a District Principal and the Guidance Department, and if funds are available.
- b) The District will provide transportation to students who are temporarily physically disabled due to injury or illness. Medical documentation is required in these cases.

Types of Service

- a) Public carrier reimbursement may be provided except in cases where the total distance students would have to walk in order to use public carrier transportation exceeds the distance established for transportation to school within the District. In such cases, other arrangements will be made by the Superintendent of Schools.
- b) If transportation is by contract bus to an out-of-District non-public school, one round trip will be provided Mondays through Fridays for the regular school programs.

(Continued)

SUBJECT: STUDENT TRANSPORTATION SERVICES (Cont'd.)

- c) Late bus service (no later than 6:30 p.m.) may be provided for South Side Middle School and South Side High School and each out-of-district school having fifteen or more students in attendance, however, in no case will late bus service be provided unless ten students request late bus transportation at that out-of-district school or if such transportation is provided by an entity other than the Rockville Centre Union Free School District at no cost to it. In the event such late bus transportation is provided by an entity other than the Rockville Centre Union Free School District, the Rockville Centre Union Free School District will be bound to said entity's determination and has no control over said entity's decision to provide or not to provide such transportation to Rockville Centre students. The decision regarding time of late bus transportation will be determined by the out-of-district schools: Chaminade, Bishop Kellenberg, and Sacred Heart Academy. Requests for late bus transportation to other schools must be submitted to the Board for their evaluation and approval. No contract late bus will be provided for students whose parents have elected the public carrier reimbursement method.

Transportation to School Sponsored Events

Where the District has provided transportation to students enrolled in the District to a school sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the District unless

- The parent or legal guardian of a student participating in such event has provided the District with written notice consistent with District policy, authorizing an alternative form of return transportation for such student or unless intervening circumstances make such transportation impractical.
- In cases where alternative transportation has been requested and permission granted by the School District, the parent or guardian providing transportation will be expected to be at the designated location for pick up of their child within 10 minutes of the scheduled time. If the parent is not there within 10 minutes, the child will be returned with the rest of the students.
- The parent or guardian requesting permission for alternate transportation will be required to submit a request in writing at least a week in advance of departure.
- In cases where intervening circumstances make transportation of a student back to the point of departure or to the appropriate school in the District impractical, a representative of the School District shall remain with the student until such student's parent or legal guardian has been contacted and informed of the intervening circumstances which make such transportation impractical; and the student has been delivered to his/her parent or legal guardian.

(Continued)

SUBJECT: STUDENT TRANSPORTATION SERVICES (Cont'd.)

Transportation in Personal Vehicles

Personal cars of teachers and staff shall not be used to transport students except in the event of extenuating circumstances and authorized by the administration.

If school transportation is provided, participating students will not be permitted to drive themselves or other students to athletic events or practices or other school-sponsored events. Parents or legal guardians may pick up their students from an athletic event or practices or other school-sponsored events upon submission of a permission form provided by and submitted to the Athletic Office for athletic events or the main office for other school-sponsored events. The parent or legal guardian may pick up his/her own child.

If school transportation is not provided for students who participate on the varsity golf team, members of the team may be transported by individuals who are properly licensed by the State of New York only if permission has been granted in writing on a form provided by the School District, either drive to or from the event. Parents must indicate on the form either any properly licensed driver or state the specific drivers who are authorized to transport their child.

The driver's automobile insurance will be primary for any claim. The School District's insurance is secondary.

Education Law Sections 1604, 1709, 1804, 1903, 1950,
2503, 2554, 2590-e, 3621(15), 3623-a(2c), 3635, 4401(4),
4404 and 4405
Vehicle and Traffic Law Section 375(20)(1) and 375(21-i)

NOTE: Refer also to Policy #7580/7580R -- Education of Homeless Children and Youth

Adopted: 7/8/02

Revised: 10/20/05, 2/28/06, 1/16/07

SUBJECT: SPECIAL USE OF SCHOOL BUSES

The Superintendent of Schools will arrange for transportation to physical education activities as needed to carry on the school program, and within the limits of the approved funds and Board approved regulations.

Transportation for field trips and interscholastic athletic events will be arranged by Principals acting in accordance with Board approved and administrative regulations.

Other special transportation cases will be decided by the Board upon presentation and recommendation by the Superintendent of Schools.



**SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND
OTHER SAFETY-SENSITIVE EMPLOYEES**

In accordance with federal regulations, employees in safety-sensitive positions as defined in regulations, including school bus drivers who are required to have and use a commercial drivers license (CDL), are now subject to random testing for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP). The District shall adhere to federal law and regulations requiring the implementation of a drug and alcohol testing program for such employees in safety-sensitive positions.

The District shall either establish and manage its own program, by contract, or through a consortium for the provision of alcohol and drug testing of employees in safety-sensitive positions. Safety-sensitive employees (SSE), including school bus drivers who drive a vehicle which is designed to transport 16 or more passengers (including the driver), shall be subject to this requirement.

Federal regulations require that the District test school bus drivers and other SSEs for alcohol and drugs at the following times:

- a) Drug testing will be conducted after an offer to hire, but before actually performing safety-sensitive functions for the first time. Such pre-employment testing will also be required when employees transfer to a safety-sensitive position.
- b) Safety-sensitive employees are also subject to a random drug and/or alcohol test on an unannounced basis just before, during or just after performance of safety-sensitive functions.
- c) In addition, testing will be ordered if a trained supervisor has a "reasonable suspicion" that an employee has engaged in prohibited use of drugs and/or alcohol.
- d) There will also be post accident testing conducted after accidents on employees whose performance could have contributed to the accidents.
- e) Finally, return-to-duty and follow-up testing will be conducted when an individual who has violated the prohibited alcohol and/or drug conduct standards returns to performing safety-sensitive duties. Follow-up tests are unannounced and at least 6 tests must be conducted in the first 12 months after an employee returns to duty. Follow-up testing may be extended for up to 60 months following return-to-duty.

All employee drug and alcohol testing will be kept confidential and shall only be revealed without the driver's consent to the employer, a substance abuse professional, drug testing laboratory, medical review officer and any other individual designated by law.

(Continued)

**SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND
OTHER SAFETY-SENSITIVE EMPLOYEES (Cont'd.)**

The following alcohol and controlled substance-related activities are prohibited by the Federal Highway Administration's drug use and alcohol misuse rules for drivers of commercial motor vehicles and other SSEs:

- a) Reporting for duty or remaining on duty to perform safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
- b) Being on duty or operating a commercial motor vehicle (CMV) while the driver possesses alcohol, unless the alcohol is manifested and transported as part of a shipment. This includes the possession of medicines containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken.
- c) Using alcohol while performing safety-sensitive functions.
- d) Using alcohol 4 hours or less before duty.
- e) When required to take a post-accident alcohol test, using alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.
- f) Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion or follow-up testing requirements.
- g) Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the SSE uses any controlled substance. This prohibition does not apply when instructed by a physician who has advised the SSE that the substance does not adversely affect the SSE's ability to safely operate a CMV.
- h) Reporting for duty, remaining on duty or performing a safety-sensitive function, if the SSE tests positive for controlled substances.

Drivers and other SSEs who are known to have engaged in prohibited behavior with regard to alcohol misuse or use of controlled substances are subject to disciplinary action and penalties pursuant to District policy and collective bargaining agreements, as well as the sanctions provided for in federal law. SSEs who have engaged in such prohibited behavior shall not be allowed to perform safety-sensitive functions until they are:

- a) Evaluated by a substance abuse professional (SAP).

(Continued)

**SUBJECT: DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS AND
OTHER SAFETY-SENSITIVE EMPLOYEES (Cont'd.)**

- b) Complete any requirements for rehabilitation as set by the District and the SAP.
- c) Pass a return-to-duty test with the result below 0.02 if the conduct involved alcohol, or a controlled substance test with a verified negative result if the conduct involved controlled substance use.
- d) The SSE shall also be subject to unannounced follow-up alcohol and controlled substance testing. The number and frequency of such follow-up testing shall be as directed by the SAP, and consist of at least 6 tests in the first 12 months.

The Superintendent of Schools shall ensure that each SSE receives a copy of District policy, educational materials that explain the requirements of the alcohol and drug testing regulations, and any regulations and/or procedures developed by the District with respect to meeting those requirements. The Superintendent of Schools or his/her designee shall ensure that a copy of these materials is distributed to each SSE, who shall sign for receipt of all of the above documents, as well as other appropriate personnel, prior to the start of alcohol and controlled substance testing as well as at the beginning of each school year or at the time of hire for any safety-sensitive employees. Representatives of applicable collective bargaining units shall be notified of the availability of this information.

The Superintendent of Schools or his/her designee shall arrange for training of all supervisors who may be utilized to determine whether "reasonable suspicion" exists to test a driver for prohibited conduct involving alcohol or controlled substance use/abuse.

Any violation of this policy and/or District procedures, and applicable federal and state laws by a covered employee shall be grounds for disciplinary action including, but not limited to, fines, suspension, and/or discharge in a manner consistent with District policy, collective bargaining agreements and applicable law.

Omnibus Transportation Employee Testing Act
of 1991 (P.L.102-143)
49 United States Code (U.S.C.) Section 521(b)
49 Code of Federal Regulations (C.F.R.)
Parts 40, 382, 391, 392 and 395

Adopted: 7/8/02

SUBJECT: QUALIFICATIONS OF BUS DRIVERS

A person shall be qualified to operate a bus only if such person:

- a) Is at least twenty-one (21) years of age;
- b) Obtains a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three (3) years;
- c) Has passed the annual bus driver physical examination administered pursuant to Regulations of the Commissioner of Education and the Commissioner of Motor Vehicles. In no case shall the interval between physical examinations exceed a thirteen-month (13) period;
- d) Is not disqualified to drive a motor vehicle under Vehicle and Traffic Law Sections 509-c and 509-cc and any other provisions of Article 19-A;
- e) Has on file at least three (3) statements from three (3) different persons who are not related to the driver/applicant pertaining to the moral character and to the reliability of such driver/applicant;
- f) Has completed, or is scheduled to complete, State Education Department safety programs as required by law;
- g) Is in compliance with federal law and regulations, as well as District policy and/or regulations, as it pertains to meeting the standards governing alcohol and controlled substance testing of bus drivers if and when applicable;
- h) Has taken and passed a physical performance test at least once every two (2) years and/or following an absence from service of sixty (60) or more consecutive days from his/her scheduled work duties; and
- i) Is in compliance with all other laws and regulations for operating a school bus, including licensing and training requirements.

(Continued)

SUBJECT: QUALIFICATIONS OF BUS DRIVERS (Cont'd.)

Special Requirements For New Bus Drivers

Before employing a new bus driver, the Superintendent or his/her designee shall:

- a) Require such person to pass a physical examination within four (4) weeks prior to the beginning of service;
- b) Obtain a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three (3) years;
- c) Investigate the person's employment record during the preceding three (3) years;
- d) Require such person to submit to the mandated fingerprinting procedures/criminal history background check;
- e) Request the Department of Motor Vehicles to initiate a driving record abstract check; and
- f) Require that newly hired bus drivers take and pass the physical performance test, as mandated by Commissioner's Regulations, before they transport students.

Before a vendor/contract Bus Company employs a new bus driver, the Superintendent or his/her designee shall be entitled to:

- a) Require such person to pass a physical examination within four (4) weeks prior to the beginning of service;
- b) Obtain a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three (3) years;
- c) Investigate the person's employment record during the preceding three (3) years;
- d) Require such person to submit to the mandated fingerprinting procedures/criminal history background check;

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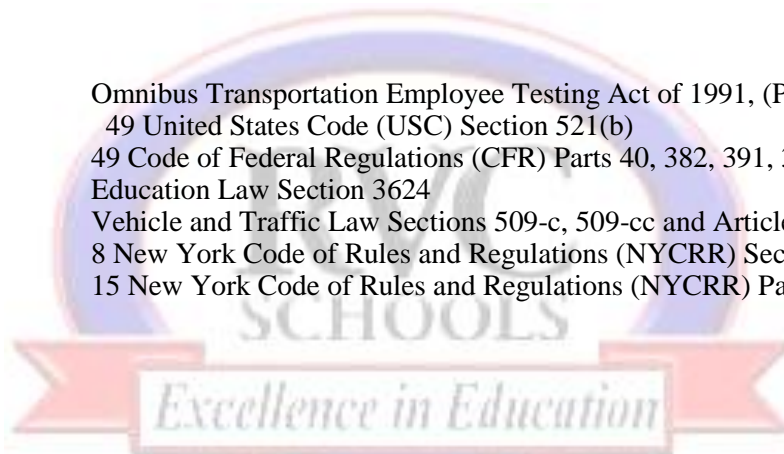
SUBJECT: QUALIFICATIONS OF BUS DRIVERS (Cont'd.)

- e) Request the Department of Motor Vehicles to initiate a driving record abstract check; and
- f) Require that newly hired bus drivers take and pass the physical performance test, as mandated by Commissioner's Regulations, before they transport students.

Occasional Drivers

Under Commissioner's Regulations, an occasional driver is defined as a certified teacher employed by a school district or Board of Cooperative Educational Services (BOCES) who is not primarily employed as a school bus driver or substitute bus driver on either a full-time or part-time basis. Occasional drivers used for other than regular routes are not required to fulfill the training required for regular school bus drivers.

Omnibus Transportation Employee Testing Act of 1991, (Public Law 102-143)
49 United States Code (USC) Section 521(b)
49 Code of Federal Regulations (CFR) Parts 40, 382, 391, 392 and 395
Education Law Section 3624
Vehicle and Traffic Law Sections 509-c, 509-cc and Article 19-A
8 New York Code of Rules and Regulations (NYCRR) Section 156.3
15 New York Code of Rules and Regulations (NYCRR) Part 6



NOTE: Refer also to Policy #5730 -- Drug and Alcohol Testing For School Bus Drivers and Other Safety-Sensitive Employees

Adopted: 11/13/07
Revised: 3/26/09

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Rockville Centre Union Free School District

NUMBER

PERSONNEL

(Section 6000)

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Personnel

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL

General Provisions

Pursuant to the provisions of Section 806 of the General Municipal Law, the Board of Education of the Rockville Centre Union Free School District recognizes that there are rules of ethical conduct for members of the Board and employees of the District that must be observed if a high degree of moral conduct is to be obtained in our unit of local government. It is the purpose of this resolution to promulgate these rules of ethical conduct for the Board members and employees of the District. These rules shall serve as a guide for official conduct of the Board members and employees of the District. The rules of ethical conduct of this resolution, as adopted, shall not conflict with, but shall be in addition to any prohibition of Article Eighteen of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of Board members and employees.

Standards of Conduct

Every Board member or employee of the Rockville Centre Union Free School District shall be subject to and abide by the following standards of conduct:

- a) Gifts. Pursuant to Section 805-a of the General Municipal Law, he/she shall not, directly or indirectly, solicit any gift or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence him/her in the performance of official duties or was intended as a reward for any official action on his/her part.
- b) Confidential Information. He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.

Disclosure of Interest in Contracts

Any District officer or employee, as well as his/her spouse, who has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the District shall publically disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board of Education as soon as he/she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the Board minutes.

(Continued)

Personnel

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL (Cont'd.)

- c) Representation before one's own agency. He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he/she has the power to appoint any member, officer or employee.
- d) Representation before any agency for a contingent fee. He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality, whereby his/her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of services rendered.
- e) Disclosure of interest in resolution. To the extent that he/she knows thereof, a member of the Board of Education or employee of the Rockville Centre Union Free School District, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board of Education on any resolution before the Board of Education shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in such resolution.
- f) Investments in conflict with official duties. He/she shall not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his/her official duties.
- g) Private employment. He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.
- h) Future employment. He/she shall not, after the termination of service or employment with the School District, appear before any board or agency of the Rockville Centre Union Free School District in relation to any specific case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration.

(Continued)

Personnel

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL (Cont'd.)

Legal Remedies

District Officers

In accordance with the Penal Law 60.27(5), if a District officer is convicted of a violation against the District under Penal law Article 155 relating to larceny, the courts may require an amount of restitution up to the full amount of the offense or reparation up to the full amount of the actual out-of-pocket loss suffered by the District.

Board Members and Employees

Nothing herein shall be deemed to bar or prevent the timely filing by a present or former Board member or employee of any claim, account, demand or suit against the Rockville Centre Union Free School District, or any agency thereof on behalf of himself/herself or any member of his/her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution/Posting of Code of Ethics

The Superintendent of the Rockville Centre Union Free School District shall cause a copy of this code of ethics to be distributed to every Board member and employee of the School District within thirty (30) days after the effective date of this resolution. Each Board member and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his/her office or employment. The Superintendent of Schools shall also cause a copy of Article 18 of the General Municipal Law to be kept posted in each building in the District in a place conspicuous to its Board members and employees. Failure to distribute any such copy of this code of ethics or failure of any Board member or employee to receive such copy, as well as failure to post any such copy of General Municipal Law, Article 18, shall have no effect on the duty of compliance with such code or Article 18, nor with the enforcement of provisions thereof.

(Continued)

Personnel

SUBJECT: CODE OF ETHICS FOR ALL DISTRICT PERSONNEL (Cont'd.)

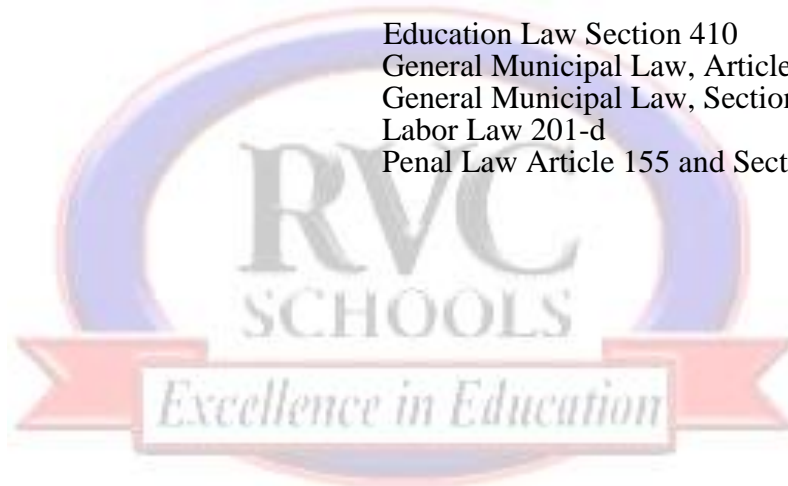
Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Effective Date

This resolution shall take effect immediately.

Education Law Section 410
General Municipal Law, Article 18
General Municipal Law, Section 803
Labor Law 201-d
Penal Law Article 155 and Section 60.27(5)



Adopted: 7/8/02
Revised: 11/16/04, 11/13/07

Personnel

SUBJECT: STAFF CONFLICT OF INTEREST

Ensuring that the District is not denied the services of capable and highly motivated individuals, eliminating any possible question of impropriety in personnel practices, and avoiding criticism of the Board, administration or individuals involved, are of the utmost importance. Therefore, any potential District employee who is related by blood or marriage to any District administrator will have his or her employment reviewed and approved by the Board prior to the offering or accepting of such employment.



Adopted: 7/8/02

Personnel

SUBJECT: TESTING MISCONDUCT AND MANDATORY REPORTING REQUIREMENTS

School District employees are expressly prohibited from: engaging in testing misconduct, as that term is described in the Regulations of the Commissioner of Education; assisting in the engagement of, or soliciting another to engage in testing misconduct; and/or the knowing failure to report testing misconduct. When committed by an employee of the School District in a position for which a teaching or school leader certificate is required, such actions or inactions will be deemed to raise a reasonable question of moral character under Part 83 of the Commissioner's Regulations. A School District employee in a position for which a teaching or school leader certificate is not required who, commits an unlawful act in respect to examination and records, will be subject to disciplinary action by the Board of Education in a manner consistent with New York State law and regulation.

School District employees will report to the State Education Department any known incident of testing misconduct by a certified educator or any known conduct by a non-certified individual involved in the handling, administration or scoring of state assessments in violation of New York State law. Such report will be made in accordance with directions and procedures established by the Commissioner for the purpose of maintaining the security and confidential integrity of State assessments.

The School District will not dismiss or take other disciplinary or adverse action against an employee because he/she submitted a report regarding testing misconduct to the State Education Department. Any such adverse action by an individual holding a teaching or school leader certificate will be deemed to raise a reasonable question of moral character under Part 83 of the Commissioner's Regulations and may be referred to the Office of School Personnel Review and Accountability at the State Education Department.

8 NYCRR Section 102.4

Adopted: 2/4/15

Personnel

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of this District to provide, through a positive and effective program, equal opportunities for employment, retention and advancement of all people regardless of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, gender identity and expression, marital status, veteran status, military status, disability, predisposing genetic characteristics, or use of recognized guide dog, hearing dog or service dog, or domestic violence victim status.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The term "military status" means a person's participation in the military service of the United States or the military service of the state including, but not limited to, the armed forces of the United States, the army national guard, the air national guard, the New York naval militia, the New York guard, and such additional forces as may be created by the federal or state government as authorized by law.

Provisions will be provided for the publication and dissemination, internally and externally, of this policy to insure its availability to interested citizens and groups.

. Administration shall establish grievance procedures that provide for the prompt and equitable resolution of complaints alleging discrimination. Those intending to file a grievance due to alleged discrimination must follow the grievance procedure as established by the District.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Follow-up inquiries shall be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination complaint have not suffered retaliation.

Posting Requirement of Correction Law Article 23-A

The District shall post, in a place accessible to employees and in a visually conspicuous manner, a copy of Article 23-A of the Correction Law and any regulations promulgated under that statute. Article 23-A addresses the licensure and employment of persons previously convicted of one or more criminal offences.

(Continued)

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (Cont'd.)

Age Discrimination in Employment Act, 29 United State Codes (USC) Section 621
The Americans With Disabilities Act, 42 United States Code (U.S.C.) Section 12101 et seq.

Prohibits Discrimination on the basis of disability.

Genetic Information Nondiscrimination Act of 2008 (GINA) Public Law 110-223

Prohibits discrimination in the workplace based upon genetic information

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (U.S.C.) Section 794 et seq.

Title VI of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-d, et seq.

Prohibits discrimination on the basis of race, color, or national origin.

Title VII of the Civil Rights Act of 1964, 42 United States Code (U.S.C.) Section 2000-e, et seq.

Prohibits discrimination on the basis of race, color, religion, sex or national origin.

Education Amendments of 1972, Title IX , 20 United States Code (U.S.C.) Section 1681 et seq.

Prohibits discrimination on the basis of sex.

Civil Rights Law Section 40-c

Prohibits discrimination on the basis of race, creed, color, national origin, sex, sexual orientation, marital status or disability.

Civil Service Law Section 75-B

New York Executive Law Section 290 et seq.

Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation, disability, military status, predisposing genetic characteristics, marital status, use of recognized guide dog, hearing dog or service dog, or domestic violence victim status.

Adopted: 7/8/02

Revised: 12/16/03, 2/7/12

Personnel

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District employees an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a) Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- b) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; and
- c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances should be evaluated. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from co-workers as well as supervisors, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. The District will designate, at a minimum, two (2) complaint officers, one of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee who believes he/she has been a victim of sexual harassment in the work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the employee should report his/her complaint to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. However, even in the absence of a complaint, if the District has knowledge of or has reason to know of or suspect any occurrence of sexual harassment, the District will investigate such conduct promptly and thoroughly.

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT (Cont'd.)

As part of the investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of students and staff, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken, as warranted, up to and including termination of the offender's employment in accordance with legal guidelines, District policy and regulation, the District's Code of Conduct, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Complaint Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT (Cont'd.)

Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees, express the District's condemnation of such conduct, and explain the sanctions for harassment. Training programs will be established for employees to help ensure awareness of the issues pertaining to sexual harassment in the workplace, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks and/or school calendars.

Civil Rights Act of 1991
42 United States Code (USC) Section 1981(a)
29 Code of Federal Regulations (CFR) Section 1604.11(a)
Executive Law Sections 296 and 297

Adopted: 7/8/02
Revised: 11/15/05, 10/17/06

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
SEXUAL HARASSMENT COMPLAINT FORM

Name and Position of Complainant _____

Date Complaint Filed _____

Name and/or Description of Alleged Harasser _____

Description of Alleged Harassment _____

Date and Place of Violation(s) _____

Names of Witnesses (if applicable) _____

Has the Incident Been Previously Reported? _____

(If Yes, When and to Whom?) _____

Describe the Outcome and/or Resolution _____

(Use additional sheets to provide additional information if necessary.)

Remedy Sought by Complainant _____

Date

Signature of Complainant

(Continued)

**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
SEXUAL HARASSMENT COMPLAINT FORM (Cont'd.)**

APPEAL FORM

Name and Position of Complainant

Date Appeal Filed _____

Date Original Complaint Filed _____

Have There Been Any Prior Appeals Filed Related to this Complaint? _____

If Yes, When and to Whom? _____

Describe the Decision Being Appealed and Why _____

_____ Date

_____ Signature of Complainant

(Continued)

**ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
SEXUAL HARASSMENT COMPLAINT FORM (Cont'd.)**

(To be completed by various District Personnel)

Decision of Complaint Officer and Action Taken _____

Action Taken by Superintendent (if applicable) _____

Action by the Board (if applicable) _____

Other Comments _____

Date

Signature of Complaint Officer

Date

Signature of Superintendent

Personnel

SUBJECT: COMPLAINTS AND GRIEVANCES BY EMPLOYEES

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all District personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination or reprisal. The District shall provide at least two procedural stages and an appellate stage for the settlement of any grievance.

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Superintendent of Schools is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances Coordinator

Additionally, the Board shall ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA). The Superintendent of Schools shall designate a District employee as the Title IX/Section 504/ADA Coordinator; and regulations and procedures shall be implemented to resolve complaints of discrimination based on sex or disability.

Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Title IX/Section 504/ADA Coordinator.

The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age, veteran or marital status, use of a guide, hearing or service dog, or domestic violence victim status.

Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000-e, et seq.
Prohibits discrimination on the basis of race, color,
religion, sex or national origin.
Title VI of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000-d, et seq.
Prohibits discrimination on the basis of race, color or
national origin.

(Continued)

2002

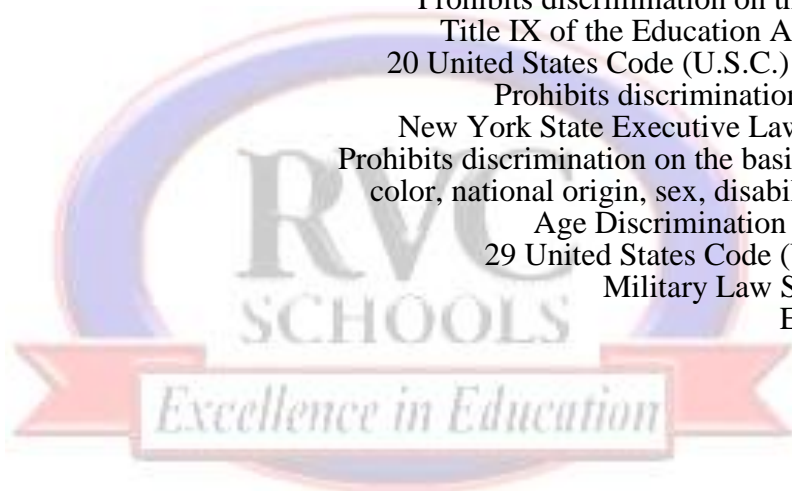
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2 of 2

Personnel

SUBJECT: COMPLAINTS AND GRIEVANCES BY EMPLOYEES (Cont'd.)

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.
The Americans With Disabilities Act,
42 United States Code (U.S.C.) Section 12101 et seq.
Prohibits discrimination on the basis of disability.
Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq.
Prohibits discrimination on the basis of sex.
New York State Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed,
color, national origin, sex, disability or marital status.
Age Discrimination in Employment Act,
29 United States Code (U.S.C.) Section 621.
Military Law Sections 242 and 243
Education Law 801-a



Adopted: 7/8/02
Revised: 11/15/10

SUBJECT: EVALUATION OF PERSONNEL

The Rockville Centre School District is committed to supporting the development of effective teachers and administrators. To this end, the District shall provide procedures for the evaluation of all professional staff. District plans for Annual Professional Performance Review (APPR) of teachers and principals shall be developed in accordance with applicable laws, Commissioner's Regulations, and Rules of the Board of Regents. The primary purposes of this evaluation are:

- a) To encourage and promote improved performance;
- b) To guide professional development efforts; and
- c) To provide a basis for evaluative judgments by designated school officials.

APPR Ratings

For those teachers and principals subject to Education Law 3012-c, the Annual Professional Performance Review (APPR) will result in a single composite effectiveness score and final quality rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- a) 20% - student growth on state assessments or other comparable measures of student growth (increasing to 25% upon implementation of a value-added growth model);
- b) 20% - locally selected measures of student growth or achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreasing to 15% upon implementation of a value-added growth model); and
- c) 60% - other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

The ratings scale based on composite scores has been established as follows:

- a) Highly Effective = composite effectiveness score of 91-100
- b) Effective = composite effectiveness score of 75-90
- c) Developing = composite effectiveness score of 65-74
- d) Ineffective = composite effectiveness score of 0-64

If a teacher or principal is rated "developing" or "ineffective," the School District shall develop and implement a teacher or principal improvement plan (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process.

(Continued)

SUBJECT: EVALUATION OF PERSONNEL (Cont'd.)

The School District shall ensure that all evaluators are appropriately trained consistent with standards prescribed by the Commissioner and that an appeals procedure is locally developed.

Disclosure of APPR Data

Consistent with Chapter 68 of the Laws of 2012, which amends Education Law 3012-c, the Commissioner is required to disclose professional performance review data for teachers and principals on the New York State Education Department (NYSED) website and in any other manner to make such data widely available to the public. However, the release of such aggregate data may not include personally identifiable information for any teacher or principal. Such public disclosure of final quality ratings and composite effectiveness scores will be suitable for research, analysis and comparison of APPR data for teachers and principals across the state.

Upon request, the District shall release to parents/legal guardians the final quality ratings and composite effectiveness scores for teachers and principals to which their student is currently assigned. The District's obligation to disclose this information is limited to those teachers and building principals subject to Education Law 3012-c. The District shall provide conspicuous notice to parents/legal guardians of their right to obtain such information and the methods by which the data can be obtained. Upon request, parents will receive an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings and be offered the opportunity to understand such scores in the context of teacher evaluation and student performance. When a request for this information is received, reasonable efforts will be made to verify that it is a bona fide request by a parent/legal guardian entitled to review the data.

Annual professional performance reviews of individual teachers and principals shall not be subject to disclosure under the Freedom of Information Law (FOIL).

Education Law Section 3012-c
Public Officers Law Sections 87 and 89
8 NYCRR Sections 30-2 and 100.2(o)

Adoption Date: 7/8/02
Revised: 8/7/13

Personnel

SUBJECT: HEALTH EXAMINATIONS

All teachers initially appointed to probationary positions shall obtain a physical examination. When such examination is made by the school physician the cost of such examination shall be borne by the District. A teacher, however, may elect to have a health examination at his/her own expense by a physician of his/her own choice.

The Board reserves the right to request a health examination at any time during employment, at School District expense, in order to determine the physical and mental capacity of an employee to perform his/her duties.

Support staff personnel initially appointed to positions may be requested to obtain physical examinations at the expense of the School District. The physical examination is to be obtained from the school physician.

All bus drivers and substitute bus drivers shall have yearly physical examinations. Each bus driver initially employed by the School District shall have a physical examination within the four (4) weeks prior to the beginning of service. In no case shall the interval between physical examinations exceed a twelve (12) month period.

Annual or more frequent examinations of any employee may be required, when, in the judgment of the school physician and the Superintendent of Schools, such procedure is deemed necessary.

The final acceptance or rejection of a medical report with reference to the health of an employee lies within the discretion of the Board. The decision of the physician designated by the Board as the determining physician shall take precedence over all other medical advice.

All medical and health related information will be kept in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Education Law Section 913
Bus Drivers: 8 New York Code of Rules and
Regulations (NYCRR) Section 156.3(2)
Rules and Regulations of the Commissioner of
Motor Vehicles Section 5.09-b
Cafeteria Workers: State Sanitary Code

Adopted: 7/8/02
Revised: 8/2/05

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES

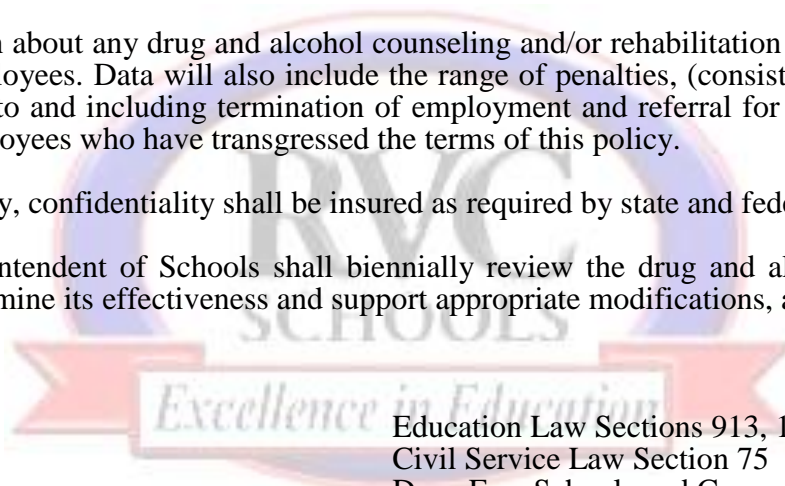
The Board of Education, recognizing that students are often influenced by teachers and other members of a school's staff, impresses upon staff members the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, shall set a positive example for students.

The Board, therefore, prohibits the consumption, sharing and/or selling, use and/or possession of illegal drugs, counterfeit and designer drugs or alcoholic beverages in the workplace, or when the effects of such drugs and/or alcohol use may impair an employee's job performance.

Information about any drug and alcohol counseling and/or rehabilitation programs shall be made available to employees. Data will also include the range of penalties, (consistent with local, state and federal law), up to and including termination of employment and referral for prosecution that will be imposed on employees who have transgressed the terms of this policy.

Additionally, confidentiality shall be insured as required by state and federal law.

The Superintendent of Schools shall biennially review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.



Education Law Sections 913, 1711(5)(e), and 3020-a
Civil Service Law Section 75
Drug-Free Schools and Communities Act
Amendment of 1989
(Public Law 101-226)
20 United States Code (U.S.C.) Section 3171 et seq.

Adopted: 7/8/02

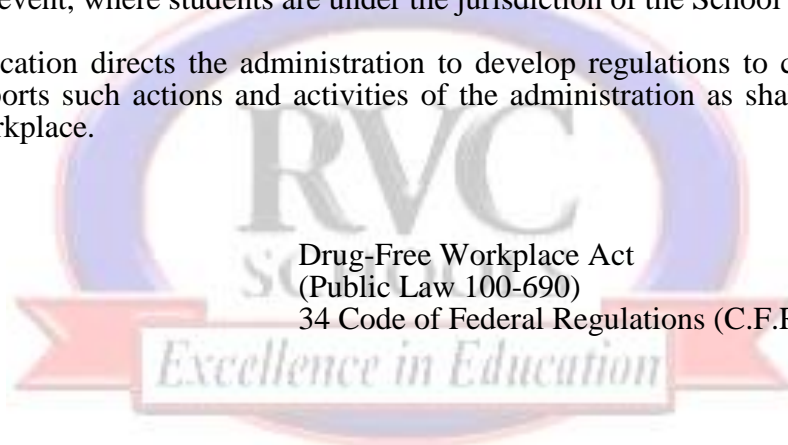
Personnel

SUBJECT: DRUG-FREE WORKPLACE

It shall be the general policy of the Board of Education to affirm that all programs in the District that receive Federal funds shall guarantee that their workplaces are free of controlled substances. "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined in regulation at 21 Code of Federal Regulations (C.F.R.) 1308.11-1308.15. An acknowledgment form shall be signed by the Superintendent of Schools indicating that the District is in full compliance with the Drug-Free Workplace Act. This policy shall guarantee that not only Federally funded programs, but the entire District is free of controlled substances.

"Workplace" is defined as a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the School District.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such actions and activities of the administration as shall be required to maintain a drug-free workplace.



Adopted: 7/8/02

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent of Schools, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- a) Contribute to the instructional program of the schools;
- b) Contribute to improved education for students;
- c) Achieve state mandates;
- d) Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

- a) Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.
- b) Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.

(Continued)

Personnel

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT/DISTRICT MEETINGS (Cont'd.)

- c) Orientation/re-orientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional development programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional development programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form/course approval form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional development program.

MEETING EXPENSES

The District regularly holds various types of meetings including, but not limited to, Rockville Centre staff members, PTA, residents, visitors from other school districts, professional organizations. At these meetings the District may provide, where appropriate, supplies, materials, equipment, and food.

Education Law Section 1604(27)
General Municipal Law Section 77-b and 77-c

Adopted: 11/16/04
Revised: 12/14/04

Personnel

SUBJECT: SAFETY OF STUDENT (FINGERPRINTING CLEARANCE OF NEW HIRES)

Unless otherwise authorized in accordance with law and regulation, the District shall not employ or utilize a prospective school employee, unless such prospective school employee has been granted a "full" clearance for employment by the State Education Department (SED). The School District shall require a prospective school employee who is not in the SED criminal history file to be fingerprinted for purposes of a criminal history record check by authorized personnel of the designated fingerprinting entity. For purposes of this provision of law, the term "criminal history record" shall mean a record of all convictions of crimes and any pending criminal charges maintained on an individual by the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). The District shall, however, obtain the applicant's consent to the criminal history records search.

The District shall utilize SED's Web-based application known as TEACH for instantaneous access to important information about certification and fingerprinting. Through TEACH, SED provides an individual with the ability to apply for fingerprint clearance for certification and/or employment and view the status of his/her fingerprint clearance request. Through TEACH, the School District is able, among other applications, to submit an online request for fingerprint clearance for a prospective employee, view the status of a fingerprint clearance request, and determine whether a subsequent arrest letter has been issued.

Safety of Students

The District will develop internal building and/or program procedures to help ensure the safety of students who have contact with an employee holding conditional appointment or emergency conditional appointment. Such procedures will address the safety of students in the classroom, students attending off-campus activities under the supervision of the School District, and students participating in extracurricular and/or co-curricular activities (including sports and athletic activities).

Safety procedures to be addressed include, but are not limited to, the following: supervision of the employee holding conditional appointment/emergency conditional appointment as determined appropriate by the applicable building/program administrator; and periodic visitations by the building/program administrator to the classroom, program and/or activity assigned to the employee holding conditional appointment/emergency conditional appointment.

(Continued)

Personnel

**SUBJECT: SAFETY OF STUDENTS (FINGERPRINTING CLEARANCE OF NEW HIRES)
(Cont'd.)**

Access to TEACH

Information regarding fingerprinting of new hires, including relevant laws and regulations, frequently asked questions (FAQs), an up-to-date chart for "Who Must be Fingerprinted", and instructions on the fingerprinting process are found on www.higherednysed.gov/tcert/ospra. To request access to TEACH, e-mail TEACHHELP@mail.nysed.gov.

Correction Law Article 23-

A

Education Law Sections 305(30), 305(33), 1604, 1709,
1804, 1950, 2503, 2554, 2590-h, 2854, 3004-b and
3004-c, and 3035
Executive Law Section 296(16)
Social Services Law Article 5, Title 9-B
8 New York Code of Rules and Regulations
(NYCRR) Section 80-1.11 and Part 87

Adopted: 7/8/02
Revised: 2/5/08, 11/15/10, 7/10/12

2002

6210

Personnel

SUBJECT: CERTIFIED PERSONNEL

The Board of Education shall, upon the recommendation of the Superintendent of Schools, create, abolish, maintain and/or consolidate positions involving certified persons as necessary for the proper and efficient achievement of its goals.

All assignments and transfers shall be made in accordance with the provisions of law, Board of Education policies, and the employee's negotiated agreement.

8 New York Code of Rules and Regulations
(NYCRR) Part 30
Education Law Sections 2510 and 3013



Adopted: 7/8/02

2002

6211

Personnel

SUBJECT: RECRUITMENT

The District will attempt to employ the best-qualified personnel for any position.

Professional personnel shall be recruited and selected by, or at the direction of, the Superintendent of Schools, who shall recommend appointment to the Board of Education.

The District shall provide equal opportunity in employment for all qualified persons in accordance with Federal and State legislation.

Education Law Section 3012



Adopted: 7/8/02

SUBJECT: CERTIFICATION AND QUALIFICATIONS

- a) In accordance with applicable statutes, Rules of the Board of Regents, and Regulations of the Commissioner of Education, each employee whose employment requires certification or other licensure shall inform the Superintendent of Schools immediately of any change in the status of his/her certification or licensure. The changes shall include, but not be limited to, the granting, revocation, upgrading, expiration, conversion and/or extension of these documents as to their periods of validity or their titles.
- b) The original certificates and/or licenses must be presented for examination and copying in the office of the Superintendent of Schools as soon as they are available to the employee. The copies will be maintained in the Superintendent of Schools' files in support of the legitimate employment of each affected employee. The failure of any such employee to possess the required certification or other licensure may result in the discharge of that employee.
- c) Whether or not the District verifies an individual's certification or licensure does not waive the responsibility of the employee to maintain what is required for his/her assignment.

Qualifications of Teachers

- a) The District must ensure that all newly hired teachers in Title I programs who teach core academic subjects are highly qualified per Regulations of the Commissioner of Education. The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A "highly qualified" teacher is one who has obtained full state certification as a teacher, or has passed the state teacher licensing examination, holds a license to teach in the state and has at least a bachelor's degree, and also must show subject matter competency in the subjects they teach.
- b) The District is also required to provide to teachers who are not new to the profession the opportunity to meet the NCLB requirement to be highly qualified, in part, through passing a High Objective Uniform State Standard of Evaluation (HOUSSE). HOUSSE shall be an evaluation, prescribed by the New York State Education Department and conducted locally either during a pre-employment review or at the time of an Annual Professional Performance Review (APPR), that enables a teacher who is beyond the first year of teaching to demonstrate subject matter competency in all core academic subjects that the teacher teaches. The evaluation shall be based upon objective, coherent information as prescribed by the department, and shall include, but not be limited to, information on the teacher's education, credentials, professional experience, and professional development.

(Continued)

Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS (Con't)

- c) The District must ensure that all persons applying for a teaching certificate or license as a special education teacher or instructor or a school administrator who works in special education, shall, in addition to all the other certification or licensing requirements, have completed course work or training in area of children with autism. The course work or training shall be obtained from an institution or provider which has been approved by the State Education Department to provide such course work or training in the needs of autistic children. The Commissioner of Education is authorized and empowered to certify all teachers, administrators and instructors in the area of autistic needs.

Parent Notification

In accordance with the federal No Child Left Behind Act, the District is required to provide parents, upon request, with specific information about the professional qualifications of their children's classroom teachers. The following shall be provided by the District upon such requests:

- a) If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he/she teaches;
- b) Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived;
- c) The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- d) If the child is provided services by any instructional aides or similar paraprofessionals and, if so, their qualifications.

All requests shall be honored in a timely manner.

Education Law Sections 3001, 3001-a, 3004
3006, and 3008
8 New York Code of Rules and Regulations
(NYCRR), , Subparts 80-1, 80-2, 80-3, 100.2 (dd) and
100.2 (o)
34 Code of Federal Regulations (CFR) Sections
200.55 and 200.56
20 United States Code (USC) Section 7801 (23)

Adopted: 7/8/02
Revised: 8/2/05, 1/8/08

2002

6212.1

Personnel

SUBJECT: INCIDENTAL TEACHING

The Superintendent of Schools may assign a teacher to teach a subject not covered by such a teacher's certification or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment, and provided that approval of the Commissioner of Education is obtained in accordance with the requirements as enumerated in Commissioner's Regulations.

Not later than twenty (20) business days after such an assignment, the Superintendent of Schools shall submit for approval an application, in a form satisfactory to the Commissioner, containing the following information:

- a) Evidence of extensive recruitment of a teacher certified in the appropriate area;
- b) The name and certification status of the teacher given such assignment.
- c) The subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in such subject being taught on an incidental basis;
- d) The qualification of the teacher to teach such subject on an incidental basis;
- e) The specific reasons why an incidental assignment is necessary;
- f) The anticipated duration of the incidental teaching assignment; and
- g) The number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

To be approved, such application shall demonstrate to the satisfaction of the Commissioner that an incidental teaching assignment is necessary, that the teacher assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of the Commissioner's Regulations have been met.

The Commissioner will issue a determination within twenty (20) business days of receipt of the District's application.

In the event that the application is disapproved or to obtain renewal of such approval in any subsequent year, the Superintendent of Schools shall comply with enumerated requirements per Commissioner's Regulations.

8 New York Code of Rules and Regulations
(NYCRR) Section 80-5.3

Adopted: 7/8/02

SUBJECT: PROFESSIONAL CERTIFICATION: 175 HOURS OF PROFESSIONAL DEVELOPMENT REQUIREMENT

All District employees who hold professional teaching certificates for classroom teaching are required to complete professional development hours to maintain the validity of their certificates. Professional certificate holders must complete 175 hours every five (5) years. The five-year professional development period commences on July 1 after the effective date of the triggering certificate, and each subsequent five-year period thereafter. Each professional development year of the five-year cycle of professional development begins on July 1 and ends the following June 30. The professional development requirement may be completed at any time during the five-year professional development period.

Decisions regarding content, delivery and providers of such professional development are within the purview of the School District and shall be made within the context of the District Professional Development Plan. The Professional Development Plan shall describe how the School District will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five (5) years in accordance with Commissioner's Regulations.

If the professional certificate holder wishes to maintain the validity of his/her New York State professional certificate, he/she must satisfy the professional development requirement. If the certificate holder teaches less than ninety (90) days in a given school year for any reason, including an approved leave, the required hours are reduced by ten percent (10%) for each school year during which this is the case.

District Recordkeeping Responsibilities

If the School District provides professional development to teachers in its schools, or professional development is provided by other entities on behalf of the District, the District must maintain a record of professional development completed by its teachers who are required to complete this requirement. Such records shall include those items enumerated in Commissioner's Regulations Section 100.2(dd)(5):

- a) The name of the professional certificate holder;
- b) His/her teacher certification identification number;
- c) The title of the program;
- d) The number of hours completed; and
- e) The date and location of the program.

(Continued)

SUBJECT: PROFESSIONAL CERTIFICATION: 175 HOURS OF PROFESSIONAL DEVELOPMENT REQUIREMENT

These records shall be retained by the District for at least seven (7) years from the date of completion of the professional development by the professional certificate holder and shall be available for review by the State Education Department (SED).

District Reporting Responsibilities

Annually, the School District must report to the New York State Education Department (SED) Office of Higher Education's Office of Teaching Initiatives (OTI) the number of all approved professional development hours completed by each teacher who is employed by the District and subject to the professional development requirement, regardless of the professional development provider.

All hours of completed professional development reported by Districts will become part of the certificate holder's certification record maintained by OTI. Teachers with professional certificates must complete the required number of hours of professional development every five (5) years for their certificates to remain valid.

The School District is required to report professional development hours for its employees online directly via the Web-based computer system TEACH (Teacher Education and Certification Help).

Certificate Holder Responsibilities

All professional certificate holders must keep records of all of their approved professional development activities/programs/coursework, regardless of the provider, for at least seven (7) years from the date of completion of the program and shall be available for review by SED. Such records shall include those items enumerated in Commissioner's Regulations Section 80-3.6(f):

- a) The title of the program;
- b) The number of hours completed;
- c) The sponsor's name and any identifying number;
- d) Attendance verification; and
- e) The date and location of the program.

While it is the responsibility of the District to report hours, it is in the interest of every professional certificate holder to verify that their professional development hours are reported and that their individual record is complete. It is recommended that professional certificate holders develop their personal professional development plan in consultation with the District, and obtain District approval before commencing any professional development activities.

Personnel

SUBJECT: MENTORING PROGRAMS FOR FIRST-YEAR TEACHERS

Effective February 2, 2004, all new teachers in the School District holding an initial certificate must complete a mentored teaching experience within their first year of employment as a teacher. Also effective February 2, 2004, the District must incorporate the design and planning of such mentored experiences for all first-year teachers in its employ into the District Professional Development Plans.

The purpose of the mentoring program is to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing the retention of teachers, and to increase the skills of new teachers in order to improve student achievement in accordance with the New York State learning standards. The Professional Development Plan shall describe how the District will provide a mentoring program for teachers who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate as prescribed by Commissioner's Regulations.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the Professional Development Plan shall describe the following elements of the mentoring program:

- a) The procedure for selecting mentors, which shall be published and made available to staff of the District and, upon request, to members of the public;
- b) The role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;
- c) The preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of the mentoring relationship, peer coaching techniques, and time management methodology;
- d) Types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, and orienting the new teacher to the school culture; and

(Continued)

SUBJECT: MENTORING PROGRAMS FOR FIRST-YEAR TEACHERS (Cont'd.)

- e) Time allotted for mentoring.

Confidentiality of Mentor-New Teacher Interaction

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher unless:

- a) Withholding such information poses a danger to the life, health, or safety of an individual including, but not limited to, students and staff of the school; or
- b) Such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or
- c) The District has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

Exemptions to above Mentoring Requirements

Pursuant to Commissioner's Regulations, teachers holding initial certificates who have two (2) or more prior years of teaching experience do not need to be provided a mentored experience as enumerated in this policy.

Recordkeeping Requirements

The School District shall maintain documentation of the implementation of the mentoring program described in the Professional Development Plan for at least seven (7) years from the date of completion of the mentoring activity; and it shall be available for review by the State Education Department. Such documentation will include the information enumerated in Commissioner's Regulations.

Education Law Sections 3004 and 3006
8 New York Code of Rules and Regulations (NYCRR)
Sections 52.21(b)(3)(xvi) and (xvii), 80-3.4(b)(2),
80-5.13, 80-5.14, and 100.2(dd)

Adopted: 7/1/04

Personnel

SUBJECT: SAFE MENTORING ACT

In accordance with the Safe Mentoring Act, to ensure the safety of students involved in the District's mentoring program, the District will obtain a criminal history record check from the Division of Criminal Justice Services (DCJS) for each prospective employee as well as prospective volunteer mentors who are involved in any District mentoring program and who may engage in unsupervised activities with youth or in activities with youth in a setting without constant District or parental/guardian oversight.

Definitions

- a) "Prospective employee" shall mean a person being considered for employment by a mentoring program.
- b) "Prospective mentor" shall mean an individual who is currently applying to volunteer to help a child or a group of children in a mentoring program for a period of time. Such help shall include, but not be limited to, being a positive role model for youth, building relationships with youth, and providing youth with academic assistance and exposure to new experiences and examples of opportunity that enhance the ability of children to become responsible adults.
- c) A "criminal history record" shall mean a record of all convictions of crimes and any pending criminal charges maintained on an individual by the DCJS and the Federal Bureau of Investigation (FBI).
- d) "Mentoring program" shall mean a formalized program operated by an educational institution or school district that matches youth with adult volunteers with the purpose of providing such youth with positive role models to enhance their development.

Prospective School Employees

All prospective school employees (as enumerated pursuant to Commissioner's Regulations, 8 New York Code of Rules and Regulations Section 80-1.11 and Part 87) must already receive clearance from the State Education Department (SED) in accordance with existing procedures. However, all other requirements of the Safe Mentoring Act apply to prospective school employees who are being considered for employment by a mentoring program.

The District shall require that a criminal history record check be conducted for any "prospective employee" not otherwise defined as a "prospective school employee" per Commissioner's Regulations in accordance with Social Services Law Section 390-e and District procedures.

Prospective Volunteer Mentors

Volunteers, however, are not "covered" by such regulations, and "prospective mentors" (i.e., defined as applicants for volunteer work in a mentoring role/program) will be subject to the requirements of Social Services Law Section 390-e and District procedures.

(Continued)

Personnel

SUBJECT: SAFE MENTORING ACT (Cont'd.)

Fees for Fingerprinting

Both the DCJS and the FBI impose a processing fee. The fees for the criminal history record search shall be an amount equal to the fees established by DCJS and the FBI for processing the criminal history information request. In addition, the entity that actually takes the fingerprints may impose a fee. The fees shall be payable to OCFS and paid by money order, check or certified check by the District.

Unless otherwise authorized by the Board of Education, the prospective employee and/or prospective volunteer mentor shall pay such fees.

Waiver by Custodial Parent/Guardian

A custodial parent/guardian may sign a waiver authorizing a mentor to work with his/her child regardless of a criminal charge or crime related to a mentor, unless the crime was a felony, not just a sex offense or a crime against a child. No waiver is permitted in the case of a sex offense or a crime against a child. This waiver process may only be initiated upon the consent of the prospective mentor, and be on a form developed by the OCFS. Where applicable, the District may notify a custodial parent/guardian of his/her waiver right, but a waiver shall only be authorized by a custodial parent or guardian.

Confidentiality

The criminal history record shall be confidential pursuant to applicable federal and state laws, rules and regulations, and shall not be published or in any way disclosed to persons other than authorized personnel, unless otherwise authorized by law.

Parental Disclosure

The District will provide each custodial parent/guardian of every child participating in its mentoring program a description of the kind of criminal background checks conducted on prospective employees and prospective volunteer mentors in accordance with law.

[Social Services Law Section 390-e](#)
[Correction Law Sections 752 and 755](#)
[Executive Law Section 837\(8-a\)](#)
8 New York Code of Rules and Regulations (NYCRR)
Section 80-1.11 and Part 87

Adopted: 5/29/08

SUBJECT: PROBATION AND TENURE**Probation**

Certified staff members shall be appointed to a probationary period by a majority vote of the Board of Education upon recommendation of the Superintendent of Schools.

Staff members appointed to a probationary position shall serve for a period of three (3) years. However, the probationary period shall not exceed two (2) years for teachers previously appointed to tenure in this or another School District or BOCES within the state, provided the teacher was not dismissed from the former District. Additionally, up to two (2) years of service as a regular substitute teacher may be applied towards probationary service. This is sometimes referred to as Jarema Credit.

During the probationary period, a member shall be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance shall be assumed because of the possession by the member of the required certification or license.

Tenure

Certified staff members successfully completing a probationary period in the Rockville Centre Union Free School District may be recommended by the Superintendent of Schools to the Board of Education for tenure appointment.

The Board will follow all applicable statutes regarding tenure.

Education Law Sections 3012 and 3031

Adopted: 7/8/02

2002

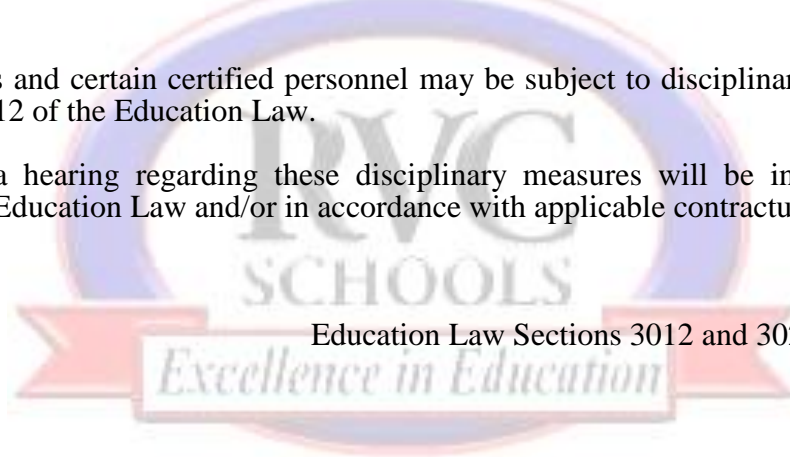
6213.1

Personnel

SUBJECT: DISCIPLINING OF A TENURED TEACHER OR CERTIFIED PERSONNEL

Tenured teachers and certain certified personnel may be subject to disciplinary charges that are set forth in Section 3012 of the Education Law.

Procedures for a hearing regarding these disciplinary measures will be in accordance with Section 3020-a of the Education Law and/or in accordance with applicable contractual provisions.



Adopted: 7/8/02

Personnel

SUBJECT: PROFESSIONAL STAFF: SEPARATION

If the Superintendent of Schools will be submitting to the Board a negative recommendation for tenure or a recommendation to discontinue the services of a probationary professional staff member, the Superintendent of Schools must give the probationary employee thirty (30) days notice prior to the Board meeting at which such recommendation will be considered. If a majority of the Board accepts the recommendation and votes to dismiss, the professional staff member must then be given a written notice at least thirty (30) days prior to the effective date of termination of services. The District will adhere to all other statutory timeframes.

The Board shall expect any professional staff member desiring to terminate his/her services to provide the Board with a minimum of thirty (30) days notice before the effective termination date.

When possible, a professional staff member shall make every effort to terminate employment at the end of the school year. Resignations must be in writing and include the effective date.

Education Law Sections 2509, 3012, 3019A and 3031

Adopted: 7/8/02
Revised: 3/22/05

2002

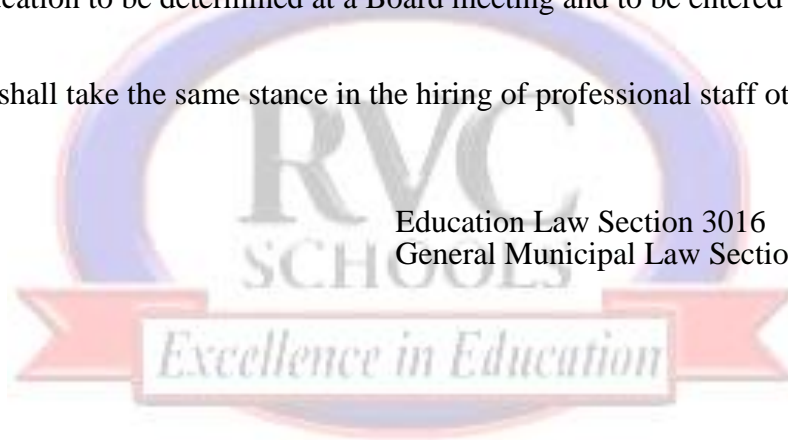
6215

Personnel

SUBJECT: EMPLOYMENT OF RELATIVES OF BOARD OF EDUCATION MEMBERS

The appointment of a teacher who is related by bloodline or legal process (including marriage) to any member of the Board of Education shall be subject to the consent of two-thirds of the members of the Board of Education to be determined at a Board meeting and to be entered upon the proceedings of the Board.

The Board shall take the same stance in the hiring of professional staff other than teachers.



Education Law Section 3016
General Municipal Law Sections 800-809

Adopted: 7/8/02

Personnel

SUBJECT: TEMPORARY PERSONNEL

District's needs may sometimes require temporary appointments. The terms of these appointments shall be defined by the Board of Education on a case by case basis.

Student Teachers

The Rockville Centre Union Free School District shall cooperate with teacher training institutions in the placement of student teachers in order to provide beginning teachers with the best possible student teaching experience.

Student teachers shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the School District, as provided by law.

Substitute Teachers

A substitute teacher qualified to teach in the Rockville Centre Union Free School District shall be employed, whenever possible, by the Superintendent of Schools in the absence of a regular teacher. It is recognized that fully certified persons will not always be available for employment as substitute teachers.

The Board of Education shall annually establish the ordinary rate for per diem substitute teachers.

8 New York Code of Rules and Regulations
(NYCRR) Section 80.36
Education Law Section 3023

Adopted: 7/8/02

2002

6310

Personnel

SUBJECT: APPOINTMENT - SUPPORT STAFF

The probationary period for all new civil service employees shall be for the maximum period established by the local Civil Service Commission.

The time, place and conditions of employment shall be assigned by the Superintendent of Schools. The duties for each Civil Service employee shall be clearly defined.

Civil Service Law Section 63



Adopted: 7/8/02

2002

6320

Personnel

SUBJECT: EMPLOYMENT OF TEACHER AIDES

In accordance with Regulations of the Commissioner, the Board of Education may employ aides to assist in the daily operation of the school through non-teaching duties.

The duties and responsibilities to be assumed by aides shall be outlined by the Superintendent of Schools.

Persons employed as aides shall be responsible to the Building Principal and/or his/her designated representatives.

8 New York Code of Rules and Regulations
(NYCRR) Section 80.33(a)



Adopted: 7/8/02

SUBJECT: MAINTAINING DISCIPLINE AND CONDUCT

All personnel employed by the District are responsible for maintaining student discipline and appropriate conduct during school hours or at extracurricular events on and off school property.

School property shall mean in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus as defined in Vehicle and Traffic Law Section 142. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

Education Law Section 2801(1)



Adopted: 7/8/02

Revised: 1/8/08

SUBJECT: EMPLOYEE PERSONNEL RECORDS AND RELEASE OF INFORMATION**Personnel Records**

Administrative regulations will be developed to implement the terms of this policy to maintain a personnel file for each teacher, administrator and support staff member employed by the District.

Regulations and procedures will be developed addressing the inspection by District employees of their personnel files.

Release of Personnel Information

All steps should be taken to protect the privacy of the employees of the Board of Education. To ensure the individual's privacy, directory or confidential information should not be shared with a third party except in the following situations:

- a) When members of the Board of Education need information from the employee's personnel record to aid them in performing their legal responsibilities in such matters as appointments, assignments, promotions, demotions, remuneration, discipline, dismissal or to aid in the development and implementation of personnel policies.
- b) When the employee grants permission.

Procedures for obtaining consent for release of records to third parties shall be developed by the administration.

Release of Information Concerning Former Employees

The District shall not release information concerning the employment records, personnel file or past performance of a former employee, unless such information is required to be disclosed by law. Only the initial and final dates of employment and the position held shall be provided through a written response to a written request. The former employee may authorize the release of any additional information.

8 New York Code of Rules and Regulations
(NYCRR), Part 84
Public Officers Law Section 87

Adopted: 7/8/02

SUBJECT: EMPLOYEE ACTIVITIES**Political Activities**

The Board of Education recognizes the right of its employees, as citizens, to engage in political activities and to exercise their constitutionally protected rights to address matters of public concern.

However, a District employee's constitutional rights to raise matters of public concern are limited when the speech or action occurs on school grounds and/or during school times. When such speech or action occurs on school grounds and/or during school time, the Board of Education can impose reasonable restrictions on the time, place and manner of the speech or action, and can further regulate the content of such speech when it materially imperils the efficient operation of the school.

Teachers may not use their classrooms or school surroundings as a means to promote their personal political views and beliefs. However, teachers are encouraged to address issues of current events for their instructional and informational value to students, to invite public and/or political figures to visit the classroom as a community resource, and to motivate students to participate in the political process.

Solicitations by Staff Personnel

Staff members shall not be engaged in advertising or commercial solicitations on school time, except as authorized by the Superintendent of Schools and/or designee.

NOTE: Refer also to Policy #5550 -- Use of Federal Funds for Political Expenditures.

Adopted: 7/8/02

SUBJECT: NEGOTIATIONS

Legal Status

The legal status for negotiations is the Public Employees' Fair Employment Law (Taylor Law), Article 14 of the Civil Service Law.

Organizations recognized for the purposes of collective bargaining include:

- a) Rockville Centre Teachers' Association;
- b) Rockville Centre Administrator's Association;
- c) Rockville Centre Office Staff Association;
- d) Civil Service Employees' Association;
- e) Rockville Centre Teachers Aides' Association;
- f) Rockville Centre Nurses' Association.



Adopted: 7/8/02

SUBJECT: NON-BARGAINING UNIT EMPLOYEES

	Office Staff Association Contract*							CSEA Contract**			
	Secretary to Superintendent	Staff Asst/Sec to Board/ District Clerk	Personnel Assistant	Assistant Business Manager	Principal Account Clerk	Secretaries to Asst. Supts.	Food Service Coordinator	Director of Facilities	Maintenance Supervisor	AV Technician	AV Helper
Vacation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	22	Yes	Yes	Yes
Sick Days	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sick Day Accrual	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Holidays	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Personal Days	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Floating Holidays	No	No	No	No	No	No	No	1	1	1	1
Jury Duty	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bereavement Days	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Defined Work Day	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
Length of Year	11 months	11 months	11 months	11 months	11 months	11 months	11 months	12 months	12 months	12 months	12 months
Recess Work Days***	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A
Summer Work Week	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday	Monday-Thursday
Overtime	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
Longevity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Health Insurance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Health Insurance Reimbursement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dental Insurance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Life Insurance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Benefit Trust Fund	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A
Vision Insurance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Terminal Pay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Health Insurance Into Retirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Leave of Absence/ Child Care Leave	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Educational Stipend	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Perfect Attendance	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Student Discipline/Personal/Property Protection	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Uniform Allowance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	Yes	Yes
Merit Pay	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No	Yes	No	No
*Eligibility for benefits will be defined pursuant to terms and conditions outlined in Office Staff Association contract.											
**Eligibility for benefits will be defined pursuant to terms and conditions outlined in CSEA contract.											
*** Confidential/non-bargaining unit employees may work at a per diem rate over the three recesses and Summer Fridays, schedule to be approved by Superintendent. If worked, up to four of these days will be added to each confidential/non-bargaining unit employee's base salary on June 30 of each year.											
Adopted: 10/20/05											
Revised: 4/20/10, 2/8/11, 4/17/13, 10/21/15, 11/21/16, 10/3/18											

Eligibility for benefits will be defined pursuant to terms and conditions outlined in CSEA contract.
 *** Confidential/non-bargaining unit employees may work at a per diem rate over the three recesses and Summer Fridays, schedule to be approved by Superintendent. If worked, up to four of these days will be added to each confidential/non-bargaining unit employee's base salary on June 30 of each year.
 Adopted: 10/20/05
 Revised: 4/20/10, 2/8/11, 4/17/13, 10/21/15, 11/21/16, 10/3/18

Personnel

SUBJECT: THEFT OF SERVICES OR PROPERTY

The theft of services or property from the District by an employee will result in immediate disciplinary action that can lead to dismissal or other penalty, and shall not preclude the filing of criminal or civil charges by the District.



Adopted: 7/8/02

2002

6460

Personnel

SUBJECT: JURY DUTY

A District employee called for jury duty shall receive his/her full day's pay from the School District plus mileage from the State. No employee shall be entitled to receive the per diem allowance for any regularly scheduled workday on which jury duty is rendered if on such a day his/her wages are not withheld on account of such service.

Judiciary Law Section 521(b)



Adopted: 7/8/02

SUBJECT: ACCEPTABLE USE OF DISTRICT COMPUTER NETWORKS

The Board recognizes that as telecommunications and other new technologies shift, the ways that information may be accessed, communicated and transferred, these changes will alter instruction and learning. Electronic information sources and networked services open classrooms to a broader array of resources than ever before. Telecommunications will enable students and employees to explore the world. The Board believes that the benefits to students and employees from access to information resources and opportunities for collaboration exceed the risks associated with such access. While the Board supports access by students and employees to rich information resources via telecommunications, it is imperative that users develop appropriate skills to safely analyze, evaluate and use the information they find. The following guidelines outline District policy on the use of computer networks.

- a) The District computer networks are to be used for educational purposes.

Educational use of the computer networks include classroom activities, professional development and individualized student learning. Additionally, the system may be used by employees to increase communication and enhance productivity. Some computer systems which can be accessed via telecommunications contain materials that are defamatory, inaccurate, obscene, profane, threatening, bigoted or illegal. The District does not condone the use of such materials and does not permit use of such materials in the schools.

- b) Teachers should blend thoughtful use of on-line information throughout the curriculum and provide guidelines and instruction to students in the appropriate use of such resources.

In the past, instructional and library media materials could be screened prior to use. Telecommunications open classrooms to electronic information resources, which may have not been screened by educators for use by students of various ages. The Board expects the teachers to honor the goals of our instructional process when selecting on-line information to use with students.

- c) Parents and legal guardians of students should be aware of the District's policies governing use of its computer networks and the consequences for violations of these policies.

The District will provide students and parents/guardians with a guide to the appropriate use of District computer networks, which includes guidelines for student network safety. It is expected that parents/guardians will ensure that their children understand and adhere to the District guidelines.

The Board authorizes the Superintendent of Schools to establish regulations for implementing this policy and to review, evaluate and revise such regulations as necessary.

Adopted: 7/8/02

SUBJECT: COMPUTER RESOURCES AND DATA MANAGEMENT

The purpose of this policy is to address the varied uses of administrative computer resources in the School District. The Board of Education recognizes that computers are a powerful and valuable tool and as such are an integral part of administering and managing the schools' resources, including the compilation of data and recordkeeping for personnel, students, finances, supplies and materials. This policy outlines the Board's expectations specifically with regard to the District's system.

General Provisions

The Superintendent or his/her designee who will oversee the use of District computer resources. The Superintendent or his/her designee will prepare in-service programs for the training and development of District staff in computer skills, appropriate use of computers and for the incorporation of computer use in administrative areas.

The Superintendent or his/her designee, working in conjunction with the designated purchasing agent for the District, , will be responsible for the purchase and distribution of administrative computer software throughout the District.

The Superintendent and/or his/her designee shall establish regulations governing the use and security of the district administrative computer resources. The security and integrity of the District's administrative computer network and data is a serious concern to the Board and the District will make every reasonable effort to maintain the security of the system. All users of the District's administrative computer resources shall comply with this policy and regulation, as well as the District's Acceptable Use of District Computer Networks, Policy number 6470. Failure to comply may result in disciplinary action, as well as suspension and/or revocation of computer access privileges.

All users of the District's administrative computer resources must understand that use is a privilege, not a right, and that use entails responsibility. Users of the District's computer network must not expect, nor does the District guarantee, privacy for electronic mail (e-mail) or any use of the District's computer network. The District reserves the right to access and view any material stored on district equipment or any material used in conjunction with the District's computer network.

SUBJECT: COMPUTER RESOURCES AND DATA MANAGEMENT (Cont'd.)

Management of Computer Records

The board recognizes that since District data is managed by computer, it is critical to exercise appropriate control over computer records, including financial, personnel and student information. The Superintendent and/or his/her designee and the District's business official, shall establish regulations and procedures governing management of computer records. The regulations will address:

- Passwords,
- System Administration,
- Separation of duties,
- Remote access,
- Data back-up (including archiving of e-mail); and
- Disaster recovery plans.

Review and Dissemination

Since computer technology is a rapidly changing area, it is important that this policy be reviewed periodically by the Board and the District's external auditor. The regulation governing appropriate computer use will be distributed annually to staff and students and will be included in both employee and student handbooks.

<u>Cross-Ref:</u>	5510	Accounting of Funds
	5410	Purchasing
	5671	Disposal of Consumer Report Information & Records

Personnel

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT

Electronic mail or email is a valuable business communication tool, and users shall use this tool in a responsible, effective and lawful manner. Every employee/ authorized user has a responsibility to maintain the District's image and reputation, to be knowledgeable about the inherent risks associated with email usage and to avoid placing the School District at risk. Although email seems to be less formal than other written communication, the same laws and business records requirements apply. School District employees/authorized users shall use the District's designated email system, such as Microsoft Exchange, for all business email, including emails in which students or student issues are involved.

Employee Acknowledgement

All employees and authorized users shall acknowledge annually and follow the District's policies and regulations on acceptable use of computerized information resources, including email usage.

Classified and Confidential

District employees and authorized users may not:

- a) Provide lists or information about District employees or students to others and/or classified information without approval. Questions regarding usage should be directed to a Principal/supervisor.
- b) Forward emails with confidential, sensitive, or secure information without Principal/supervisor authorization. Additional precautions should be taken when sending documents of a confidential nature.
- c) Use file names that may disclose confidential information. Confidential files should be password protected and encrypted, if possible. File protection passwords shall not be communicated via email correspondence in any event.
- d) Send or forward email with comments or statements about the District that may negatively impact it.

Personal Use

Employees and authorized users may use the District's email system for limited personal use. However, there is no expectation of privacy in email use. The District has the right to review all employees' email. If employees decide to use the District's email system for personal use, the employee will be held accountable for the content of all incoming and outgoing personal messages. The District has the right to monitor all school district owned email accounts. If the use of an account by an employee is found to be in violation of Federal or State law or regulation, and/or school district policy, and contractual and/or assigned responsibilities, the employee may be subject to prosecution and/or disciplinary action.

(Continued)

Personnel

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT (Cont'd.)

Email Accounts

All email accounts on the District's system are the property of the School District.

Receiving Unacceptable Mail

Employees and authorized users who receive offensive, unpleasant, harassing or intimidating messages via email or instant messaging shall inform their Principal/supervisor immediately.

Records Management and Retention

Retention of email messages are covered by the same retention schedules as records in other formats, but are of a similar program function or activity. Email shall be maintained in accordance with the NYS Records Retention and Disposition Schedule ED-1 and as outlined in the Records Management Policy. Email records may consequently be deleted, purged or destroyed after they have been retained for the requisite time period established in the ED-1 schedule.

Archival of Email

All email sent and received to an employee's email account should be archived by the District for a period of no less than six (6) years. This time period was determined based on the possibility of emails that are the official copy of a record according to schedule ED-1. Depending on the District's archival system, employees may have access to view their personal archive, including deleted email.

Employee Notice

Employees will be informed of the District Policy at the time of hire. Employees/authorized users should receive regular training on the following topics:

- a) The appropriate use of email with students, parents and other staff to avoid issues of harassment and/or charges of fraternization.
- b) Confidentiality of emails.
- c) Permanence of email: email is never truly deleted, as the data can reside in many different places and in many different forms.
- d) No expectation of privacy: email use on District property is NOT to be construed as private.

(Continued)

SUBJECT: USE OF EMAIL IN THE SCHOOL DISTRICT (Cont'd.)

Sanctions

The District's technology coordinator may report inappropriate use of email by an employee/authorized user to the employee/authorized user's Principal/supervisor who will take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network and/or other disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All employees/authorized users will be required to access a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each user will acknowledge this employee/designated user agreement before establishing an account or continuing in his/her use of email.

Confidentiality Notice

A standard Confidentiality Notice will automatically be added to each email as determined by the District.

NOTE: Refer also to Policies #3320 -- Confidentiality of Computerized Information
#3420 -- Anti-Harassment in the School District
#5670 -- Records Management
#6410 -- Staff Use of Computerized Information Resources
#8271 -- Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Adopted: 1/31/12

Personnel

SUBJECT: TUTORING/PROFESSIONAL SERVICES FOR A FEE, REMUNERATION AND/OR CONSIDERATION

Teachers and/or staff members in the Rockville Centre Union Free School District where appropriate, are encouraged to provide extra help for all students who are in need. This help should be given during the school day when the student and teacher and/or staff member are mutually available or before or after the school day when it is convenient for both.

Unless otherwise approved by the Superintendent of Schools, a teacher and/or staff member shall not be paid privately to provide instruction (to include but not be limited to tutoring, coaching, counseling, music lessons) to a student when that student is in any way assigned to that teacher and/or staff member for instruction, counseling, or any other regularly scheduled professional service during the regular school day.

Teachers and/or staff members are sometimes in a position to select students for a distinction, an honor or a position on a team or a performing group to the exclusion of one or more other students. If the teacher and/or staff member has ever privately instructed or tutored this student, the teacher and/or staff member must either recuse him or herself from the selection process or establish a blind or other appropriate selection process with their respective supervisor. These circumstances, when they arise, must be brought to the attention of the appropriate director or administrator. If not done so in a timely fashion, the teacher and/or staff member may be subject to disciplinary action.

No teachers and/or staff members may provide private instruction or professional service to students for a fee on school premises without prior authorization. Any instruction or professional service to students for a fee must be done before or after the teacher and/or staff member's regularly scheduled school day.

Each school year teachers and/or staff members who provide instruction or professional services for remuneration to students who attend the Rockville Centre Public Schools shall complete the Tutoring Form (6480F) and shall submit this form to the Superintendent of Schools or his/her designee. No teacher and/or staff member shall begin providing instruction or professional services to a student who is in any way assigned to that teacher and/or staff member for instruction, counseling, or any other regularly scheduled professional service during the regular school day prior to approval by the Superintendent of Schools or his/her designee.

Adopted: 7/8/02

Revised: 11/16/04, 5/1/12

SUBJECT: HEALTH INSURANCE

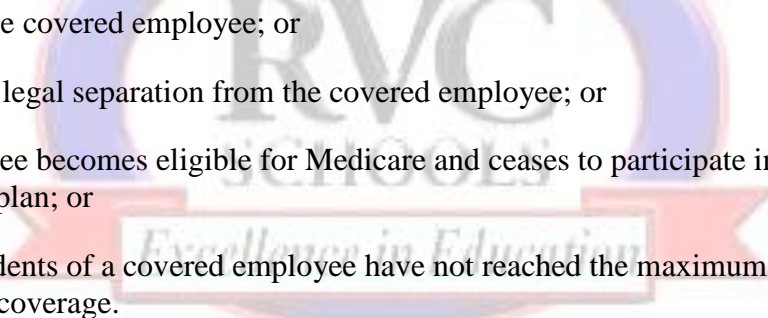
Health insurance for certified and support staffs shall be in accordance with their respective negotiated agreements.

Continuation of Medical Insurance Coverage at Termination of Employment

Under the provisions of the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), employees and their dependents are eligible to continue their insurance coverage for up to thirty-six (36) months when termination of their insurance is due to a reduction in their hours worked, or upon their resignation or termination of their employment.

Under COBRA, employees generally may continue their group health insurance coverage for up to eighteen (18) months. In addition, with the exception of those in self-funded or self-insured plans, employees who have exhausted their federal COBRA coverage may extend their coverage for up to an additional eighteen (18) months, for a total period of thirty-six (36) months, under New York Insurance law.

Dependents of employees are eligible to continue their insurance for up to thirty-six (36) months upon occurrence of one (1) of the following events:

- 
- a) Death of the covered employee; or
 - b) Divorce or legal separation from the covered employee; or
 - c) An employee becomes eligible for Medicare and ceases to participate in the employer-sponsored plan; or
 - d) The dependents of a covered employee have not reached the maximum age and criteria for dependent coverage.

Those who are eligible to continue coverage have up to sixty (60) days to complete the Continuation of Coverage Election Form. They must pay the full cost of their premium plus administrative costs incurred by the District.

Health Insurance Into Retirement

For health insurance to be continued into retirement, persons employed after July 1, 1976 must have had ten (10) full years or more of active service by retirement date.

(Continued)

Rockville Centre Union Free School District, Rockville Centre, NY
POLICY

SUBJECT: HEALTH INSURANCE (Cont'd)

American Recovery and Reinvestment Act of 2009,
Public Law 111-5 Consolidated Omnibus Budget
Reconciliation Act of 1985
Insurance Law Section 3221 (m)(4)(5) and (6)



Adopted: 7/8/02
Revised: 10/26/04, 1/18/12

2002 6520

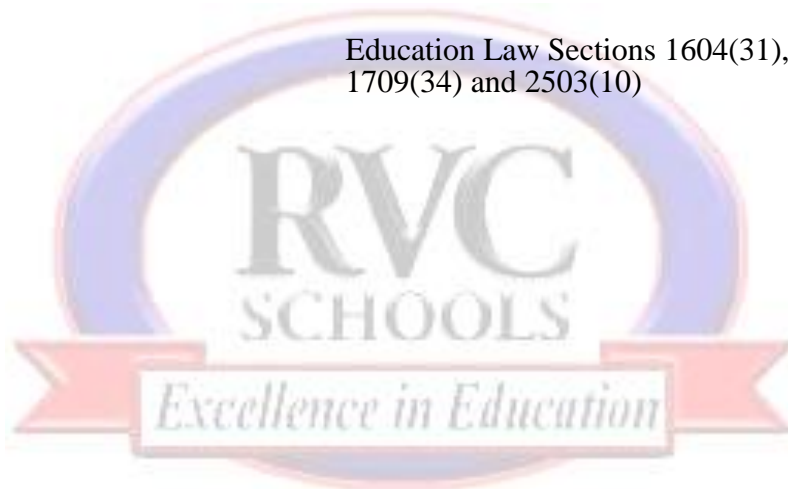
Personnel

SUBJECT: WORKERS' COMPENSATION

Employees injured in the performance of their duties are covered by Workers' Compensation Insurance. Employees shall report work-related injuries immediately to their immediate supervisor. Delay in reporting, if necessary, must be justified to the satisfaction of the Board of Education and/or the insurance agency.

Reimbursement for Workers' Compensation Insurance benefits shall be in accordance with their respective negotiated agreements.

Education Law Sections 1604(31),
1709(34) and 2503(10)



Adopted: 7/8/02

SUBJECT: PAYROLL DEDUCTIONS

Payroll deductions may be made when authorized by employees or when required by law or negotiated agreements.

Education Law Section 1709



SUBJECT: DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS AND EMPLOYEES

Liability Protection Pursuant to Education Law

The Board of Education recognizes its statutory obligation to indemnify School District employees (and in certain circumstances, Board of Education members and volunteers) pursuant to the provisions of Sections 3023, 3028 and 3811 of the Education Law. For the purposes of this policy, the term "employee" shall be as defined in the applicable statute(s).

The District shall not be subject to the duty to defend unless the employee, within the time prescribed by statute, delivers appropriate notice of the claim to the Board of Education.

- a) For purposes of Education Law Section 3811, the employee must give written notice within five (5) days after service of process upon him/her. The statute mandates only written notice of the claim to the Board of Education; however, submission of relevant legal documents by the employee to the Board is also encouraged.
- b) For purposes of Education Law Sections 3023 and 3028, the employee must deliver the original or a copy of the relevant legal documents to the Board within ten (10) days after service of process upon him/her.

The District will provide legal defense and/or indemnification for all damages, costs, and reasonable expenses incurred in the defense of an action or proceeding if authorized pursuant to statute and provided that the alleged action or omission which occurred or allegedly occurred is covered by the appropriate statute(s). Furthermore, the District will not be required to provide indemnification protection and/or legal defense unless the employee was, at the time of the alleged incident, acting in the discharge of his/her duties within the scope of his/her employment or authorized volunteer duties and/or under the direction of the Board of Education.

Public Officers Law Section 18

The Board of Education hereby also confers the benefits of Section 18 of the New York State Public Officers Law upon the "employees" of the District, as defined in Section 18 of the Public Officers Law; and the District assumes the liability for the costs incurred in accordance with the provisions of Section 18. The benefits accorded to District employees under Section 18 of the Public Officers Law shall supplement and be available in addition to defense or indemnification protection conferred by other enactments or provisions of law.

(continued)

SUBJECT: DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS AND EMPLOYEES (Cont'd.)

The term "employees" shall include members of the Board of Education; the Superintendent of Schools; District officers; District employees; volunteers expressly authorized to participate in a District sponsored volunteer program; or any other person holding a position by election, appointment or employment in the service of the District, whether or not compensated. The term "employee" shall also include a former employee, his/her estate or judicially appointed representative.

Pursuant to the provisions of Section 18 of the Public Officers Law, and upon compliance by the employee with the requirements of this statute, the District shall provide for the defense of the employee in any civil action or proceeding, state or federal, arising out of any alleged act or omission which occurred or allegedly occurred while the employee was acting within the scope of his/her public employment or duties. Furthermore, the District shall indemnify and save harmless its employees in the amount of any judgment obtained against such employees in a state or federal court, or in the amount of any settlement of a claim, provided that the act or omission from which such judgment or claim arose occurred while the employee was acting within the scope of his/her public employment or duties. However, in the case of a settlement, the duty to indemnify and save harmless shall be conditioned upon the approval of the amount of the settlement by the Board of Education.

The duty to defend and/or indemnify and save harmless, in accordance with Section 18 of the Public Officers Law, shall be conditioned upon the delivery by the employee to the School District attorney or to the Superintendent of Schools a written request to provide for his/her defense, together with the original or a copy of any summons, complaint, process, notice, demand or pleading within ten (10) days after he/she is served with such document. Pursuant to Section 18, the full cooperation of the employee in the defense of such action or proceeding and in the defense of any action or proceeding against the District based upon the same act or omission, and in the prosecution of any appeal, shall also be required as a condition for the District's duty to defend and/or indemnify and save harmless to exist.

Exceptions to Liability Coverage

Indemnification coverage and/or provision of legal defense by the District will not apply unless the actionable claim is of the type covered by the statute(s) and/or is not otherwise exempt from coverage pursuant to law. Additionally, indemnification coverage and/or the duty to provide a defense shall not arise where such action or proceeding is brought by or on behalf of the School District.

Public Officers Law Section 18
Education Law Sections 1709(26) and (34-b),
2560, 3023, 3028, and 3811
General Municipal Law Sections 6-n and 52

Adopted: 7/8/02

Personnel

SUBJECT: LEAVES OF ABSENCE

a) In general, leaves of absence:

1. Shall be administered by the Superintendent of Schools.
2. The Board reserves the right to grant leaves of absence for purposes or under conditions not contemplated or considered in the policy statement.
3. Under laws and rules governing such action, the Board may undertake appropriate disciplinary action where a leave of absence is falsely requested or improperly used.
4. Except by permission of the Superintendent of Schools, as expressed in writing, the purpose or conditions of a leave of absence may not be altered.

b) Leaves of absence, contractual, et al:

1. Employees who are members of a negotiating unit:

Authorization is granted to approve requests for leaves of absence submitted pursuant to provisions of contracts in effect between the District and each bargaining unit.

2. Employees who are not members of a negotiating unit:

Authorization is granted to approve requests for leaves of absence submitted by such employees where such requests are consistent with provisions of contracts in effect between the District and the bargaining unit most compatible with the employment status of the employee.

3. Employees who are under contract to the District:

Authorization is granted to implement provisions for leaves of absence contained in each such contract.

c) Leaves of absence, unpaid, not covered in b) 1. above:

(Continued)

Personnel

SUBJECT: LEAVES OF ABSENCE (Cont'd.)

1. Subject to limitations enumerated in this policy statement, authorization is granted for the following unpaid leaves of absence.
 - (a) For a period of time not to exceed one (1) school year for approved graduate study, such leave to include any required internship experience.
 - (b) At the expiration of a paid sick leave of absence, to extend such a leave of absence for a period of time not to exceed the end of the school year next succeeding the school year in which the paid leave of absence commenced.
 2. Unpaid leaves of absence shall not be used to extend vacation periods, to take vacations, to engage in other occupations, or to provide additional personal leaves, except that the Superintendent of Schools shall have discretion, where circumstances warrant, to approve leaves of absence for such purposes.
 3. Unpaid leaves of absence shall not be granted unless the services of a substitute employee, satisfactory in the discretion of the Superintendent of Schools, can be secured.
 4. Except where it interferes with an employee's legal or contractual rights, the timing of unpaid leaves of absence will be granted at the convenience of the District.
- d) Other leaves of absence:

1. Emergency Service Volunteer Leave

Upon presentation of a written request from the American Red Cross and with the approval of the Superintendent, employees certified by the American Red Cross as disaster volunteers shall be granted leave from work with pay for up to twenty (20) days in any calendar year to participate in specialized disaster relief operations. This leave shall be provided without loss of seniority, compensation, sick leave, vacation leave or other overtime compensation to which the volunteer is otherwise entitled.

2. Screenings for Breast Cancer and Prostate Cancer

Employees shall be granted up to four (4) hours of paid leave on an annual basis to undertake a screening for breast cancer; employees shall be granted up to four (4) hours of

(Continued)

Personnel

SUBJECT: LEAVES OF ABSENCE (Cont'd.)

leave on an annual basis to undertake a screening for prostate cancer (i.e., male employees are entitled to a total of eight (8) hours for both screenings). This leave shall be excused leave and shall not be charged against any other leave to which the employee is entitled.

3. Blood donation

New York State Labor Law requires certain employers, including school districts, to provide employees who work at least twenty hours per week with leave time to donate blood. Labor Law guidelines provide that employees are entitled to at least one three-hour blood donation leave per calendar year to donate blood at a location of their choice. Alternatively, the School District may provide either an on-site or an off-site location, both during employees' regular working hours in accordance with the requirements set forth below:

District-selected Alternative Blood Donation Leaves:

- If the District chooses to offer the alternative blood donation leave in lieu of the employee-selected off-premises blood donation leave, the District will provide employees with at least two blood leave alternatives during working hours in a calendar year. Notice of the final such leave will be provided prior to December 1st of that year.
- The two blood leave alternatives offered to employees must take place at least sixty days apart.
- If an employee provides prompt notice that he or she is unable to participate in a district-selected alternative because he/she is on another leave, and if the School District has not provided the employee with at least two blood leave alternatives that are at least sixty days apart, the District will either provide another alternative for the employee or allow him/her to take leave to make an off-premises donation.
- The district-selected location will not require an employee to donate outside normal work hours, nor will it require an employee to travel an unreasonable distance.
- Employees will be allowed sufficient leave time necessary to donate blood, to recover (including procuring nourishment after donating), and to return to work.
- Notice of a district-selected alternative will be prominently posted in the workplace at least two weeks beforehand.

(Continued)

Personnel

SUBJECT: LEAVES OF ABSENCE (Cont'd.)

- No blood leave alternative should be scheduled during a time when a significant number of employees are out of the office, such as during the last week of December or around other significant holidays.
- Employees must provide two days notice of the leave.
- Should an employee experience an emergency requiring that he/she donate blood for his/her own surgery or that of a family member, the District will provide reasonable accommodations for a shorter notice period.
- The District may require employees making off-premises blood donations to show proof of their donation in the form of notice of blood donation or a good faith effort at blood donation from the blood bank or some other comparably sufficient proof.
- District-selected alternative blood donation leaves will be paid leave without requiring that the employee use accumulated vacation, personal, sick or other existing leave time.

Employee-selected Blood Donation Leaves

- If the employee takes an off-premises employee-selected leave, the employee must provide prior notice of at least three working days.
- In cases where the employee's position is essential to the operation of the District and three days notice is insufficient to find a replacement for the time of the donation, the District shall require notice no longer than is necessary to feasibly fill the position, but not longer than ten working days.
- Should an employee experience an emergency requiring that he/she donate blood for his/her own surgery or that of a family member, the District will provide reasonable accommodations for a shorter notice period.
- The District may require employees making off-premises blood donations to show proof of their donation in the form of notice of blood donation or a good faith effort at blood donation from the blood bank or some other comparably sufficient proof.
- Employee-selected blood donation leaves may be paid, but payment is not required.

The District shall inform all employees who work at least twenty hours per week of their right to take blood donation leave on an employee's date of hire. Such notification shall be made annually by January 15th of each year. Such notification shall be displayed in a prominent location.

(Continued)

Personnel

SUBJECT: LEAVES OF ABSENCE (Cont'd.)

4. Bone Marrow donation

Employees seeking to undergo a medical procedure to donate bone marrow shall be granted leaves to do so, the combined length of the leaves to be determined by the physician, but may not exceed twenty-four (24) work hours unless agreed to by the Superintendent/designee. The District shall require verification for the purpose and length of each leave requested by the employee for this purpose.

e) Other Leaves

1. Nursing Mothers

The District shall provide reasonable unpaid break time or permit the use of paid break time or meal time each day to allow an employee to express breast milk for her nursing child for up to three (3) years following child birth. The District shall make reasonable efforts to provide a room or other location in close proximity to the work area where the nursing mother can express milk in privacy.

2. Military Leave

The District will comply with state and federal laws regarding military leave and re-employment.

Leaves of absence for military spouses are granted in accordance with law and are unpaid.

Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), 38 United States Code (USC) Sections 4301-4333; Civil Service Law Sections 71-73, 159-b and 159-c; Education Law Sections 1709(16), 3005, 3005-a and 3005-b; General Municipal Law Section 92-c; Labor Law Sections 202-a, 202-c, 202-i and 202-j; Military Law Sections 242 and 243

Adopted: 7/8/02
Revised: 2/28/06, 12/9/08

Personnel

SUBJECT: UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT (USERRA)/MILITARY LEAVES OF ABSENCE

In accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) and State Law, the School District, upon advance notice by the employee, shall grant leaves of absence for service in the uniformed services and/or military duty (hereinafter referred to as “military service” or “military duty”) to its employees who are ordered to duty or volunteer for qualifying military service. The employee’s notice may be either verbal or written. No advance notice is required if military necessity prevents the giving of notice; or the giving of notice is otherwise impossible or unreasonable under all the circumstances.

Employment Rights

Time during which an employee is absent pursuant to military leave shall not constitute an interruption of continuous employment in the School District and no such employee shall be subjected, directly or indirectly, to any loss or diminution of service time; increment; vacation or holiday privileges; or any other right or privilege, by reason of such absence; nor shall any employee be prejudiced by reason of such absence with reference to continuation in employment, reemployment, reinstatement, transfer, or promotion.

Salary/Compensation

Every employee shall be paid his/her salary or other compensation for any and all periods of absence while engaged in the performance of ordered military duty, and while going to and returning from such duty. This payment of salary/compensation shall not exceed a total of 30 days or 22 working days, whichever is greater, in any one calendar year; and not exceeding 30 days or 22 working days, whichever is greater, in any one continuous period of such absence.

The employee must be permitted, upon request, to use any accrued vacation, annual, or similar leave with pay during the period of military service in order to continue his/her civilian pay. The School District may not require the employee to use accrued leave.

The employee is not entitled to use accrued sick leave during the period of military service, unless the District allows employees to use sick leave for any reason or allows other similarly situated employees on comparable furlough or leave of absence to use accrued paid sick leave.

(Continued)

Personnel

**SUBJECT: UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS
ACT (USERRA)/MILITARY LEAVES OF ABSENCE**

Employee Benefits

Health Plan Coverage

If the employee has coverage under a health plan in connection with his/her employment with the District, the employee must be permitted to elect to continue the coverage for a certain period of time as designated in law.

When the employee is performing military service, he/she is entitled to continuing coverage for himself/herself (and dependents if the plan offers dependent coverage) under a health plan in connection with the employment. The plan must allow the employee an opportunity to continue coverage for a period of time that is the lesser of:

- a) The 24-month period beginning on the date on which the employee's absence for the purpose of performing military service begins; or
- b) The period beginning on the date on which the employee's absence for the purpose of performing military service begins, and ending on the date on which the employee fails to return from service or apply for a position of reemployment.

Health plan administrators may develop reasonable requirements addressing how continuing coverage may be elected, consistent with the terms of the plan and [USERRA's](#) exceptions to the requirement that the employee give advance notice of military service. Further, health plan administrators may develop reasonable procedures for employee payment to continue coverage, consistent with [USERRA](#) and the terms of the plan.

Pension/Retirement Plans

While on military duty, any School District employee who is a member of any pension or retirement system may elect to contribute to such pension or retirement system the amount which he/she would have contributed had such employment been continuous. Upon making such contribution, the employee shall have the same rights in respect to membership in the retirement system as he/she would have had if the employee had been present and continuously engaged in the performance of his/her position. To the extent that such contributions are paid, absence while engaged in the performance of military duty shall be counted in determining the length of total service under such pension or retirement system.

(Continued)

Personnel

SUBJECT: UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT (USERRA)//MILITARY LEAVES OF ABSENCE (Cont'd.)

Alternatively, employees will have an opportunity to make up contributions to the pension or retirement system upon return to employment in the District in accordance with law and the individual employee's pension/retirement system.

Time during which an employee is absent on military duty shall not constitute an interruption of continuous employment, but such time shall not be counted or included in determining the length of total service in the pension or retirement system unless such employee contributes to the pension or retirement system the amount he/she would have been required to contribute if the employee had been continuously employed during the period of military duty.

Reemployment/Restoration Rights ("Escalator Principle")

Per [USERRA](#), as a general rule, the employee is entitled to reemployment in the job position that he/she would have attained with reasonable certainty if not for the absence due to military service. The position to which the returning service member should be restored has become known as the "escalator position." The escalator principle requires that the employee be reemployed in a position that reflects with reasonable certainty the pay, benefits, seniority, and other job benefits that he/she would have attained if not for the period of military service.

Depending on the circumstances/intervening events, the escalator principle may cause an employee to be reemployed in a higher or lower position, transferred, laid off, or even terminated.

The employee must be qualified for the reemployment position. The District shall make reasonable efforts to help the employee become qualified to perform the duties of this position. The District is not required to reemploy the employee on his/her return from military service if the employee cannot, after reasonable efforts by the District, qualify for the appropriate reemployment position.

Per State law, an employee restored to his/her position after the termination of military duty shall be entitled to the rate of compensation he/she would have received had the employee remained in his/her position continuously during the period of military duty; and the employee shall be deemed to have rendered satisfactory and efficient service in the job position during the period of military leave of absence. Further, the employee shall not be subjected directly or indirectly to any loss of time service, increment, or any other right or privilege; nor shall an employee be prejudiced in any way with reference to promotion, transfer, reinstatement or continuance in employment.

All other rights, benefits, and responsibilities of a District employee serving in the military shall be in accordance with law, regulations, and/or the applicable contract/collective bargaining agreement.

(Continued)

Personnel

SUBJECT: UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT (USERRA)//MILITARY LEAVES OF ABSENCE (Cont'd.)

Probationary Service

Public Employees in General

If a public employee (with the exception of the probationary service of "teachers" as described below) enters military duty before the expiration of the probationary period in any position to which he/she may have been appointed, or to which he/she may thereafter be appointed or promoted, the time such employee is absent on military duty shall be credited as satisfactory service during this probationary period.

1
Teachers/Supervisory Staff

In any case where a "teacher" (as defined in [State Education Law Section 3101](#), the term "teacher" encompasses a broad category of full-time members of the teaching and supervisory staff of the District, and is not limited to "instructional" employees) enters military duty before the expiration of the probationary period to which he/she may have been appointed, the time the "teacher" is absent on military duty shall be credited as satisfactory service during this probationary period. If the end of such probationary service occurs while the "teacher" is on military duty or within one year following the termination of military duty, the period of the probationary service may be extended by the Board of Education for a period not to exceed one year from the date of termination of military duty. However, in no event shall the period of probationary service in the actual performance of teaching services extend beyond that required by the School District at the time of the "teacher's" entry into military service.

Collective Bargaining Agreements/Contracts/Plans/Practices

In accordance with [USERRA](#), any State or local law, contract, agreement, policy, plan, or practice that establishes an employment right or benefit that is more beneficial than, or is in addition to, a right or benefit under USERRA, such greater employment right or benefit will supersede

Notice of Rights and Duties

The District shall provide a notice of the rights, benefits and obligations of employees and the District under USERRA. The District may provide the notice by posting it where employee notices are customarily placed.. The District may also provide notice to its employees in other ways that will minimize cost while ensuring that the full text of the notice is provided (e.g., by handing or mailing out the notice, or distributing the notice via electronic mail).

(Continued)

Personnel

SUBJECT: UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT (USERRA)//MILITARY LEAVES OF ABSENCE (Cont'd.)

The U.S. Department of Labor has developed and made available on its web site <http://www.dol.gov/vets/programs/userra/poster.pdf>, a poster for use by private and State employers (including school districts) that can be posted in order to comply with the notification mandate.



Adopted: 8/2/05
Revised: 1/8/08

Personnel

SUBJECT: FAMILY AND MEDICAL LEAVE ACT

Consistent with the Federal Family and Medical Leave Act of 1993, the Board of Education recognizes the right of eligible employees to unpaid family and medical leave for up to twelve (12) weeks during any twelve (12) month period. For the purposes of family and medical leave, the twelve-month period necessary for eligibility shall be computed on a rolling period backward. The Board shall ensure that all eligible employees who use such leave shall have their health benefits continued during the leave, shall not have any previously accrued benefits altered and except as otherwise authorized by law, shall be returned to an equivalent position according to established Board practices, policies and collective bargaining agreements.

To be eligible for family or medical leave, an employee must have been employed for at least twelve months and have worked at least 1,250 hours during the prior twelve months.

Family leave shall be provided when a son or daughter is born to the employee or one is placed with the employee for adoption or foster care. Medical leave shall be provided in order for the employee to take care of a spouse or child, or parent who has a serious health condition or when the employee has a serious health condition rendering him/her unable to perform the functions of the employee's job.

An eligible employee may elect, or the District may require, an employee to accrue paid vacation days or personal leave for purposes of a family leave. An employee may elect, or the District may require, an employee to use accrued vacation days and/or personal leave for purposes of a medical leave.

The employee shall notify the District of his/her request for leave, if foreseeable, at least thirty (30) days prior to the date when the leave is to begin. If such leave is not foreseeable, then the employee shall give such notice as is practical. The District may require a certification from a health care provider if medical leave is requested. When an employee returns following a leave, he/she must be returned to the same or equivalent position of employment, except as otherwise authorized by law. The Superintendent of Schools or designee may reassign a teacher consistent with the teacher's agreement to a different grade level, building, or other assignment consistent with the employee's certification and tenure area.

The Board shall ensure that family and medical leave, consistent with the Family and Medical Leave Act, is provided to all eligible employees. This policy is a brief summary of the legal requirements of the Act and is intended to be consistent with all the provisions of the Act.

The District shall include a notice stating the pertinent provisions of the Family and Medical Leave Act, including information concerning enforcement of the law, in the employment kit that each employee receives when hired.

Adopted: 7/8/02
Updated 2/06

Family and Medical Leave Act of 1993
Public Law 103-3
29 Code of Federal Regulations (C.F.R.) Part 825

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Students

SUBJECT: ATTENDANCE

The Board of Education recognizes that regular school attendance is a major component of academic success. Through implementation of this policy, the Board expects to reduce the current level of unexcused absences, tardiness, and early departures (referred to in this policy as "ATEDs"), encourage full attendance by all students, maintain an adequate attendance record-keeping system, identify patterns of student ATEDs and develop effective intervention strategies to improve school attendance.

Notice

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 consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy, the following procedures shall be implemented:

- a) At the secondary level, the attendance policy will be included in the student agendas. At the elementary level, a letter will be sent home with students outlining procedures for reporting student absences.
- b) In addition, the Parent Guide, which is mailed to each family at the start of each school year, will include a plain language summary of this policy.
- c) When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's parent(s) of the specific ATED.
- d) The District will meet with faculty and staff at the beginning of each school year to review the attendance policy and any amendments thereto and to clarify individual roles in its implementation.

Excused and Unexcused Absences

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance (see Policy #8360 -- Religious Expression in the Public Schools), quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved. Patterns of lateness or absenteeism may require verification by a health professional. All other ATEDs are considered unexcused absences.

All ATEDs must be accounted for. It is the responsibility of the parents/persons in parental relations to notify the school office within 24 hours of the ATED and to provide a written excuse upon the student's return to school.

(Continued)

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Students

SUBJECT: ATTENDANCE (Cont.d)

General Procedures/Data Collection

- a) For New York State Department of Education (NYSED) reporting purposes, classroom attendance shall be recorded for all students K-12 on a subject by subject basis. Therefore, attendance shall be taken during each class period at all schools.
- b) The nature of an ATED shall be coded on a student's record.
- c) Student ATED data shall be available to and must be reviewed by the Principal or his/her designee on a regular basis.
- d) Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.
- e) Where consistent with other school practices, teachers and staff shall detain students in the hallways who are absent from a class period without excuse and refer the students to the appropriate administrator.
- f) Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.

Attendance Incentives

The District will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. Age appropriate positive reinforcement of exemplary attendance patterns should be evident at all levels and reinforced through appropriate incentives.

Disciplinary Consequences

Unexcused ATEDs will result in disciplinary action consistent with the District's Code of Conduct and student discipline guidelines outlined in the student agendas at the secondary level. Those penalties may include, for example, detention or in-school suspension. High School and Middle School students who are absent for more than half the day may not return for extracurricular activities without the approval of an administrator. This includes sports, practices, games, performances, clubs etc.

In addition, designated staff member(s) will contact the student's parents/persons in parental relations and the student's guidance counselor. Such staff member(s) shall remind parents/persons in parental relations of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.

(Continued)

Students

SUBJECT: ATTENDANCE (Cont'd.)

Attendance/Grade Policy

The Board of Education recognizes an important relationship between class attendance and student performance. Consequently, at each marking period a student's final grade may be based on classroom participation as well as performance on homework, tests, papers, projects, etc.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused ATEDs may affect a student's class participation grade for the marking period.

At the high school level, any student with more than nine unexcused ATEDs for one-half year or eighteen (18) unexcused ATEDs for a full year may not receive credit for that course. However, students with properly excused ATEDs may make up the work for each ATED, and those ATEDs will not count toward the minimum attendance standard.

To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher or other designated staff member(s) will advise the student and contact the parents/persons in parental relations by telephone and/or in writing prior to the student reaching nine (9) or eighteen (18) unexcused ATEDs.

In implementing the policy set forth above, students who are unable to attend school or a class on a given date due to their participation in a school-sponsored activity (i.e., music lessons, field trips) may arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy or leaves early from school or a class due to illness or any other excused reason.

All students with an excused ATED are expected upon their return to consult with their teachers regarding missed work.

Only those students with excused ATEDs will be given the opportunity to make up a test or other missed work and/or turn in a late assignment for inclusion in their final grade. Make up opportunities must be completed by a date specified by the student's teacher for the class in question.

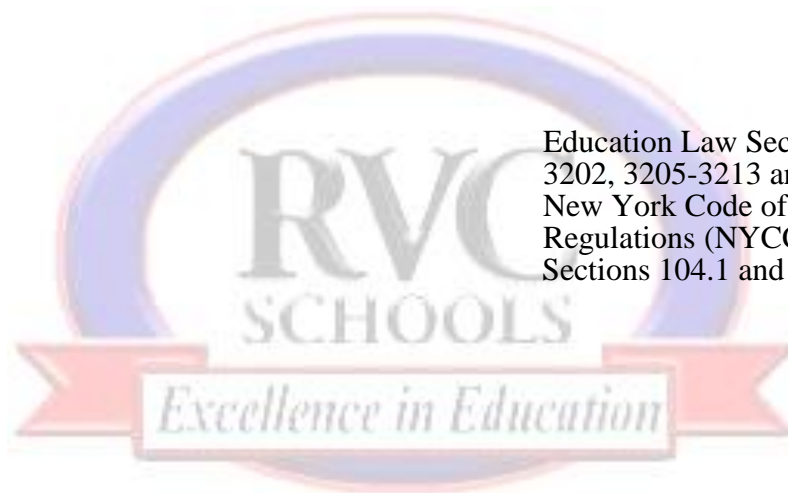
(Continued)

Students

SUBJECT: ATTENDANCE (Cont'd.)

Annual Review

The Board of Education requires the review of building-level student attendance records and, if such records show a decline in student attendance, the Board shall review this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.



Education Law Sections 1709, 3024, 3025,
3202, 3205-3213 and 3225
New York Code of Rules and
Regulations (NYCCR)
Sections 104.1 and 175.6

Adopted: 7/8/02
Revised: 7/1/03, 12/9/08, 2/24/16

SUBJECT: RELEASED TIME OF STUDENTS

Written requests from the parent/guardian for the release of students generally will be honored. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the State.

The Building Principal shall assume this responsibility or shall designate an individual to review and approve all requests.

8 New York Code of Rules and Regulations
(NYCRR) Section 109.2



SUBJECT: STUDENT DISMISSAL PRECAUTIONS

Students who are not involved in an after-school activity will be expected to leave the building promptly. Students who do participate in an after-school activity will report to such activity promptly and will be prepared to go home directly after the activity's conclusion.

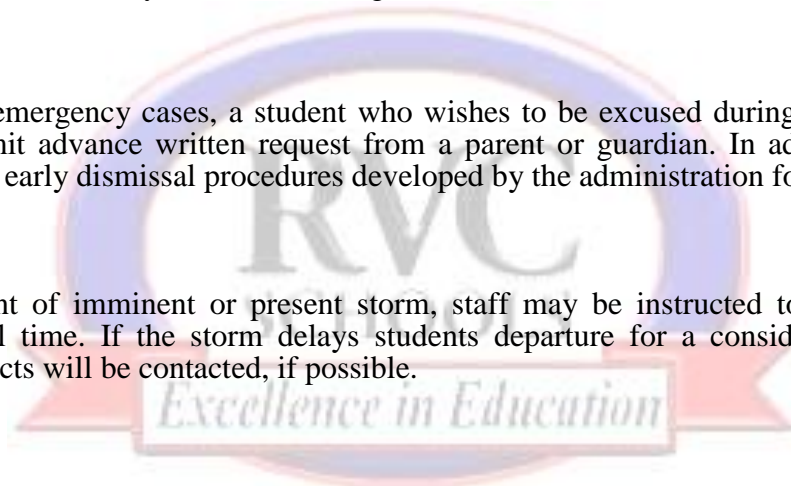
The administration will develop and maintain any regulations or procedures necessary to ensure proper supervision and safety of students at regular dismissal.

Early Dismissal

Except in emergency cases, a student who wishes to be excused during the school day will be required to submit advance written request from a parent or guardian. In addition, the student will comply with any early dismissal procedures developed by the administration for his individual school.

Late Dismissal

In the event of imminent or present storm, staff may be instructed to hold students beyond regular dismissal time. If the storm delays students departure for a considerable time, parents or emergency contacts will be contacted, if possible.



Students

SUBJECT: AGE OF ENTRANCE

Kindergarten

Students who are legal residents of the School District and who reside with parents or guardians within the School District at the time of the opening day of school must be five (5) years of age or more on December 1st in order to register for kindergarten.

Other Grades

Admission of children to other grades shall involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Proof of Age

A student's birth certificate or other satisfactory evidence of age shall be presented at the time of initial registration. The child shall be entered under his/her legal name.

From Other Schools

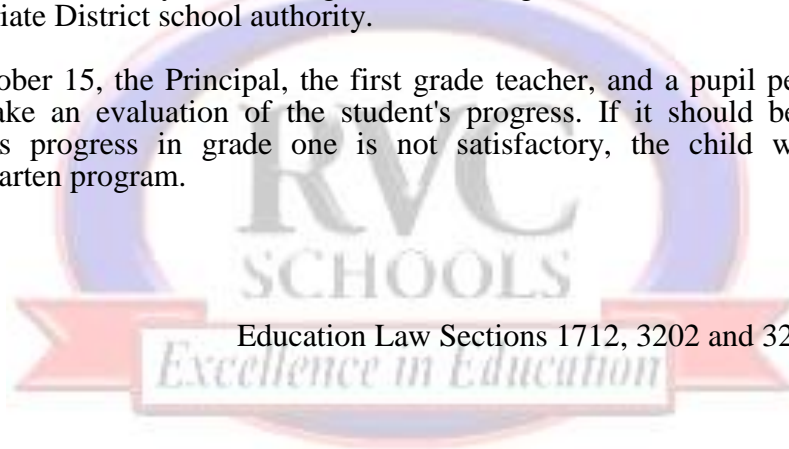
Pupils entering the Rockville Centre Public Schools, who will be 6 years of age after December 1 of the school year, will be admitted to first grade on a trial placement basis under the following conditions:

(continued)

Students

SUBJECT: AGE OF ENTRANCE (Cont'd)

- a) A written statement from the Principal or director of the school where the child completed kindergarten recommending placement in the first grade and indicating successful completion of one year in a registered kindergarten , is submitted and accepted by an appropriate District school authority.
- b) By October 15, the Principal, the first grade teacher, and a pupil personnel staff member will make an evaluation of the student's progress. If it should be determined that the student's progress in grade one is not satisfactory, the child will be placed in the kindergarten program.



Adopted: 7/8/02
Revised: 5/27/03

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS

The Board of Education shall provide for the screening of every new entrant to school to determine which students may have disabilities, may be gifted or may be of limited English proficiency. A new entrant means a pupil entering the New York State public school system for the first time, or re-entering a New York State public school with no available record of a prior screening. Such diagnostic screening shall be conducted:

- a) By persons appropriately trained or qualified;
- b) In the student's native language, where possible, if the language of the home is other than English;
- c) In the case of new entrants, prior to the school year, if possible, but no later than December 1 of the school year of entry or within fifteen (15) days of transfer of a student into a New York State public school should the entry take place after December 1 of the school year.

In the case of students who score below the state reference point on New York State assessment tests, within thirty (30) days of the availability of the test scores.

Such screening shall include, but not be limited to the following:

- a) A physical examination by a physician/nurse practitioner or submission of a health certificate in accordance with Sections 901, 903, and 904 of the Education Law, including proof of immunization as required by Section 2164 of the Public Health Law. Vision screening services will be provided to all new admissions within six months of enrollment or by such other date prescribed by the Commissioner of Education.
- b) An assessment of motor development, of receptive and expressive language development, articulation skills, and cognitive ability in the student's native language, if the language of the home is not English.

No screening examination for vision, hearing or scoliosis condition is required where a student, parent, or person in parental relation objects on the grounds that such examination conflicts with their genuine and sincere religious beliefs.

If such screening indicates a possible disability, a referral shall be made to the Committee on Special Education (CSE) no later than fifteen (15) calendar days after completion of such diagnostic screening.

(Continued)

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS

If such screening indicates a child identified as possibly being of limited English proficiency, such child shall be referred for further evaluation in accordance with the Regulations of the Commissioner of Education to determine determine eligibility for appropriate transitional bilingual or free-standing ESL programs.

Reporting to Parents

Parents/guardians of children to be screened shall receive information in advance regarding the purpose of screening, the areas to be screened and the referral process. The information shall be communicated either orally or in writing in the parents' primary language(s). This information will be provided during the registration interview.

Parents/guardians have the right to request information regarding their child's performance during screening. They shall have access to the screening results and obtain copies upon request.

Confidentiality of Information

The Board of Education's policy and administrative regulations in accordance with the Family Educational Rights and Privacy Act of 1974 shall apply to all information collected about a child through the screening program. In accordance with the policy and regulations, parents shall be informed of their right to privacy, their right to access to the records and their right to challenge those records should they be inaccurate, misleading or otherwise inappropriate.

Family Educational Rights and Privacy Act of 1974
20 United States Code (USC) Section 1232(g)
Education Law Sections 901, 903, 904, 905, 914 and 3208(5)
8 New York Code of Rules and Regulations
(NYCRR) Part 117, 142.2 and 154

NOTE: Refer also to Policies #7512 – Student Physical
#8240 – Instructional Programs: Physical Education

Adopted: 7/8/02
Revised: 3/22/05

Students

SUBJECT: ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY

All persons residing within the District who are between the ages of five (5) years and twenty-one (21) years and who have not received a high school diploma are entitled to enroll in the District.

A student who becomes six years of age on or before the first of December in any school year shall be required to attend full-time instruction from the first day that the District schools are in session of such school year, and a student who becomes six years of age after the first of December in any school year shall be required to attend full-time instruction from the first day of session in the following school year. The Rockville Centre School District will require all students, unless otherwise employed, to attend full-time instruction until the last day of the school year in which the student turns sixteen (16) years of age. This rule notwithstanding, the Rockville Centre Board of Education reiterates its commitment that all students should remain in school until they have graduated with a diploma. The residence of children dwelling within the District boundaries shall be established in a manner consistent with State Law and the Regulations of the Commissioner.

Evidence of a prospective student's age and residency must be presented in such form as is permitted by state and federal law and regulation.

Determination of Student Residency

"Residence," for purposes of this policy, is established by a child's physical presence as an inhabitant within the District and his/her intent to reside in the District.

A child's residence is usually determined by the residence of the custodial parent. Where a child's parents live apart, the child can have only one legal residence. In cases where parents have joint custody, the child's time is essentially divided between two households, and both parents assume responsibility for the child, the decision regarding the child's residency lies ultimately with the family. Where parents claim joint custody, but do not produce proof of the child's time being divided between both households, residency will be determined on the basis of the child's physical presence and intent to remain within the District.

The presumption that a child resides with his/her parents or legal guardians may be rebutted upon demonstration that custody of such child has been totally and permanently transferred to another individual. The District will not acknowledge living arrangements with persons other than a child's parents or legal guardians which are made for the sole purpose of taking advantage of the District's schools.

(Continued)

Students

SUBJECT: ENTITLEMENT TO ATTEND -- AGE AND RESIDENCY (Cont'd.)

The presumption that a child resides with his/her parents or legal guardians may also be rebutted upon demonstration that such child is an emancipated minor. To establish emancipation, a minor may submit documentation of his/her means of support, proof of residency, and an explanation of the circumstances surrounding the student's emancipation, including a description of the student's relationship with his/her parents or persons in parental relationship.

Notwithstanding the foregoing, all determinations of student residency will be made consistent with applicable state and federal laws and regulations.

Undocumented Children

The District is mindful that undocumented children are entitled to attend the District's schools, provided they meet the age and residency requirements established by state law. Consequently, the District will not request or require on any enrollment or registration form, in any meeting, or in any other form of communication, any documentation and/or information regarding or tending to reveal the immigration status of a child, a child's parent(s) or the person(s) in parental relation. In the event the District is required to collect such information, the District will do so after the child has been enrolled. In no instance will such information be required as a condition of enrollment or continued attendance.

Children of Activated Reserve Military Personnel

Students temporarily residing outside the boundaries of the District, due to relocation necessitated by the call to active military duty of the student's parent or person in parental relationship, will be allowed to attend the public school that they attended prior to the relocation. However, the District is **not** required to provide transportation between a temporary residence located outside the District and the school the child attends.

Homeless Children

Determinations regarding whether a child is entitled to attend the District's schools as a homeless child or youth will be made in accordance with Section 100.2(x) of the Commissioner's regulations, as well as applicable District policy and regulation.

Education Law Sections 3202,
3205, and 3218
8 NYCRR Sections 100.2(x) and (y)
Family Court Act Section 657

Adopted: 7/8/02
Revised: 5/24/04, 5/27/15

Students

SUBJECT: NON-RESIDENT STUDENTS

Nonresident students will not be accepted into the District Schools except for:

- a) Children moving out of the District may upon application to the Superintendent of Schools or his/her designee, be permitted to finish the school year if the time in which they are to be a nonresident is less than three months. If a move takes place after the opening of school, graduating seniors will be permitted to complete the year. Transportation will be the responsibility of the parents.
- b) A child whose parents and/or guardians plan to move into the District, in which case the child may be admitted if the parent and/or guardian presents a contract to purchase or rent a home in the District which will be occupied as a residence within 45 calendar days.
- c) Special education students who may be accepted onto the roster of specifically designated special education program for children with disabilities when enrollment permits, pursuant to contract with other School Districts which contracts shall provide for termination of attendance when the needs of the District so require. The sending District will be charged tuition. The tuition charges will be determined each year in accordance with a formula provided by the New York State Education Department and will be adopted by Board action. Tuition charges will be due and payable semi-annually, ten (10) days from date of bill. The Superintendent of Schools may exclude from school any nonresident student whose tuition is unpaid thirty (30) days from date of bill.
- d) Under special requirements regarding summer programs.
- e) In accordance with Section 625 of the November 1996 Illegal Immigration Reform and Immigrant Responsibility Act, which is an amendment to United States Immigration Law, foreign students may not attend public elementary schools (kindergarten through grade eight) in F-1 student status. Therefore, F-1 visas cannot be issued for study in such schools. This law does not pertain to students in visa categories J, F2, H4, 1.2 B2, or any other nonimmigrant visa status allowing elementary or secondary school attendance.
- f) Foreign exchange students in grades nine through twelve under F-1 visa status who will be spending the school year in the Rockville Centre School District with a host family must be charged the full unsubsidized per capita cost (per pupil cost). Only foreign students participating in a recognized Student Exchange Program under a J-1 Visa may attend District schools without payment of tuition. The administration is authorized to file with the U.S. Department of Homeland Security the forms necessary for the monitoring of non-immigrant foreign students during the course of their stay in the District in accordance with the Student and Exchange Visitor Information System (SEVIS).

(Continued)

Students

SUBJECT: NON-RESIDENT STUDENTS (Cont'd.)

Education Law Sections 1709(13), 2045 and 3202
8 New York Code of Rules and Regulations
(NYCRR) Section 174.2
8 United States Code (USC) Chapter 12



Adopted: 7/8/02
Revised: 8/2/05, 11/14/06

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE

The District recognizes the importance of educational stability for students in foster care and will collaborate, as appropriate, with the State Education Department (SED) and the local Department of Social Services (LDSS) to ensure that students in foster care have the same opportunity to achieve at the high-levels as their peers. For purposes of this policy, LDSS also refers to the local Social Services District or the local child welfare agency.

Definitions

- a) **Child or youth in foster care** ("student in foster care") means a child who is in the care and custody or custody and guardianship of a local Commissioner of Social Services or the Commissioner of the Office of Children and Family Services.
- b) **Feeder school** means:
 1. A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;
 2. A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 3. A school that sends its students to a receiving school in a neighboring school district pursuant to applicable laws and regulations.
- c) **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the State or tribal child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
- d) **Preschool** means a publicly funded prekindergarten program administered by SED or a local educational agency or a Head Start program administered by a local educational agency and/or services under the Individuals with Disabilities Education Act (IDEA) administered by a local educational agency.
- e) **Receiving school** means:
 1. A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or
 2. A school that enrolls students from a feeder school in a neighboring local educational agency pursuant to applicable laws and regulations.

(Continued)

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd)

- f) **School district of origin** means the school district within New York State in which the child or youth in foster care was attending a public school or preschool on a tuition-free basis or was entitled to attend at the time of placement into foster care when the Social Services District or the Office of Children and Family Services assumed care and custody or custody and guardianship of such child or youth, which is different from the school district of residence.
- g) **School district of residence** means the public school district within New York State in which the foster care placement is located, which is different from the school district of origin.
- h) **School of origin** means a public school that a child or youth attended at the time of placement into foster care, or the school in which the child or youth was last enrolled, including a preschool or a charter school. For a child or youth in foster care who completes the final grade level served by the school of origin, the term school of origin will include the designated receiving school at the next grade level for all feeder schools. Where the child is eligible to attend school in the school district of origin because the child was placed in foster care after such child is eligible to apply, register, or enroll in the public preschool or kindergarten or the child is living with a school-age sibling who attends school in the school district of origin, the school of origin will include any public school or preschool in which such child would have been entitled or eligible to attend based on such child's last residence before the circumstances arose which caused such child to be placed in foster care.

District Foster Care Liaison

The District will designate an appropriate staff person to act as the District's point of contact for students in foster care (i.e., the "Foster Care Liaison"). The Foster Care Liaison will not be the same staff person as the McKinney-Vento Liaison unless the McKinney-Vento Liaison has sufficient ability to carry out the responsibilities of both roles. The Foster Care Liaison will work collaboratively with representatives from the LDSS. The District will ensure that the name and contact information for the Foster Care Liaison are:

- a) Submitted to SED;
- b) Provided, in writing, to the point of contact for any LDSS known by the District to have students in its custody; and
- c) Posted on the District website.

(Continued)

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd)

Designation of School District and School

The LDSS, in consultation with the appropriate local educational agency or agencies, will determine whether placement in the school district of origin or the school district of residence is in the best interest of a student in foster care. Provided that the District is an appropriate local educational agency, the District will work with the LDSS to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the student. If the student has an Individualized Education Program (IEP), a Section 504 plan, or is an English language learner, relevant school staff may be consulted during the best interest determination process.

To the extent feasible and appropriate, the student should remain in his or her school of origin while the best interest determination is being made.

Subject to a best interest determination, a student in foster care is entitled to attend the school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in that building.

Where the school district of origin or school of origin that a student was attending on a tuition-free basis, or was entitled to attend when the student entered foster care is located, in New York State and the student's foster care placement is located in a contiguous State, the student is entitled to attend his or her school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, subject to a best interest determination, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in such building.

Responsibilities When Designated as the School District of Attendance

If the District is designated as the school district of attendance for a student in foster care, the District will immediately:

- a) Enroll the student, even if the student is unable to produce records which are normally required for enrollment, such as previous academic records, records of immunization and/or other required health records, proof of residency or other documentation and/or even if the student has missed application or enrollment deadlines during any period of placement in foster care, if applicable;
- b) Treat the student in foster care as a resident for all purposes; and
- c) Make a written request to the school district where the student's records are located in order to obtain a copy of the student's records and coordinate the transmittal of these records in accordance with applicable laws and regulations.

(Continued)

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd)

Request for Records

Within five days of receipt of a request for school records from a new school, the District will forward, in a manner consistent with federal and state law, a complete copy of the records of the student in foster care, including, but not limited to: proof of age; academic records; evaluations; immunization records; and guardianship papers (if applicable).

Tuition Reimbursement

Except as otherwise provided in law or regulation, the cost of instruction of a student in foster care will be borne by the school district of origin. Where a district other than the school district of origin is designated as the school district of attendance, the cost of instruction will be borne by the school district of origin and the tuition paid to the designated school district of attendance will be computed in accordance with applicable laws and regulations.

Transportation Responsibilities

Any student in foster care who requires transportation in order to attend his or her school of origin, is entitled to receive that transportation.

As appropriate, the District will coordinate and collaborate with the LDSS to make an appropriate transportation plan that supports the student's school stability plan and is fair to the District's taxpayers, consistent with the District's obligations under federal and state law.

When the District is the designated school district of attendance, and the student requires transportation to attend his or her school of origin, the District will provide transportation to and from the student's foster care placement location and the school of origin. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When the District is the school district of residence and the designated school district of attendance, and the student does not attend his or her school of origin, the District will provide transportation on the same basis as provided to resident students. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When transporting students in foster care, the District may incur excess transportation costs, as defined by law. The District and the LDSS may enter into a written agreement relating to how excess transportation costs should be funded, consistent with applicable laws and regulations. Absent such an agreement, excess transportation costs incurred by the District will be shared equally between the LDSS responsible for the foster care costs of the student and the designated school district of attendance. The District and the LDSS will consider and utilize all allowable funding sources, including any available federal funds, to cover excess transportation costs.

Where a student in foster care has been placed in foster care in a contiguous state, and the District is the designated district of attendance, the District will collaborate with the LDSS to arrange for transportation.

(Continued)

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd)

Where the School of Origin is a Charter School

Where the school of origin is a charter school, the school district designated as the school district of attendance for a student in foster care will be deemed to be the school district of residence for the student for purposes of fiscal and programmatic responsibility and will be responsible for transportation of the student in foster care. If the designated school district of attendance is not the school district of origin, the designated school district of attendance may seek reimbursement from the school district of origin in accordance with applicable laws and regulations.

Dispute Resolution Process

To the extent feasible and appropriate, the District will ensure that a student in foster care remains in his or her school of origin while any dispute is being resolved in order to minimize disruptions and reduce the number of moves between schools.

Coordination with Other Agencies

The District will coordinate the provision of services described in this policy, as appropriate, with agencies or programs providing services to students in foster care.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of IDEA for students with disabilities.

Comparable Services

Each student in foster care will be provided services comparable to other students in the school of attendance, including: transportation services; educational services for which the student meets eligibility criteria; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

Student Privacy

As appropriate, the District will collaborate with SED and/or the LDSS to determine what documentation related to a student in foster care should be shared among involved parties. In all cases, the District will comply with all statutory requirements to protect student privacy, including the Family Educational Rights and Privacy Act (FERPA) and any other applicable privacy requirements under federal, state, or local laws.

(Continued)

STUDENTS

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd)

45 USC § 6312

45 CFR § 1355.20(a)

US DOE, Non-Regulatory Guidance: Ensuring Stability for Children in Foster Care (June 23, 2016)

Education Law §§ 3202 and 3244

Memorandum from NY St. Educ. Department on Educational Stability and Transportation Provisions for Students in Foster Care Memo (December 2, 2016)

NOTE: Refer also to Policies #5660 -- Meal Charging and Prohibition Against Meal Shaming
#7240 -- Student Records: Access and Challenge



Adopted: 3/6/19

Students

SUBJECT: EDUCATIONAL SERVICES FOR MARRIED/PREGNANT STUDENTS

Married Students

The Board of Education will comply with state law in reference to married students attending school.

Pregnant Students

Students who are pregnant are covered by the Compulsory Education Law and will be provided instruction as required by the New York State Education Law. The Superintendent of Schools, or his/her designee, is directed to consult with the school physician and the student's personal physician in determining the form of instruction.

The form of instruction may be any of the following or a combination of the following:

- a) Remain in school with provisions for special instruction, scheduling, and counseling where needed.
- b) Receive home instruction.
- c) Attend BOCES programs.

Education Law Sections 1604(20), 3202-1, 3205-1,
4401-1, and 4402-2

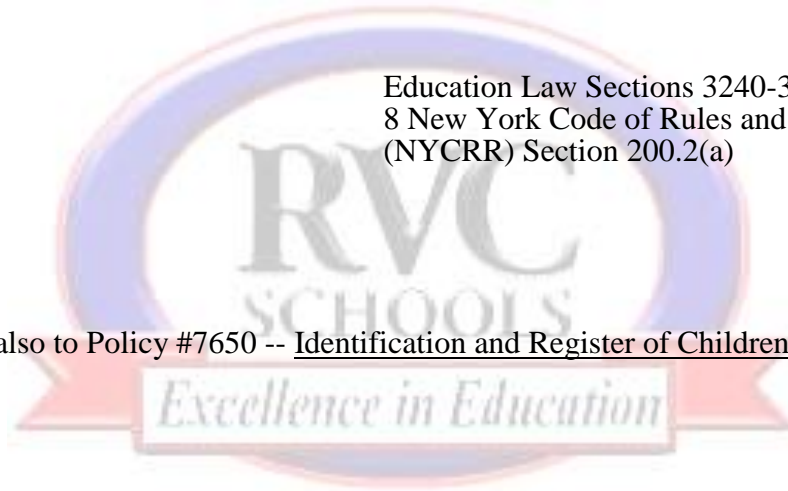
Adopted: 7/8/02
Revised: 2/28/06

SUBJECT: SCHOOL CENSUS

School Districts are authorized to take a census of all children from birth to 18 years of age. The census must indicate the names of all children between birth and 18 years of age, and of children with disabilities between birth and 21 years of age; their respective residences by street and number; the day of the month and the year of their birth; the names of the persons in parental relation to them; such information relating to physical or mental disabilities as the State Education Department and the Board of Education shall require; and also such further information as the Board shall require.

Education Law Sections 3240-3243 and 4402(1)(a)
8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(a)

NOTE: Refer also to Policy #7650 -- Identification and Register of Children With Disabilities.



Adopted: 7/8/02

Students

SUBJECT: ASSIGNMENT OF STUDENTS TO ELEMENTARY SCHOOLS

The Board of Education is responsible for determining the school attendance areas of the District and assignment to elementary schools is generally contingent upon a child's residence. The Board of Education recognizes that there may be individual situations that dictate departure from such boundaries. In such cases, a decision will be made by the Superintendent of Schools after consultation with the child/ren's family and members of the teaching and administrative staff in each of the elementary school buildings where the child/ren may attend. In making a decision, consideration will be made to some or all of the following:

- Educational and/or social-emotional needs of the student
- Physical space constraints
- Enrollment
- Program consideration
- Budget implications

Children entering the School District for the first time will be assigned to their home-zoned school based on their residence but may apply for a Zoning Exemption. In addition, Zoning Exemption requests may be made for children moving within the District or where the parents/guardians believe that the school assignment of their child is averse to the child's health safety or welfare. The acceptance or denial of Zoning Exemption requests and the designation of school building assignments will be made by the Superintendent of Schools and will be overseen by the Board of Education. Families will be notified, in writing, of such decisions.

Students assigned to a new elementary school must remain enrolled for at least one school year or the balance of the school year in which the decision was made. However, the student will be permitted to stay until he/she completes fifth grade if the parents/guardians so choose. Parents/guardians may choose to return their children to their originally-zoned elementary school, however, that transfer will only occur at the start of the school year. Requests to return to the originally-zoned elementary school must be made, in writing, to the Superintendent of Schools by June 30th.

Once assigned to a new elementary school, that new school will be considered to be the family's home-zoned school. However, younger siblings will be considered new entrants if all older siblings, have gone through an elementary school under this policy and are now entering sixth grade or higher.

If parents/guardians elect to send their child/ren to an elementary school building outside of their current attendance zone, transportation to the new elementary school building may be provided if it meets the State and local guidelines, can be done at no additional costs and does not exceed reasonable travel time for other students.

(Continued)

SUBJECT: ASSIGNMENT OF STUDENTS TO ELEMENTARY SCHOOLS (cont'd)

REQUESTS FOR CHANGES IN ELEMENTARY SCHOOL ZONES WILL BE CONSIDERED UNDER THE FOLLOWING CIRCUMSTANCES:

A. Zoning Exemption Requests for Children Moving Within the School District:

Children who are currently attending an elementary school and whose families are moving from one elementary school zone to another within the Rockville Centre School District may, upon application to the Superintendent of Schools or his/her designee, be permitted to remain in the school they are currently attending under the following circumstances:

1. The parents/guardians apply for and are granted a Zoning Exemption by the Superintendent of Schools. Procedures for requesting a Zoning Exemption are detailed in Regulation 7160R; or
2. The child/ren are in their last year of attendance in the school they are currently attending.

B. Zoning Exemption Requests for New Entrants:

Parents of children who are newly enrolled to the District may apply for a Zoning Exemption. After consultation with the family and members of the teaching and administrative staff in each of the elementary school buildings which the child may attend, the Superintendent of Schools will make a decision and notify the families, in writing, of such decisions.

C. Other Requests for Zoning Exemptions:

Where the parents/guardians of an elementary school child in the Rockville Centre School District believes that the school assignment of their child is averse to the child's health, safety, or welfare, they may notify the principal of their child's school to such effect, in writing, setting forth the nature and basis of their concern. Such request will then be subject to procedures set forth in Regulation 7160R.

Adopted: 7/1/02

Revised: 7/1/04, 4/21/15, 12/6/17

Students

SUBJECT: SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE

Any District student who is a victim of a violent criminal offense, as defined pursuant to Education Law and Commissioner's Regulations, that occurred on the grounds of the District elementary or secondary school that the student attends, shall be allowed to attend a safe public school within the School District to the extent required by the federal No Child Left Behind Act (NCLB) and state law and regulations.

In accordance with Commissioner's Regulations, a "safe public school shall mean a public school that has not been designated by the Commissioner [of Education] as a persistently dangerous public elementary or secondary school."

Violent Criminal Offense

The superintendent shall determine if the student has been the victim of a "violent criminal offense." "Violent criminal offense" means a crime that:

- a) Involves infliction of a serious physical injury upon another as defined in New York State Penal Law Section 10.00(10); or
- b) A sex offense that involves forcible compulsion; or
- c) Any other offense designed in State Penal Law Section 10.00(12) that involves the use or threatened use of a deadly weapon.

Determination Whether Student is a Victim

Procedures shall be established for determination by the Superintendent of whether a student is a victim of a violent criminal offense that occurred on school grounds of the school the student attends. The Superintendent shall, prior to making any such determination, consult with any law enforcement agency investigating the alleged violent criminal incident and consider any reports or records provided by such agency. However, a criminal conviction is not required prior to the Superintendent's determination that a student has been a victim of a violent criminal offense. The Superintendent may also consult with the School District's attorney prior to making such determination.

The Superintendent's determination may be appealed to the Board of Education. However, this determination will not preclude any student disciplinary proceeding brought against the alleged victim or perpetrator of such violent criminal offense.

(Continued)

Students

SUBJECT: SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE (Cont'd.)

Notice to Parents/Persons in Parental Relation

A school district that is required to provide school choice in accordance with applicable provisions of the federal No Child Left Behind Act of 2001, Education Law and Commissioner's Regulations, shall establish procedures for notification of parents of, or persons in parental relation to, students who are victims of violent criminal offenses of their right to transfer to a safe public school within the district and procedures for such transfer. Such notice shall be, to the extent practicable, provided in the dominant language or mode of communication used by the parents or persons in parental relation to such student. The School District shall so notify the parents of, or persons in parental relation to, such student within twenty-four (24) hours of the determination that the student has been the victim of a violent criminal offense on school grounds at the school he/she attends.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of such determination at the last known address or addresses of the parents/persons in parental relation to the student. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

However, **such notification shall not be required** where there are no other public schools within the District at the same grade level or a transfer to a safe public school within the School District is otherwise impossible. Similarly, procedures for such notification of parents/persons in parental relation to students who are victims of violent criminal offenses shall not be required where the School District has only one public school within the District or only one public school at each grade level.

Designation of Safe Public School

It shall be the responsibility of the School District, based on objective criteria, to designate a safe public school or schools within the District to which students may transfer. However, the District is not required to designate a safe public school where there are no other public schools within the District at the same grade level or transfer to a safe public school within the District is otherwise impossible. Similarly, if the District has only one public school within the School System or only one public school at each grade level, the School District shall not be required to designate a safe public school.

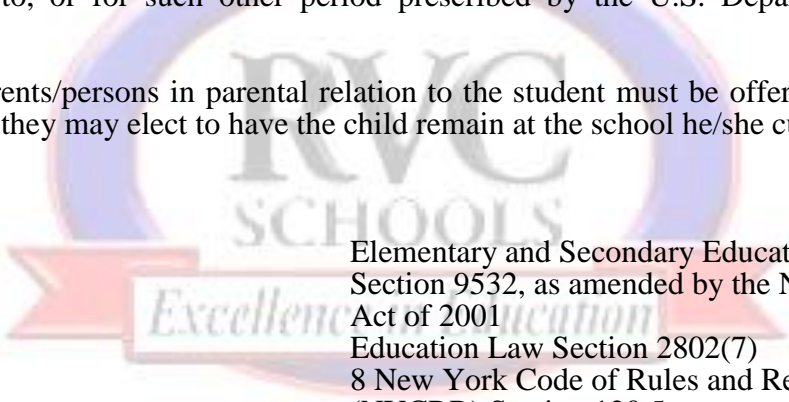
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Students

SUBJECT: SAFE PUBLIC SCHOOL CHOICE OPTION TO STUDENTS WHO ARE VICTIMS OF A VIOLENT CRIMINAL OFFENSE (Cont'd.)

Any student who transfers to a safe public school, in accordance with the provisions of this policy and applicable law and regulation, shall be enrolled in the classes and other activities of the public school to which such student transfers in the same manner as all other students at the public school. The receiving school shall be identified by the District and must be at the same grade level as the school from which the student is transferring. To the extent possible the School District shall allow transferring students to transfer to a school that is making adequate yearly progress and has not been identified as requiring school improvement, corrective action, or restructuring. The District shall provide transportation for any student permitted to transfer to the safe public school within the District designated by the School System within the transportation limits established pursuant to Education Law Sections 3635 and 4401(4). Any student who transfers to a safe public school shall be permitted to remain in such safe public school until the student has completed the highest grade level in the school transferred to, or for such other period prescribed by the U.S. Department of Education, whichever is less.

While the parents/persons in parental relation to the student must be offered the opportunity to transfer their child, they may elect to have the child remain at the school he/she currently attends.



Elementary and Secondary Education Act of 1965,
Section 9532, as amended by the No Child Left Behind
Act of 2001
Education Law Section 2802(7)
8 New York Code of Rules and Regulations
(NYCRR) Section 120.5

Adopted: 12/19/02

SUBJECT: STUDENT EVALUATION

Placement

Placement within the system, with respect to building, is at the discretion of the Superintendent of Schools. Placement within the building with reference to teacher, and grade, shall be at the discretion of the building administration and shall be subject to review and change at any time. In making such decisions, the building administrator will be guided by performance in class, past records, parent/guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the building administration.

Promotion and Retention

The procedures to be followed by the staff regarding promotion and retention may be developed by the Superintendent of Schools and will be continually evaluated in the light of School District policy. The District may establish, in consultation with the Principals, written standards for promotion or retention within the school units to which the students are assigned, subject to the guidelines of the Superintendent of Schools and the approval of the Board of Education.

Testing Program

The Board of Education supports the judicious use of achievement, diagnostic, readiness, interest and guidance tests as part of the total educational process to the degree to which tests help the District to serve its students.

Alternative Testing Procedures

The use of alternative testing procedures shall be limited to:

- a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures shall be specified in a student's Individualized Education Program or Section 504 Accommodation Plan; and
- b) Students whose native language is other than English, except as mandated by law.

The alternative testing procedures employed shall be based upon a student's individual needs and the type of test administered.

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Students

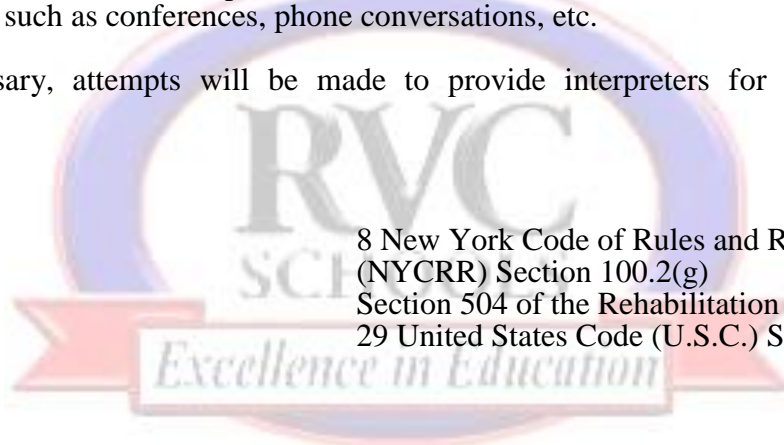
SUBJECT: STUDENT EVALUATION (Cont'd.)

The District shall report the use of alternative testing procedures to the State Education Department on a form and at a time prescribed by the Commissioner of Education.

Reporting to Parents/Legal Guardians

Parents/guardians shall receive an appropriate report of student progress at regular intervals. Report cards shall be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Report cards, however, are not intended to exclude other means of reporting progress, such as conferences, phone conversations, etc.

When necessary, attempts will be made to provide interpreters for non-English speaking parents/guardians.



8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(g)
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.

Students

SUBJECT: PROVISION OF INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED

The Board of Education assures parents or persons in parental relationship who are hearing impaired the right to meaningful access to school initiated meetings or activities pertaining to the academic and/or disciplinary aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in School District meetings or activities.

Parents or persons in parental relationship shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the School District within fourteen (14) days of the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the Principal/designee. The District shall also notify appropriate school personnel as to the terms and implementation of this policy.

If interpreter services are requested, the District shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. The District will arrange for interpreters through a District-created list or through an interpreter referral service. The District shall also develop interagency agreements, as appropriate, to ensure that sign language interpreters are provided for eligible parents or persons in parental relationship when District students attend out-of-district schools or programs.

In the event that an interpreter is unavailable, the School District shall make other reasonable accommodations which are satisfactory to the parents or persons in parental relationship. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

- a) Written communications, transcripts, notetakers, etc; and
- b) Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(aa)

Adopted: 7/8/02

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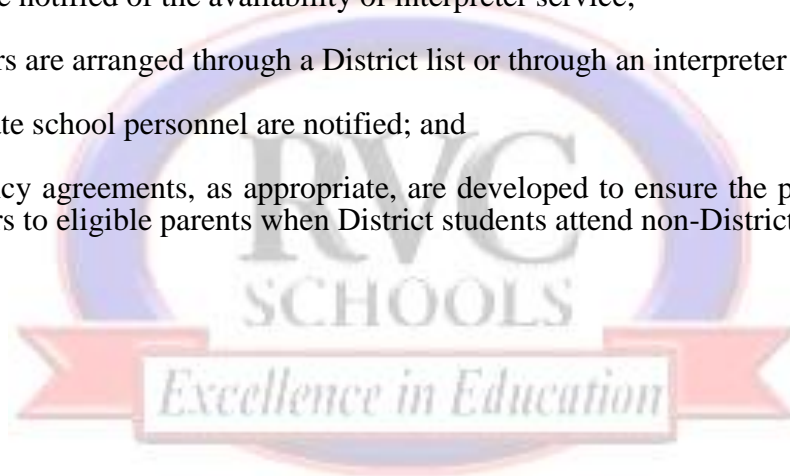
Students

SUBJECT: INTERPRETERS FOR NON-ENGLISH SPEAKING PARENTS

The Rockville Centre Board of Education believes that parents who are non-English speaking should be able to participate in school functions to the same extent as English-speaking parents. The Rockville Centre Board of Education further believes parents who are non-English speaking are entitled to meaningful academic and /or disciplinary aspects of their child's education regardless of their limited English ability.

Pursuant to this policy, the Superintendent of Schools will ensure that:

- a) Parents are notified of the availability of interpreter service;
- b) Interpreters are arranged through a District list or through an interpreter referral service;
- c) Appropriate school personnel are notified; and
- d) Inter-agency agreements, as appropriate, are developed to ensure the provision of English interpreters to eligible parents when District students attend non-District school programs.



Adopted: 7/8/02

Students

SUBJECT: GRADUATION REQUIREMENTS

Graduation Options

Students can receive a South Side High School Diploma under the provisions of any one of the following options. It is important to note that physical education is required only while students are in attendance at South Side High School.

- (a) Student completes all diploma requirements in four or more years.
- (b) Student completes all diploma requirements in less than 4 years.

(1) A student who has successfully completed the junior year and has been accepted by an accredited college can, upon prior approval of the Principal, arrange to have certain college freshman courses, including one year of college English and one year of college Social Sciences courses, as per the requirements of the State Education Department of New York applied toward satisfying the requirements for a high school diploma. Upon successful completion of the courses (grade of C or better), a transcript must be presented to the principal who will issue a diploma. Students must submit application to the Principal for this option no later than February 1 of the junior year.

(2) A student who has successfully completed all requirements for graduation except for one unit of English by the end of the junior year will be granted a high school diploma upon completion of one year of English at an accredited summer high school or an accredited college summer session. This course of study should be completed in the summer session immediately following the student's junior year. Student must submit application to the Principal for this option no later than February 1 of the junior year.

(3) Students who fail to complete all requirements for graduation or who drop out of school may receive a diploma upon completion of the appropriate courses at an accredited college, evening high school or summer school. Student must submit an application, including course description to be approved by the Principal.

(Continued)

Students

SUBJECT: GRADUATION REQUIREMENTS (Cont'd.)

Diploma Options

I. Local Diploma Options

A total of 22½ credits, including 2 credits of physical education will be required. Such units of credit shall incorporate the commencement level of the State learning standards in: English; social studies; mathematics, science, technology; the arts (including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Required course credits are listed on page 5 in the Summary of Graduation Units of Credit Requirements.

Students may meet the learning standards in technology either in a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

(a) Students with Disabilities Eligible for Safety Net

The following students qualify for the safety net:

- 1) Students with disabilities identified through a CSE. Specific language regarding the availability of the safety net, does not have to be indicated on the student's IEP.
- 2) Students with disabilities identified through the Section 504 Committee if recommended and documented by the Section 504 Committee on the student's Accommodation Plan.
- 3) Students with disabilities declassified while in grades 8-12 if recommended and documented by the CSE on the student's IEP or declassification minutes.

Students with disabilities entering grade 9 September 2011 and thereafter must take each Regents course and examination required for their entering class. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for these students eligible for the safety net.

(Continued)

Students

SUBJECT: GRADUATION REQUIREMENTS (Cont'd.)

Students with disabilities entering grade 9 prior to September, 2011 and eligible for the safety net, can meet the requirements for a local diploma by passing the RCT in that subject. The RCT option is available for those students who fail a required Regents examination. The school may administer the RCT (for students entering prior to September 2011) before or after the Regents examination, but in all cases the student must take the required Regents examination in order to earn the local diploma. The RCT exams will be available until the student graduates or reaches the age of 21.

Students must receive instruction in a language other than English (LOTE) instruction no later than the beginning of grade 8 and complete two (2) units/years of study by the end of grade 9. Students who complete two (2) units (years) of study in LOTE no later than the end of grade 8 must pass the locally developed test aligned with the Checkpoint A learning standards for LOTE in order to earn one unit of credit toward the high school diploma.

Students with a disability may be exempt from the requirement for one unit of credit in LOTE if so indicated in the Individualized Education Program (IEP).

(b) All Students

- 1) Students who successfully appeal two Regents examination scores, within three points of the 65 passing score, and who have attained a passing score of 65 or above on each of the three remaining required Regents examinations and meet the other requirements of the appeals process specified in CR 100.5(d)(7) will earn a local diploma. The conditions of such an appeal are governed by Part 100 of the Commissioner's regulations.

II. Regents Diploma

A total of 22½ credits, including 2 credits of physical education will be required. Such units of credit shall incorporate the commencement level of the State learning standards in: English; social studies; mathematics, science, technology; the arts (including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Required course credits are listed on page 6 in the Summary of Graduation Units of Credit Requirements.

Students may meet the learning standards in technology either in a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

(Continued)

Students

SUBJECT: GRADUATION REQUIREMENTS (Cont'd.)

To qualify for the Regents diploma, students must also pass comprehensive Regents examinations in: English, Global History and Geography, and United States History and Government, mathematics and science. Students who successfully appeal one Regents examination score, within three points of the passing score of 65, and who have attained a passing score of 65 or above on each of the four remaining required Regents examinations and meet the other requirements of the appeals process specified in CR 100.5(d)(7) will earn a Regents diploma. The conditions of such an appeal are governed by Part 100 of the Commissioner's regulations.

Students must receive instruction in a language other than English (LOTE) instruction no later than the beginning of grade 8 and complete two (2) units/years of study by the end of grade 9. Students who complete two (2) units (years) of study in LOTE no later than the end of grade 8 must pass the locally developed test aligned with the Checkpoint A learning standards for LOTE in order to earn one unit of credit toward the high school diploma.

Students with a disability may be exempt from the requirement for one unit of credit in LOTE if so indicated in the IEP.

III. Regents Diploma with Advanced Designation

The student must meet all requirements of the Regents diploma. A total of 22½ credits, including 2 credits of physical education will be required. Such units of credit shall incorporate the commencement level of the State learning standards in: English; social studies; mathematics, science, technology; the arts (including visual arts, music, dance and theatre); languages other than English; health, physical education, family and consumer sciences; and career development and occupational studies. Specific course credit requirements can be found on page 6 in the Summary of Graduation Units of Credit Requirements.

Students may meet the learning standards in technology either in a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

Students must pass Regents examinations in Integrated Algebra, Geometry, Algebra 2/Trigonometry, a life science, a physical science, English, Global History and Geography, United States History and Government and a State Education Department approved alternative examination in language other than English (LOTE).

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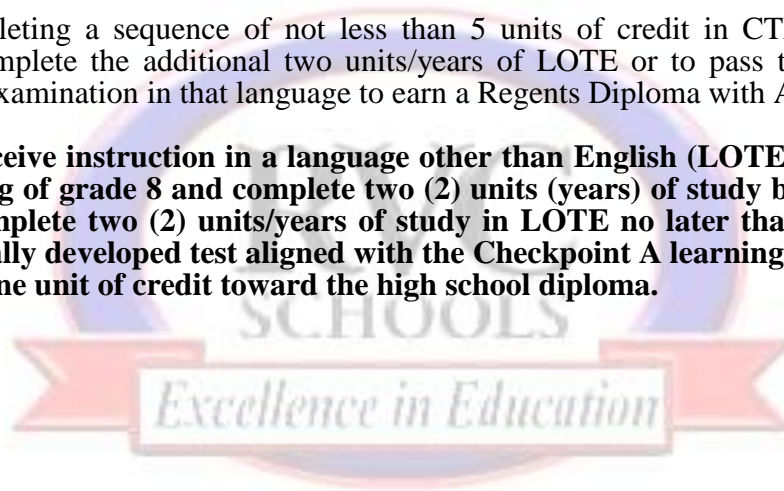
Students

SUBJECT: GRADUATION REQUIREMENTS (Cont'd.)

In addition, to earn the advanced designation diploma, the student must complete one of the following: two additional units (years) in a language other than English (3 LOTE credits total); career and technical education (5 credit CTE sequence); or the Arts (5 credit sequence). Students with disabilities who are exempt from the LOTE requirements as indicated on the IEP may earn the advanced designation as long as the required number of credits to graduate is met.

Students completing a sequence of not less than 5 units of credit in CTE or the Arts are not required to complete the additional two units/years of LOTE or to pass the locally developed checkpoint B examination in that language to earn a Regents Diploma with Advanced Designation.

Students must receive instruction in a language other than English (LOTE) instruction no later than the beginning of grade 8 and complete two (2) units (years) of study by the end of grade 9. Students who complete two (2) units/years of study in LOTE no later than the end of grade 8 must pass the locally developed test aligned with the Checkpoint A learning standards for LOTE in order to earn one unit of credit toward the high school diploma.



(Continued)

Students

SUBJECT: GRADUATION REQUIREMENTS (Cont'd.)

SUMMARY OF GRADUATION UNITS of CREDIT REQUIREMENTS

NEW YORK STATE LOCAL AND REGENTS DIPLOMAS

A total of 22 ½ credits will be required.

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Art/Music/Theatre/Dance	1.0	credit
Physical Education	2.0	credits
Language other than English	1.0	credit
Electives/Specialized Courses	4.0	credits

TOTAL CREDITS 22.5

NEW YORK STATE REGENTS DIPLOMAS WITH ADVANCED DESIGNATION

A total of 22 ½ credits will be required

English	4.0	credits
Social Studies	4.0	credits
Mathematics	3.0	credits
Science	3.0	credits
Health	0.5	credit
Visual Arts/Music/Theatre/Dance	1.0	credit
Physical Education	2.0	credits
Language other than English	3.0	credits
Electives/Specialized Courses	2.0	credits

TOTAL CREDITS 22.5

Rockville Centre Union Free School District, Rockville Centre, NY
POLICY

Revised: 9/9/08; 1/31/12

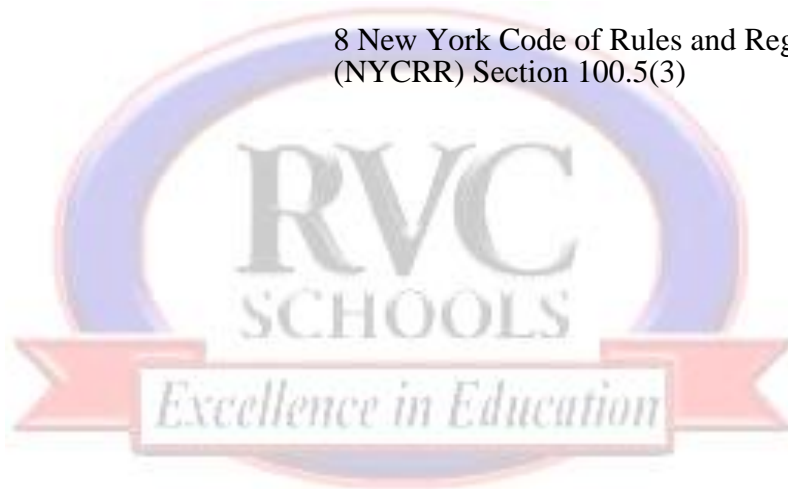
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Students

SUBJECT: EARLY GRADUATION

A student shall be eligible for early graduation in fewer than eight semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements. The Principal, upon request from the student's parent/guardian and in accordance with administrative guidelines, may choose to grant the student a high school diploma prior to his/her completion of the eighth semester.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.5(3)



Adopted: 7/8/02

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The Board of Education is committed to ensuring that students with disabilities are provided appropriate opportunities to earn a Regents Diploma or other existing Commencement Credential in accordance with the provisions of Commissioner's Regulations. To this end, graduation and transition plans shall take into account the various pathways available to these students.

In addition to all graduation options afforded to general education students, including the Regents Diploma and various honors and/or designations, the following diplomas and/or credentials are also available for students with disabilities.

Local Diploma

To earn a Local Diploma, students with disabilities must:

- a) Complete the same twenty-two and a half (22.5) units of credit required for a Regents Diploma; and
- b) Achieve a score of 55 or higher on one or more of the five (5) examinations required for a Regents Diploma.

To earn a Local Diploma using the compensatory option, students with disabilities must:

- a) Complete the same twenty-two and a half (22.5) units of credit required for a Regents Diploma;
- b) Achieve a score of at least 55 on both the English (ELA) and Math Regents exams;
- c) Achieve a score between 45-54 on one or more of the other required Regents exams (US History and Government, Global History, and a Science), in which case each score of 65 or higher on any other Regents exam may compensate for a single 45-54 required exam;
- d) Obtain a passing grade for the course in the subject area of the Regents exam in which he or she received a score of 45-54;
- e) Have a satisfactory attendance rate in accordance with the District's or school's attendance policy for the school year.

(Continued)

Students

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Continued)

Career Development and Occupational Studies (CDOS) Commencement Credential

The Career Development and Occupational Studies (CDOS) Commencement Credential may be earned by a student with a disability to document his or her preparation for entry-level employment after high school. This credential can be awarded in conjunction with a Regents or Local Diploma, or may be issued by itself.

There are two options to award the CDOS Commencement Credential.

Option 1:

The student shall demonstrate evidence of the following requirements, which shall be verified by the District:

- a) The student has a developed, annually reviewed and, as appropriate, revised Career Plan to assure the student is actively engaged in career exploration;
- b) The student has demonstrated commencement level knowledge and skills of the CDOS learning standards. To evidence this level of knowledge and skill, a student must demonstrate: career development, integrated learning, and universal foundation skills. In addition a student may also, but is not required to, demonstrate additional career skills by completing a career-specific major;
- c) The student has successfully completed at least two (2) units of study (216 hours) in Career and Technical Education (CTE) courses, including a minimum of 54 hours of documented school-supervised work-based learning experiences, which may, but is not required to, be completed in conjunction with the CTE courses; and
- d) Within one year prior to a student's exit from school, at least one Employability Profile must be completed by designated school staff or other individuals knowledgeable about the student's employment skills and experiences.

A student's CTE courses and supervised work-based learning experiences must be documented on his or her transcript and the Career Plan and Employability Profile must be placed in a student's permanent record. The State Education Department (SED) has provided models of the Career Plan and Employability Profile forms as well as charts of work-based learning programs and nationally-recognized work-readiness credentials, located at:

<http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>

(Continued)

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (continued)

Option 2:

Instead of the above (a-d) requirements, a District may award a CDOS Commencement Credential to a student who has completed a nationally-recognized work-readiness program or certification. Districts cannot exclusively offer option two and must still provide opportunities for students to fulfill the CDOS Commencement Credential through option one's requirements.

Skills and Achievement (SA) Commencement Credential

To issue the Skills and Achievement (SA) Commencement Credential the District must ensure that the student:

- a) Meets the definition of a student with a severe disability;
- b) Has been recommended by the Committee on Special Education (CSE) to take the New York State Alternative Assessment (NYSAA) for students with severe disabilities;
- c) Has been given appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment; and
- d) Has been issued a summary of the student's academic achievement and functional performance. A model summary form developed by SED is located at:

<http://www.p12.nysed.gov/specialed/publications/SACC-SESform-att2.htm>

Awarding the SA or CDOS Commencement Credentials

The SA and CDOS Commencement Credentials may be issued at any time after such student has attended school for at least twelve (12) years, or at the end of the school year in which the student turns twenty one (21) years old. When a student is under twenty-one (21) and is issued SA Commencement Credential or the CDOS Commencement Credential without the Regents or Local Diploma, the credential award must be accompanied by a written statement of assurance. This statement must indicate that the student remains eligible to attend the public school within the District, without payment of tuition, until the student has either earned a diploma or until he/she turns twenty-one (21), whichever occurs first.

(Continued)

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Students

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (continued)

The SA and CDOS Commencement Credentials must be similar in form to the diplomas issued by the District, except that they shall not use the term "diploma" on them. The SA Commencement Credential must contain a clear annotation that it is based on alternate academic achievement standards. The CDOS Commencement Credential shall indicate that it has been endorsed by the New York State Board of Regents as a Certificate of Readiness for entry-level employment.

Education Law Sections 3202 and 4402

8 New York Code of Rules and Regulations (NYCRR) Sections 100.5(a-f) and 100.9



Adopted: 7/8/02

Revised: 5/24/05, 1/7/15

Students

SUBJECT: SELECTION OF VALEDICTORIAN/SALUTATORIAN

A grade point average will be calculated for each student based on the credit and grade assigned for each high school level course excluding physical education and pass/fail subjects. Courses will be weighted in accordance with Policy 7250, Student Academic Standing and Transcript, to determine the student's grade point average. A numerical ranking of students shall not be maintained.

Transcripts will include unweighted grades for each course and weighted averages. The average included on a transcript will be that which is calculated after the completion of a student's Junior year. Accompanying each transcript will be a profile of South Side High School which will identify the description of cumulative weighted averages after six semesters. The weighted cumulative average, computed at the end of eleventh grade includes all subjects in which a student receives a final numerical grade, with the exception of physical education.

The valedictorian shall be the student who, at the time of graduation, has been enrolled in Grades 9 through 12 for at least 7 semesters of which at least 3 must have been at South Side High School. This student shall also have the highest weighted seven-semester grade-point average as determined above.

The salutatorian shall be the student who, at the time of graduation, has been enrolled in Grades 9 through 12 for at least 7 semesters of which at least 3 must have been at South Side High School and who has the second highest weighted seven-semester grade-point average as determined above.

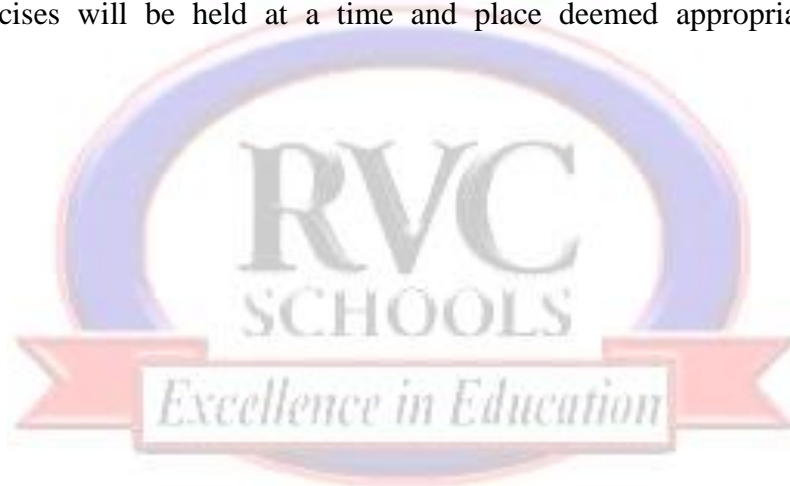
Should the difference between the weighted seven-semester average of the top two students be .01 or less, they will be declared co-valedictorians and no salutatorian will be named.

Adopted: 7/8/02
Revised: 11/5/08

SUBJECT: GRADUATION EXERCISES

Formal graduation exercises will be held each Spring for students who have completed all School District graduation requirements during the preceding school year. This will include all students who, although meeting all School District requirements, have failed an RCT or Regents examination and are eligible to take such examination in the month of August immediately following the graduation exercises.

Graduation exercises will be held at a time and place deemed appropriate by the school administration.



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Students

SUBJECT: TRANSFER STUDENTS/CREDIT

A student who enters a District school from another state, another country, or another New York State school is considered to be a transfer student. Students who have been receiving home instruction and enroll in the School District are also considered to be transfer students.

It is the responsibility of the high school Principal to evaluate the transcript or other records of the transfer student enrolling in a District high school, and award the appropriate units of transfer credit towards a high school diploma. However, when a student transfers from a registered New York State high school to a (registered) District high school, the Principal **must** transfer credit for all credit awarded by such registered New York State high school.

Additionally, the Principal, after consulting with relevant faculty, may award transfer credit for work done at other educational and cultural institutions and for work done through independent study. The decision should be based on whether the student's record indicates that the work is consistent with New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.

Transfer students **must** meet all of the units of credit requirements for a diploma. While the Principal has considerable discretion in reviewing a student's record, he/she cannot waive the units of credit requirements for a diploma. The assessment requirements a student must meet to earn a diploma are based on the year in which the student entered grade 9 for the first time in New York State or in an out-of-state or out-of-country school. Transfer students who are exempted from taking specific State assessments must have their transcripts and permanent records so annotated.

Interscholastic athletic eligibility requirements for transfer students shall be in accordance with the rules enumerated in the most recent New York State Public High School Athletic Association (NYSPHSAA) Handbook.

8 New York Code of Rules and Regulations
(NYCRR) Part 100

Adopted: 11/19/02

SUBJECT: APPEALS PROCESS ON REGENTS EXAMINATIONS PASSING SCORE TO MEET REGENTS DIPLOMA REQUIREMENTS

The School District shall provide unlimited opportunities for all students to retake required Regents examinations to improve their scores. (The five required Regents examinations enumerated in Commissioner's Regulations are: the Regents comprehensive examination in English, a Regents examination in mathematics, the Regents examination in United States history and government, a Regents examination in science, the Regents examination in global studies.) A student who first enters grade 9 in September 2005 or thereafter and who fails, after at least two attempts, to attain a score of 65 or above on a required Regents examination for graduation shall be given an opportunity to appeal such score in accordance with Commissioner's Regulations.

However, no student may appeal his/her score on more than two of the five required Regents examinations and provided further that the student:

- 1) Has scored within three points of the 65 passing score on the required Regents examination under appeal and has attained at least a 65 course average in the subject area of the Regents examination under appeal;
- 2) Provides evidence that he/she has received academic intervention services by the school in the subject area of the Regents examination under appeal;
- 3) Has an attendance rate of at least 95 percent for the school year during which the student last took the required Regents examination under appeal;
- 4) Has attained a course average in the subject area of the Regents examination under appeal that meets or exceeds the required passing grade by the school and is recorded on the student's official transcript with grades achieved by the student in each quarter of the school year; and
- 5) Is recommended for an exemption to the passing score on the required Regents examination under appeal by his/her teacher or Department Chairperson in the subject area of such examination.

Appeals Process

- 1) An appeal may be initiated by the student, the student's parent/guardian, or the student's teacher, and shall be submitted in a form prescribed by the Commissioner of Education to the student's School Principal.
- 2) The School Principal shall chair a Standing Committee comprised of three teachers (not to include the student's teacher in the subject area of the Regents examination under appeal) and two school administrators (one of whom shall be the School Principal). The Standing Committee shall review an appeal within ten (10) school days of its receipt and make a recommendation to the Superintendent of Schools.

(Continued)

SUBJECT: APPEALS PROCESS ON REGENTS EXAMINATIONS PASSING SCORE TO MEET REGENTS DIPLOMA REQUIREMENTS (Cont'd.)

- 3) The Standing Committee may interview the teacher or Department Chairperson who recommended the appeal, and may also interview the student making the appeal to determine that he/she has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.
- 4) The Superintendent of Schools shall make a final determination to accept or deny the appeal. The Superintendent may interview the student making the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.

Regents or Local Diploma Earned by Student

- 1) A student whose appeal is accepted for one required Regents examination, and who has attained a passing score of 65 or above on each of the four remaining required Regents examinations, shall earn a Regents diploma.
- 2) A student whose appeal is accepted for two required Regents examinations, and who has attained a passing score of 65 or above on each of the three remaining required Regents examinations, shall earn a local diploma.

Recordkeeping Requirements

Each school shall keep a record of all appeals received and granted, and report this information to the State Education Department on a form prescribed by the Commissioner of Education. All school records relating to appeals of scores on required Regents examinations shall be made available for inspection by the State Education Department.

Adopted: 10/2/08

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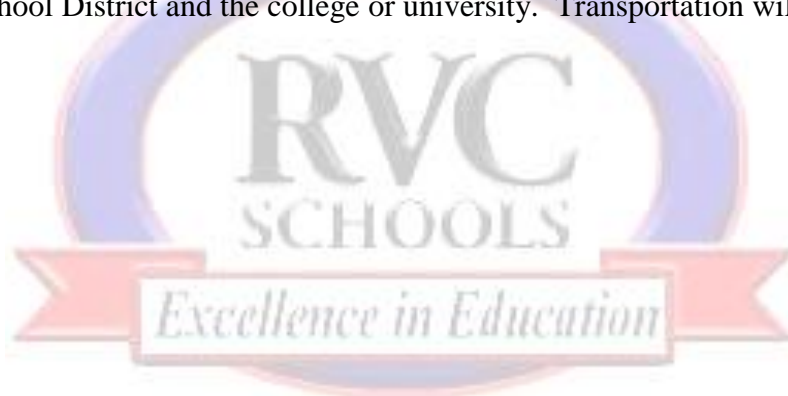
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Students

SUBJECT: DUAL CREDIT FOR COLLEGE COURSES

All students who have successfully fulfilled the requirements to enter into their senior year and have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with our School District. Such opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by the administration are necessary before any college courses may be taken during the school day.

The Board shall not be required to pay tuition and other related costs for those high school students enrolled in college courses. Students who wish to enroll in college level coursework shall meet all academic, grade level and coursework requirements as set forth by administrative rules and regulations of the School District and the college or university. Transportation will be provided by the parents.



Adopted: 7/8/02

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

The Rockville Centre Union Free School District shall comply with the provisions of the "Family Educational Rights and Privacy Act of 1974" (FERPA). Under its provisions, "parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all education records maintained by the School District.

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to insure the confidentiality of such records with respect to third parties.

Under FERPA, unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

- a) Identifies and authenticates a particular person as the source of the electronic consent; and
- b) Indicates such person's approval of the information contained in the electronic consent.

Health and Safety Emergency Exception

School districts must balance the need to protect students' personally identifiable information with the need to address issues of school safety and emergency preparedness. Under FERPA, if an educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records, without consent, to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals during the period of the health or safety emergency. School districts may release information from records to appropriate parties including, but not limited to, parents, law enforcement officials and medical personnel. A school district's determination that there is an articulable and significant threat to the health or safety of a student or other individuals shall be based upon a totality of the circumstances, including the information available, at the time the determination is made. The school district must record the articulable and significant threat that formed the basis for the disclosure and maintain this record for as long as the student's education records are maintained.

(Continued)

Students

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE (Cont'd.)

Challenge to Student Records

Parents/guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Disclosures to Parents of Eligible Students

Even after a student has become an "eligible student" under FERPA (which is defined as a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education) an educational agency or institution may disclose education records to an eligible student's parents, without the student's consent:

- a) If the student is claimed as a dependent for Federal income tax purposes by either parent;
- b) In connection with a health or safety emergency;
- c) If the student is under twenty-one (21) years of age and has violated an institutional rule or policy governing the use of alcohol or a controlled substance; or
- d) If the disclosure falls within any other exception to the consent requirements under FERPA or its Regulations, such as the disclosure of directory information or in compliance with a court order or lawfully issued subpoena.

Education Records

The term "education records" is defined as all records, files, documents and other materials containing information directly related to a student; and maintained by the education agency or institution, or by a person acting for such agency or institution (34 Code of Federal Regulations (CFR) Section 99.3). This includes all records regardless of medium, including, but not limited to, handwriting, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche.

(Continued)

Students

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE (Cont'd.)

In addition, for students who attend a public school district, all records pertaining to services provided under the Individuals with Disabilities Education Act (IDEA) are considered "education records" under FERPA. As such, they are subject to the confidentiality provisions of both Acts.

Personal notes made by teachers or other staff, on the other hand, are not considered education records if they are:

- a) Kept in the sole possession of the maker;
- b) Not accessible or revealed to any other person except a temporary substitute; and
- c) Use only as a memory aid.

Additionally FERPA does not prohibit a school official from disclosing information about a student if the information is obtained through the school official's personal knowledge or observation and not from the student's education records.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Release of Information to the Noncustodial Parent

The District may presume that the noncustodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the noncustodial parent's access to the records, it would be his/her responsibility to obtain and present to the school a legally binding instrument that prevents the release of said information.

Release of Information to Another Educational Institution

The District may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of IDEA, to another school or postsecondary institution at which the student seeks or intends to enroll or after the student has enrolled or transferred, as long as the disclosure is for purposes related to the student's

(Continued)

Students

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE (Cont'd.)

enrollment or transfer. Parental consent is not required for transferring education records; if the school's annual FERPA notification indicates that such disclosures may be made. In the absence of information about disclosures in the annual FERPA notification, school officials must make a reasonable attempt to notify the parent about the disclosure, unless the parent initiated the disclosure. Additionally, upon request, schools must provide a copy of the information disclosed and an opportunity for a hearing.

NOTE: Refer also to Policy #7643 -- Transfer Students with Disabilities

Family Educational Rights and Privacy Act of 1974
20 United States Code (U.S.C.) Section 1232(g)
34 Code of Federal Regulations (C.F.R.) Part 99



Adopted: 7/8/02
Revised: 5/24/05, 10/2/08, 12/9/09

SUBJECT: RELEASE OF INFORMATION TO THE NONCUSTODIAL PARENT

The District will make available to parents all material information relating to their children without regard to the private custodial arrangements between parents. Each parent will be deemed to have equal access to such information unless and only to the extent that a court of competent jurisdiction specifically direct otherwise. The District may require such proof as the circumstances may warrant to support the claim of a person to be the natural or foster parent, or the legal guardian entitled to such information.

When a child is enrolled in the school, the parent who is enrolling the child will be asked to provide the District with the name, address and telephone number of the noncustodial parent. If the parent enrolling the student claims that the other parent's rights concerning the child have been restricted by a court of competent jurisdiction, the District will require the parent to file a certified copy of the most recent court order, setting forth such restrictions, with the Superintendent of Schools or his/her designee. At all times, the school will abide by the most recent court order.

Visitation is prohibited between the noncustodial parent and child during school hours unless it is specifically permitted by court order and a certified copy of the order is on file with the school.

A child will be permitted to be released to a noncustodial parent unless the District has been provided with a certified copy of the legally binding instrument such as the court order or decree of divorce, separation or custody or protective order which provides evidence to the contrary. The District shall attempt to verbally inform the custodial parent before releasing the child to the noncustodial parent.

Should neither parent file the most recent court order with the school system setting forth restrictions on parental rights of either party, the District will not restrict either parent's rights to be kept informed of the child's school progress and activities.

20 United States Code (U.S.C.) 1232(g)(b)(4)(A)
34 Code of Federal Regulations (C.F.R.) Part 99

Adopted: 7/8/02

SUBJECT: STUDENT DIRECTORY INFORMATION

The District shall publish an annual public notice at the beginning of every school year and further send home a memorandum informing parents or students who have attained the age of 18 of their right to limit or refuse the release of student directory information and indicating a time period for their response. Following such public notice and after the expiration of the reasonable response period, the District may release such information to an outside group without parental and/or individual consent.

For the purposes of this Policy, the term "directory information" relating to a student includes the following: the student's name, address, , date of birth, major field of study, participation in officially recognized activities and sports, the weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, photography or imagery of the student (which may be released and appear to the public via mediums including, but not limited to, print and electronic media, the internet, television, or annual yearbooks published by the District), the names of student's parents, and the most recent previous educational agency or institution attended by the student.

Parents, legal guardians or students who have attained the age of 18, may request within the response period as established by the District's annual FERPA notification that directory information designated above not be publicly released by writing, to the District Clerk, Rockville Centre UFSD, 128 Shepherd Street, Rockville Centre, NY 11570-2298. To the extent that such a request is made to the District Clerk, the same request not to publicly release directory information will be honored.

The release of student directory information is not to be confused with the release of secondary school students' names, addresses and telephone listings to Military Recruiters (Policy #7244). In compliance with the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (NCLB), the National Defense Authorization Act and in accordance with FERPA, the School District shall comply with the request by a military recruiter for this information unless a parent has "opted out" of providing such information.

Family Educational Rights and Privacy Act of 1974
20 United States Code (U.S.C.) 1232(g)
34 Code of Federal Regulations (CFR) Part 99

Adopted: 7/8/02
Revised: 5/24/05, 6/23/09

Students

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS

The Protection of Pupil Rights Amendment (PPRA) governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following **eight protected areas**:

- a) Political affiliations or beliefs of the student or the student's parent/guardian;
- b) Mental or psychological problems of the student or the student's family;
- c) Sex behavior or attitudes;
- d) Illegal, anti-social, self-incriminating, or demeaning behavior;
- e) Critical appraisals of other individuals with whom respondents have close family relationships;
- f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g) Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- h) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

General Provisions

The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). Further, PPRA does not supersede any of the requirements of FERPA.

The rights provided to parents/guardians under PPRA transfer from the parent/guardian to the student when the student turns 18 years old or is an emancipated minor under applicable State law.

The School District may use funds provided under Part A of Title V of the Elementary and Secondary Education Act of 1965 to enhance parental/guardian involvement in areas affecting the in-school privacy of students.

Annual Parental Notification of Policies/"Opt Out" Provisions

The School District shall provide for reasonable notice of the adoption or continued use of this policy directly to the parents/guardians of students enrolled in the District. At a minimum, the District shall provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy.

Further, in the notification, the District shall offer an opportunity for parents/guardians to opt their child out of participation in the following activities:

(Continued)

Students

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (Cont'd.)

- a) The administration of **any survey** containing one or more of the **eight protected areas**.
 1. **U.S. Department of Education-Funded Surveys: Prior written consent from parents must be obtained** before students are required to submit to the survey.
 2. **Surveys funded by sources other than U.S. Department of Education:** Notification may indicate the specific or approximate dates during the school year when surveys will be administered and provide an opportunity for the parent to opt his/her child out of participating upon receipt of the notification.
- b) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- c) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. The term "*invasive physical examination*" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but *does not include a hearing, vision or scoliosis screening*.

Specific Notification

In the event that the District does not identify the specific or approximate dates of the activities or surveys to be administered in the general annual notification, it shall "directly" notify, such as through U.S. Mail or e-mail, the parents of students who are scheduled to participate in the specific activities or surveys prior to participation and provide an opportunity for the parent to opt his/her child out of participation.

U.S. Department of Education-Funded Surveys

In compliance with the Protection of Pupil Rights Amendment (PPRA), the School District is committed to protecting the rights and privacy interests of parents/guardians and students with regard to surveys funded in whole or part by any program administered by the U.S. Department of Education (DOE).

(Continued)

Students

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (Cont'd.)

The District shall make instructional materials available for inspection by parents/guardians if those materials will be used in connection with a DOE-funded survey, analysis, or evaluation in which their children participate. In addition, the School District **shall obtain prior written parental/guardian consent** before minor students are required to participate in any DOE-funded survey, analysis, or evaluation that reveals information concerning any of the **eight protected areas**.

Surveys Funded by Sources Other than U.S. Department of Education

The School District has developed and adopted this Board policy, in consultation with parents/guardians, regarding the following:

- a) The right of the parent/person in parental relation to inspect, upon request, a survey created by a third party (i.e., by a party other than the DOE) before the survey is administered or distributed by the school to a student. Requests by parents/guardians to inspect such surveys are to be submitted, in writing, to the Building Principal *at least ten (10) days prior to the administration or distribution of any survey. Further, the District shall grant a request by the parent/guardian for reasonable access to such survey within a reasonable period of time after the request is received by the District.
- b) Arrangements shall be provided by the District to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the **eight protected areas**, including the right of the parent/guardian of the student to inspect, upon request, any survey containing one or more of the **eight protected areas**. Such requests must be submitted by the parent/guardian, in writing, to the Building Principal *at least 10 days prior to the administration or distribution of any survey.
- c) Parents/guardians shall be granted, upon request, reasonable access and the right to inspect instructional materials used as part of the educational curriculum for the student within a reasonable period of time (*defined by the School District, for the purposes of this policy, as 30 days) after such request is received by the District. Requests shall be submitted by parents/guardians, in writing, to the Building Principal. The term "*instructional material*" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). *The term does not include academic tests or academic assessments.*

(continued)

Students

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (Cont'd.)

- d) The administration of physical examinations or screenings that the School District may administer to a student.

Further, this law does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screenings that are permitted without parental notification.

In the implementation of this provision regarding the administration of physical examinations or screenings that the school may administer to the student, the School District incorporates by reference Board policies that address student health services, as applicable, including but not limited to policies regarding the administration of medication, immunization of students, and student physicals.

- e) Unless mandated/authorized in accordance with Federal or State law and/or regulation, it is policy of the Board of Education, to **not permit** the collection, disclosure, or use of personal information (the term "*personal information*" is defined as individually identifiable information including a student's or parent/guardian's first and last name; home address; telephone number; or Social Security number) collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), *unless otherwise exempted pursuant to law as noted below*. Questions regarding the collection, disclosure, or use of personal information collected from students for such marketing purposes may be referred to the school attorney as deemed necessary by the Superintendent/designee.

This law is not intended to preempt applicable provisions of State law that require parental/guardian notification.

These requirements **do not apply** to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- a) College or other postsecondary education recruitment, or **military recruitment*;

**Military recruiter access to student information is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the National Defense Authorization Act for Fiscal Year 2002.*

Students

SUBJECT: STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (Cont'd.)

- b) Book clubs, magazines, and programs providing access to low-cost literary products;
- c) Curriculum and instructional materials used by elementary schools and secondary schools;
- d) Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- e) The sale by students of products or services to raise funds for school-related or education-related activities;
- f) Student recognition programs.

Adopted: 9/23/03
Revised: 8/2/05

SUBJECT: MILITARY RECRUITERS' ACCESS TO HIGH SCHOOL STUDENTS AND INFORMATION ON STUDENTS

In compliance with the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and the National Defense Authorization Act, and in accordance with the Family Educational Rights and Privacy Act (FERPA), the School District shall comply with a request by a military recruiter for secondary (i.e., junior and seniors) students' names, addresses, and telephone listings, **unless a parent has "opted out" of providing such information.**

Further, in compliance with the NCLB, the District shall give military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers.

Under FERPA, the School District must provide notice to parents of the types of student information that it releases publicly. This type of information, commonly referred to as "directory information," which is released by the District includes -- but is not limited to -- such items as students' names and addresses. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written parental consent; and further requires that parents be notified that the School District routinely discloses students' names, addresses, and telephone listings to military recruiters upon request, subject to a parent's/eligible student's request not to disclose such information without written consent.

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and the NCLB. The notification shall advise the parent/eligible student of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a parent/eligible student opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to the student's name, address, or telephone listing applies to request for military recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, the District may not disclose telephone numbers to military recruiters.

The Superintendent/designee shall ensure that appropriate notification is provided to parents/eligible parents informing them of their right to opt-out of the release of designated directory information without prior written parental consent.

Elementary and Secondary Education Act of 1965
Section 9528, 20 United States Code (U.S.C.)
Section 7908 as amended by the No Child Left Behind
Act of 2001
National Defense Authorization Act Section 544
10 United States Code (U.S.C.) Section 503
Family Educational Rights and Privacy Act of 1974
20 United States Code (U.S.C.) Section 1232(g)
34 Code of Federal Regulations (C.F.R.)
Section 300.571 Education Law Section 2-a

Revised: 1/8/08

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Page 1 of 2
Students

SUBJECT: STUDENT ACADEMIC STANDING AND TRANSCRIPT

A grade point average will be calculated for each student based on the credit and grade assigned for each high school level course excluding physical education and pass/fail subjects. Courses which are designated as Advanced Placement, and/or International Baccalaureate will be proportionately weighted by 1.1 in the determination of the student's grade point average. A numerical ranking of students shall not be maintained.

Transcripts will include unweighted grades for each course and weighted averages. The average included on a transcript will be that which is calculated after the completion of a student's Junior year. Marks for advanced level subjects as identified in the student course guide, will be weighted by 1.1. Accompanying each transcript will be a profile of South Side High School which will identify the description of cumulative weighted average after six semesters. The weighted cumulative average, computed at the end of eleventh grade includes all subjects in which a student receives a final numerical grade, with the exception of physical education.

Commencing with the 2008 entering 9th grade cohort, a grade point average will be calculated for each student based on the credit and grade assigned for each high school level course excluding physical education and pass/fail subjects. Courses which are designated as Advanced Placement, and/or International Baccalaureate (with the exception of IB Math Studies) will be proportionately weighted by 1.15 in the determination of the student's grade point average. IB Math Studies, Advanced Chemistry, L.I.U. College Credit Courses (Accounting, Business Law and Marketing), Advanced Math topics, Advanced Humanity topics and Research Skills Intel Grade 11-12 will be proportionately weighted by 1.1 in the determination of the student's grade point average. A numerical ranking of students shall not be maintained.

Commencing with the 2008 entering 9th grade cohort, transcripts will include unweighted grades for each course and weighted averages. The average included on a transcript will be that which is calculated after the completion of a student's Junior year. Marks for subjects noted above will be weighted by 1.15 or 1.1. Accompanying each transcript will be a profile of South Side High School which will identify the description of cumulative weighted average after six semesters. The weighted cumulative average, computed at the end of eleventh grade includes all subjects in which a student receives a final numerical grade, with the exception of physical education.

(Continued)

SUBJECT: STUDENT ACADEMIC STANDING AND TRANSCRIPT (Cont'd.)

Cumulative Average

South Side High School will describe the class distribution of cumulative weighted averages after six semesters using the distribution table below.

**Distribution of Cumulative Averages
South Side High School Class of _____**

Cumulative Averages	% of Class
100 and above	
95 – 99.9	
90 – 94.9	
85 – 89.9	
80 – 84.9	
75 – 79.9	
70 – 74.9	
65 – 69.9	

Adopted: 7/8/02
Revised: 9/9/08

Students

SUBJECT: SCHOOL CONDUCT AND DISCIPLINE

Refer to Policy # 3410 – *Code of Conduct on School Property*

1



Adopted: 7/8/02
Revised: 7/7/08, 9/8/09

SUBJECT: LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES

The District is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- a) Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or
- b) Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.

In instances where the District has sought and obtained a judgment from a court of competent jurisdiction, parent/guardian liability for civil damages shall not exceed \$5,000. Under certain circumstances, prior to the entering of a judgment in the sum total of \$500 or more, a court may consider the parent's or guardian's financial inability to pay any portion or all of the amount of damages which are in excess of \$500, and enter a judgment in an amount within the financial capacity of the parent or guardian. However, no such judgment shall be entered for an amount which is less than \$500.

False Reporting of an Incident and/or Placing a False Bomb

A School District is also authorized to seek restitution, as described in law, from a parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:

- a) Has falsely reported an incident as defined in New York State Penal Law; or
- b) Has placed a false bomb or threat as defined in New York State Penal Law.

Damages for falsely reporting an incident or placing a false bomb shall mean the funds reasonably expended by the School District in responding to such false report of an incident or false bomb, less the amount of any funds which have been or will be recovered from any other source as enumerated in law.

In seeking restitution, the School District shall file with the court, District attorney and defense counsel an affidavit stating that the funds reasonably expended for which restitution is being sought have not been and will not be recovered from any other source or in any other civil or criminal proceeding, except as provided for pursuant to General Obligations Law Section 3-112.

General Obligations Law Section 3-112
Penal Law Section 60.27

Adopted: 7/8/02

SUBJECT: STUDENT DRESS CODE

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.

While the school administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts, tee shirts, they may not prescribe a specific brand which students must wear.

Each building Principal or his/her designee shall be responsible for informing all students and their parents, in writing, of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

Students, faculty, and/or parent groups may recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or school functions, or otherwise be discriminated against, so long as his/her dress and appearance meet the requirements of the student dress code as delineated in the Rockville Centre Conduct and Discipline Code.

Students

SUBJECT: SUSPENSION OF STUDENTS

The Superintendent and/or the Principal may suspend the following students from required attendance upon instruction:

- a) A student who is insubordinate or disorderly; or
- b) A student who is violent or disruptive; or
- c) A student whose conduct otherwise endangers the safety, morals, health or welfare of others.

Suspensions

Five (5) School Days or Less

The Superintendent and/or the Principal of the school where the student attends shall have the power to suspend a student for a period not to exceed five (5) school days. In the absence of the Principal, the designated "Acting Principal" may then suspend a student for a period of five (5) school days or less.

When the Superintendent or the Principal (the "suspending authority") proposes to suspend a student for five (5) school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five (5) school days or less is proposed, administration shall also immediately notify the parent/person in parental relation in writing that the student *may be* suspended from school.

Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents/persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/persons in parental relation.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the Principal in accordance with the provisions of Education Law Section 3214(3) (b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the Principal or Superintendent for a violation of the *District's Code of Conduct* and a minimum suspension period.

More Than Five (5) School Days

In situations where the Superintendent determines that a suspension in excess of five (5) school days may be warranted, the student and parent/person in parental relation, upon reasonable notice, shall have had an opportunity for a fair hearing. At the hearing, the student shall have the right of representation by counsel, with the right to question witnesses against him/her, and the right to present witnesses and other evidence on his/her behalf.

Where the basis for the suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto, box cutters, or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

Minimum Periods of Suspension

Pursuant to law, Commissioner's Regulations and the *District's Code of Conduct*, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

- a) Consistent with the federal Gun-Free Schools Act, any student who is determined to have brought a firearm to school or possessed a firearm on school premises shall be suspended for a period of not less than one (1) calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.
- b) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. The definition of "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority" shall be determined in accordance with the Regulations of the Commissioner.
- c) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law.

Suspension of Students with Disabilities

Generally, should a student with a disability infringe upon the established rules of the schools, disciplinary action shall be in accordance with procedures set forth in the *District's Code of Conduct* and in conjunction with applicable law and the determination of the Committee on Special Education (CSE).

For suspensions or removals up to 10 school days in a school year that do not constitute a disciplinary change in placement, students with disabilities must be provided with alternative instruction or services on the same basis as non-disabled students of the same age.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

If suspension or removal from the current educational placement constitutes a disciplinary change in placement because it is for more than ten (10) consecutive school days or constitutes a pattern, a manifestation determination must be made. The District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Manifestation Determinations

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten (10) school days after a decision is made:

- a) By the Superintendent to change the placement to an interim alternative educational setting (IAES);
- b) By an Impartial Hearing Officer (IHO) to place the student in an IAES; or
- c) By the Board, District Superintendent, Superintendent or building principal to impose a suspension that constitutes a disciplinary change of placement.

The manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the District. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if: the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the District's failure to implement the IEP. If the team determines the conduct in question was the direct result of failure to implement the IEP, the District must take immediate steps to remedy those deficiencies.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability, the CSE shall conduct a functional behavioral assessment, if one has not yet been conducted, and implement or modify a behavioral intervention plan.

Functional behavioral assessment (FBA) means the process of determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment. FBA must be developed consistent with the requirements of Commissioner's Regulations Section 200.22(a) and shall include, but not be limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement from which the student was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, subject to the right of the parent/person in parental relation to request a hearing objecting to the manifestation determination and the District's obligation to provide a free, appropriate public education to such student.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con.t)

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination, students with a disability shall be provided the services necessary for them to continue to participate in the general education curriculum and progress toward meeting the goals set out in their IEP. They must also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so it does not recur:

- a) For subsequent suspensions or removals for ten (10) consecutive school days or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change of placement school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed;
- b) For suspension and other disciplinary removals in excess of ten (10) school days in a school year which do constitute a disciplinary change in placement the IAES and services will be determined by the CSE.

Interim Alternative Educational Setting (IAES)

Students with disabilities who have been suspended or removed from their current placement for more than ten (10) school days may, , be placed in an IAES which is a temporary educational setting other than the student's current placement at the time the behavior precipitating the IAES placement occurred.

Additionally, an Impartial Hearing Officer in an expedited due process hearing may order a change in placement of a student with a disability to an appropriate interim alternative educational setting (IAES) for up to forty-five (45) school days if the Hearing Officer determines that maintaining the current placement is substantially likely to result in injury to the students or others.

There are three specific instances when a student with a disability may be placed in an IAES for up to 45 school days without regard to a manifestation determination:

- a) Where the student carries or possesses a weapon to or at school, on school premises, or to or at a school function; or under the jurisdiction of the District; or

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

- b) Where a student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or a school function under the jurisdiction of the District; or
- c) Where a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District. Serious bodily harm has been defined in law to refer to one of the following:
 - 1. Substantial risk of death;
 - 2. Extreme physical pain; or
 - 3. Protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state or country.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

In all cases, the student placed in an IAES shall:

- a) Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress towards the goals set out in the student's IEP, and
- b) Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The period of suspension or removal may not exceed the amount of time a non-disabled student would be suspended for the same behavior.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

Suspension From BOCES

The BOCES Principal may suspend School District students from BOCES classes for a period not to exceed five (5) school days when student behavior warrants such action.

In-School Suspension

In-school suspension will be used as a lesser discipline to avoid an out-of-school suspension. The student shall be considered present for attendance purposes. The program is used to keep each student current with his/her class work while attempting to reinforce acceptable behavior, attitudes and personal interaction.

BOCES Activities

BOCES activities, such as field trips and other activities outside the building itself, are considered an extension of the school program. Therefore, an infraction handled at BOCES is to be considered as an act within the School District itself.

A student who is ineligible to attend a District school on a given day may also be ineligible to attend BOCES classes. The decision rests with the Superintendent or his/her designee.

Exhaustion of Administrative Remedies

If a parent/person in parental relation wishes to appeal the decision of the Building Principal and/or Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education.

Procedure After Suspension

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

(Continued)

Students

SUBJECT: SUSPENSION OF STUDENTS (Con't)

When a student has been suspended, the suspension may be revoked by the Board of Education whenever it appears to be for the best interest of the school and the student to do so. The Board of Education may also condition a student's early return to school and suspension revocation on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution, where applicable.

[Individuals with Disabilities Education Improvement Act of 2004](#)
[\[Public Law 108-446 Section 615\(k\)\(1\)\]](#)
[18 United States Code \(USC\) Section 921](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Sections 1400 et seq.](#)
[20 United States Code \(USC\) Section 7151, as reauthorized by the](#)
[No Child Left Behind Act of 2001](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
[Education Law Sections 2801 \(1\) and 3214 and 4402 Penal Law](#)
[Section 265.01](#)
[8 New York Code of Rules and Regulations \(NYCRR\)](#)
[Section 100.2\(l\) \(2\)\), 200.4\(d\) \(3\) \(i\), 200.22 and Part 201](#)

NOTE: Refer also to Policy #7360 – Weapons in School and the Gun-Free Schools Act

Adopted: 7/8/02
Revised: 9/21/05, 2/28/06, 6/24/08



SUBJECT: TEACHER REMOVAL OF DISRUPTIVE STUDENTS FROM THE CLASSROOM

Disruptive Students

In accordance with Education Law, Commissioner's Regulations and the District's Code of Conduct, teachers shall have the power and authority to remove disruptive students from their classrooms consistent with discipline measures contained in the Code of Conduct. The term "disruptive student," as defined pursuant to law, shall refer to an elementary or secondary student under twenty-one (21) years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Further, teachers shall abide by the provisions of the District's Code of Conduct with regard to the utilization of alternative classroom management techniques and student intervention services, as may be applicable and appropriate to the specific circumstances, prior to removal of the student from the classroom. Additionally, teachers shall have the authority to remove disruptive students from the classroom for each incident for a period of time no greater than as enumerated in the Code of Conduct.

Teachers must inform the student and the school Principal/designee of the reasons for the removal.

- a) In most instances, the teacher shall, prior to removing the disruptive student from the classroom, provide the student with an explanation of the basis for the removal and allow the student to informally present the student's version of relevant events.
- b) If the teacher finds that the disruptive student's continued presence in the classroom poses a continuing danger to persons or property or presents an ongoing threat of disruption to the academic process, the teacher shall provide the student with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four (24) hours of the student's removal, provided that if such twenty-four (24) hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

No disruptive student shall return to the classroom until the Principal/designee makes a final determination regarding the discipline imposed by the teacher as outlined in administrative regulations and pursuant to the provisions enumerated in Education Law Section 3214(3-a) or the period of removal expires, whichever is less. The District will ensure the provision of continued educational programming and activities for students removed from the classroom by a teacher.

(continued)

SUBJECT: TEACHER REMOVAL OF DISRUPTIVE STUDENTS FROM THE CLASSROOM (Cont'd.)

The Principal/designee shall inform the parents/person in parental relation to such student of the removal and shall, upon request, provide the student and the parent/person in parental relation an opportunity for an informal conference to discuss the reasons for the removal in accordance with the procedures enumerated in law. As applicable, the Principal/designee shall render a determination regarding the discipline imposed by the teacher in accordance with the requirements mandated pursuant to law and/or regulation.

This policy, in accordance with statutory mandates, does not authorize removal of a student in violation of any state or federal law or regulation (e.g., IDEA, Section 504 of the Rehabilitation Act of 1973). It shall be the responsibility of the Building Principal/designee to ensure that teacher removal of students from the classroom complies with applicable laws and regulations.

Exhaustion of Administrative Remedies

It is District policy that, prior to commencing an appeal to the Commissioner of Education regarding teacher removal of a disruptive student from the classroom, the parent/person in parental relation must first appeal to the Board of Education.

"Sunset" Provision for twenty-four (24) hour and forty-eight (48) hour Notification Period.

The provisions in law which specify that twenty-four (24) and forty-eight (48) hour notification periods correlate with school days shall terminate on July 1, 2003 in accordance with legislation; and shall be rescinded as Board policy and procedure as of that date (unless subsequent revisions to applicable law provide otherwise).

Violent Students

Teachers are required to immediately report and refer a violent student, as defined pursuant to Education Law, to the Principal or Superintendent of Schools for a violation of the District's Code of Conduct and a minimum suspension period as determined by such Code, unless otherwise reduced by the suspending authority on a case by case basis to be consistent with any other state and federal law.

Education Law Sections 2801 and 3214
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(1)(2) and Part 201
Individuals with Disabilities Education Act (IDEA),
20 United States Code (U.S.C.) Sections 1400-1485
34 Code of Federal Regulations (C.F.R.) Part 300
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.

Adopted: 7/8/02

Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior. Parents/guardians of students are encouraged to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

(continued)

Students

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY) (cont'd.)**

District students shall also adhere to the laws, policies and rules governing Computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's School Conduct and Discipline Policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

"Opt-in" Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the school building.

NOTE: Refer also to Policy #8271 – Internet Safety/Internet Content Filtering Policy

Adopted: 8/2/05

Revised: 3/24/10, 11/6/13

Students

SUBJECT: STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES

The parent of a student who has violated any rule or code of conduct of the School District and who was not identified as a student with a disability at the time of such behavior may assert several protections provided for under the Individuals with Disabilities Education Act (IDEA) and State regulations *if the School District is deemed to have had knowledge (as determined in accordance with law and/or regulations and referenced below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.*

Basis of Knowledge

The School District shall be deemed to have knowledge that the student had a disability if prior to the time the behavior occurred:

- a) The parent of the student has expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education and related services. However, expressions of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement;
- b) The parent of the student has requested an evaluation of the student; or
- c) A teacher of the student, or other District personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Assistant Superintendent responsible for Special Education or to other supervisory personnel in accordance with the District's established child find or special education referral system.

Exception

A student is not a student presumed to have a disability for discipline purposes if, as a result of receiving the information specified above (i.e., subheading "Basis of Knowledge"):

- a) The parent of the student has not allowed an evaluation of the student pursuant to law and/or regulations;
- b) The parent of the student has refused services under law and/or regulations; or
- c) The student has been evaluated and it was determined that the student is not a student with a disability.

(Continued)

Students

SUBJECT: STUDENTS PRESUMED TO HAVE A DISABILITY FOR DISCIPLINE PURPOSES (Cont'd.)

Responsibility for Determining Whether a Student is a Student Presumed to Have a Disability

If it is claimed by the parent of the student or by School District personnel that the District had a basis for knowledge, in accordance with law and/or regulation, that the student was a student with a disability prior to the time the behavior subject to disciplinary action occurred, it shall be the responsibility of the Superintendent of Schools, Building Principal or other school official imposing the suspension or removal to determine whether the student is a student presumed to have a disability.

Conditions That Apply if There is No Basis of Knowledge

If it is determined that there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other nondisabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made during the time period in which such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted in accordance with law and/or regulations. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the District shall provide special education and related services in accordance with law and/or regulations.

[Individuals with Disabilities Education Improvement Act of 2004 \[Public Law 108-446, Section 615\(k\)\(5\)\]](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Section 1400 et seq.](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
[8 New York Code of Rules and Regulations \(NYCRR\) Section 201.5](#)

Adopted: 8/2/05

Students

SUBJECT: STUDENT USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phone use is prohibited from 7:30 AM until dismissal at the secondary level and elementary level. If a cell phone is exposed or turned on and observed by a member of our staff, it will be confiscated. It will only be returned to a parent or guardian. During State testing periods, mid-term exams or official days of testing by the School District cell phones are prohibited.

Students are prohibited from making any electronic or digital video or audio recordings of another student or adult in the school unless it is specifically related to the instructional program or an officially designated activity of the school. Violation of this policy may result in disciplinary action and/or police action.



Adopted: 4/24/07

Students

SUBJECT: STUDENT USE OF DISTRICT OWNED MOBILE DEVICES

The Board of Education may provide students with mobile devices for a fixed period of time for his/her use for instructional purposes. As used herein, the term “mobile device” refers to any mobile computing device owned or issued by the Rockville Centre School District to any student for school-related purposes. Before such devices may be taken home, both the student and his/her parent must sign a consent form acknowledging their receipt and understanding of the policies, rules, and practices.

Compliance with the Rockville Centre School District policies and regulations concerning computers, mobile devices and computer services use is mandatory. Students who violate these policies and regulations may have their computer, mobile device or computer services privileges limited, suspended or revoked. The building administrator shall have the final authority to decide whether a student’s school computer, mobile device and/or computer services privileges will be altered, based on the circumstances of the particular case. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

Rockville Centre School District’s computers and mobile devices remain under the control, custody and supervision of the School District at all times. The Rockville Centre School District shall have the right to monitor, review and have access to all School District computers, mobile devices and information concerning the use of computer services by students, whether those computer services have been accessed on or off school grounds. Students have no expectation of privacy in their use of school computers, mobile devices and/or computer services, whether they are used on or off school property.

This policy is intended to establish general guidelines for the acceptable student use of the District owned devices and also to give students and parents/guardians notice that student use of the devices will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or material on these external computer networks. Thus some of the available content or material on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the District owned computer devices. This policy does not attempt to articulate all required and/or acceptable uses of the devices; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior. Parents/guardians of students are encouraged to set and convey standards for appropriate and acceptable use to their children when using the District owned mobile devices or any other electronic media or communications.

(continued)

Students

SUBJECT: STUDENT USE OF DISTRICT OWNED MOBILE DEVICES (Cont'd)

District students shall also adhere to the laws, policies and regulations governing computer devices including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state laws.

Students who engage in unacceptable use may lose privileges to the use of a District owned Computer service in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to on-line content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The computer coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the device will be private.

Notification

In order to provide notice of the school's requirements, expectations, and students'/parents' obligations, the iPad User Agreement will be disseminated to parents and students.

Refer to: Policy # 7315 – Student Use of Computerized Information Resources (Acceptable Use Policy)
The Rockville Centre Union Free School District Code of Conduct
Policy # 8271 – Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Adopted: 10/22/13

2002

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1 of 2

Students

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/guardians and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuse;
- b) Training school personnel and parents/guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K-12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- a) Counseling of students in groups and as individuals on alcohol and other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose.

(Continued)

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS) (Cont'd.)

- b) Referring students to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services;
- c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.
- d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education;
- e) Ensuring confidentiality as required by state and federal law.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's Bill of Student Rights and Responsibilities.

Implementation, Dissemination and Monitoring

It shall be the responsibility of the Superintendent of Schools to implement the alcohol and other substances Board policy by collaboration with school personnel, students, parents/guardians and the community at large.

Additionally, copies of Board policy shall be disseminated to District staff, parents/guardians and community members. The Superintendent of Schools shall biennially review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

Drug-Free Schools and Communities Act
Amendment of 1989 (Public Law 101-226)
20 United States Code (U.S.C) Section 3171 et seq.

Students

SUBJECT: SEARCHES AND INTERROGATIONS

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a School District employee only when the School District employee has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed; and
- d) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student possesses a weapon, it is permissible for a School District employee to search that student.

Lockers

Lockers are provided by the school for student use and the administration has the right to search lockers. A student may have exclusive use of a locker as far as other students are concerned but he/she does not have such exclusivity over the locker as it relates to the school authorities.

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

(Continued)

Students

SUBJECT: SEARCHES AND INTERROGATIONS (Cont'd.)

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent of Schools/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the Rockville Centre Union Free School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The School District's administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for investigations of crimes committed on school property. Generally, in all other situations, if the police wish to speak to a student without a warrant, they should take the matter up directly with the student's parent/guardians.

Family Court Act Section 1024
Education Law Sections 1709(2) and (33) and 2801
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(1)

Adopted: 7/8/02

SUBJECT: BUS RULES AND REGULATIONS

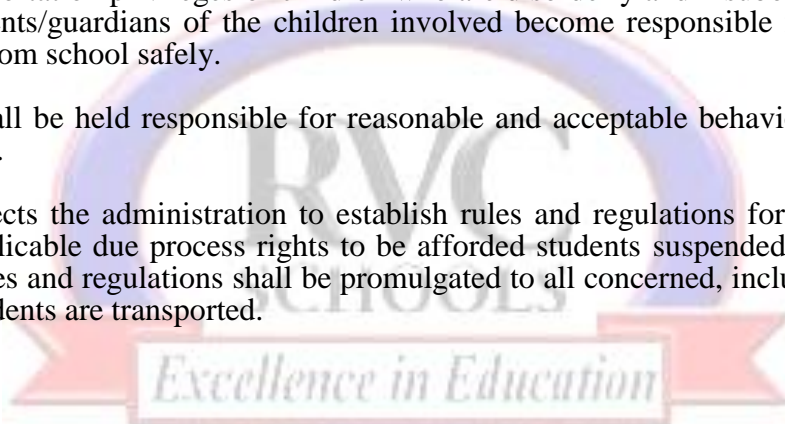
The Rockville Centre Union Free School District furnishes transportation to those students whose disability or distance from the school make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The Board of Education, the Superintendent of Schools and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. In these cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school safely.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus.

The Board directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the non-public schools to which students are transported.



8 New York Code of Rules and Regulations
(NYCRR) Section 156
20 United States Code (U.S.C.)
Sections 1400-1485, Individuals With
Disabilities Education Act (IDEA)

NOTE: Refer also to Policy #5720 -- Student Transportation Services.

Adopted: 7/8/02

SUBJECT: CORPORAL PUNISHMENT/ EMERGENCY INTERVENTIONS

Corporal Punishment

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent of Schools describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Rockville Centre Union Free School authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Emergency Interventions

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is allowed for the following reasons:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining/removing a disruptive student.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.

(Continued)

SUBJECT: CORPORAL PUNISHMENT/ EMERGENCY INTERVENTIONS (Con't)

The District will maintain documentation on the use of emergency interventions for each student including:

- a) Name and date of birth of student;
- b) Setting and location of the incident;
- c) Name of staff or other persons involved;
- d) Description of the incident and emergency intervention used, including duration;
- e) A statement as to whether the student has a current behavioral intervention plan; and
- f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.

8 New York Code of Rules and Regulations (NYCRR) Sections 19.5, 100.2(l)(3), 200.15(f)(1) and 200.22(d)

NOTE: Refer also to Policies #7313 -- Suspension of Students
#7618 -- Aversive Interventions

Adopted: 7/8/02
Revised: 6/24/08

Students

SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT

Weapons in School

The possession of a weapon on school property, in District vehicles, in school buildings, or at school sponsored activities or settings under the control and supervision of the District regardless of location, is strictly prohibited, except by law enforcement personnel. Any person possessing a weapon for educational purposes in any school building must have written authorization of the Superintendent of Schools or his/her designee.

The Penal Code of the State of New York shall be used to determine what is considered a weapon.

Penal Law Sections 265.01-265.06

Specific Penalties Imposed by the Gun-Free Schools Act

No student shall bring or possess any "firearm" as defined in federal law on school premises (including school buildings and grounds, District vehicles, school settings and/or school sponsored activities under the control and supervision of the District regardless of location). For purposes of this policy, the term "firearm" includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any "destructive device" (e.g., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices). The term does not include a rifle which the owner intends to use solely for sporting, recreational or cultural purposes; antique firearms; or Class C common fireworks.

In accordance with the Gun-Free Schools Act and Education Law Section 3214(3)(d), any student who brings or possesses a dangerous weapon or firearm, as defined in federal law, on school property, will be referred by the Superintendent to the appropriate agency or authority for a juvenile delinquency proceeding in accordance with Family Court Act Article 3 when the student is under the age of sixteen (16) except for a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under the Criminal Procedure Law, and will be referred by the Superintendent to the appropriate law enforcement officials when the student is sixteen (16) years of age or older or when the student is fourteen (14) or fifteen (15) years of age and qualifies for juvenile offender status under the Criminal Procedure Law. For purposes of this policy, the term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches (2 1/2") in length.

(Continued)

Students

SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (Cont'd.)

In addition, any student attending a District school who has been found guilty of bringing a firearm to or possessing a firearm on school property, after a hearing has been provided pursuant to Education Law Section 3214, shall be suspended for a period of not less than one (1) calendar year and any student attending a non-district school who participates in a program operated by the School District using funds from the Elementary and Secondary Education Act of 1965 who is determined to have brought a firearm to or possessed a firearm at a District school or on other premises used by the School District to provide such programs shall be suspended for a period of not less than one (1) calendar year from participation in such program. The procedures of Education Law Section 3214(3) shall apply to such a suspension of a student attending a non-district school. Further, after the imposition of the one (1) year penalty has been determined, the Superintendent of Schools has the authority to modify this suspension requirement for each student on a case-by-case basis. In reviewing the student's one (1) year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Regulations of the Commissioner of Education Section 100.2 and in Commissioner's Decisions. The determination of the Superintendent shall be subject to review by the Board of Education in accordance with Education Law Section 3214(3)(c) and by the Commissioner of Education in accordance with Education Law Section 310.

Student with a Disability

Pursuant to Commissioner Regulations, a student with a disability who is determined to have brought a weapon (including a firearm) to school or possessed a weapon (including a firearm) at school may be placed in an interim alternative educational setting, in accordance with federal and state law, for not more than forty-five (45) calendar days. If the parent or guardian requests an impartial hearing, the student must remain in the interim alternative placement until the completion of all proceedings, unless the parent or guardian and District can agree on a different placement. For more information regarding Interim Alternative Educational Settings (IAES), refer to Policy #7313 - Suspension of Students.

However, a student with a disability may be given a long term suspension pursuant to the Gun-Free Schools Act only if a group of persons knowledgeable about the student, as defined in federal regulations implementing the Individuals with Disabilities Education Act (IDEA), determines that the bringing of a firearm to school or possessing a firearm at school was not a manifestation of the student's disability, subject to applicable procedural safeguards.

If it is determined that the student's bringing of a firearm to school or possessing a firearm at school was a manifestation of the student's disability, the Superintendent must exercise his/her authority under the Gun-Free Schools Act to modify the long term suspension requirement, and determine that the student may not be given a long term suspension for the behavior. The Committee on Special Education may review the student's current educational placement and initiate change in placement proceedings, if appropriate, subject to applicable procedural safeguards.

The District may offer home instruction as an interim alternative educational setting during the pendency of review proceedings only if the student's placement in a less restrictive alternative educational setting is substantially likely to result in injury either to the student or to others.

(Continued)

Students

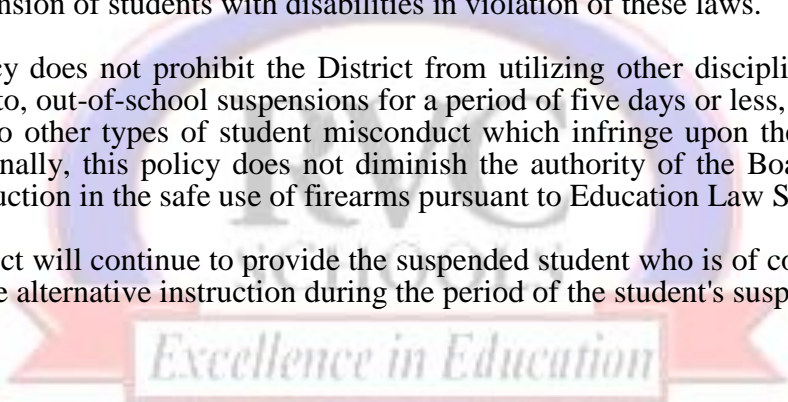
SUBJECT: WEAPONS IN SCHOOL AND THE GUN-FREE SCHOOLS ACT (Cont'd.)

The District may also seek a court order to immediately remove a student with a disability from school if the District believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Students with disabilities continue to be entitled to all rights enumerated in the Individuals with Disabilities Education Act and Education Law Article 89; and this policy shall not be deemed to authorize suspension of students with disabilities in violation of these laws.

This policy does not prohibit the District from utilizing other disciplinary measures including, but not limited to, out-of-school suspensions for a period of five days or less, or in-school suspensions, in responding to other types of student misconduct which infringe upon the established rules of the school. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

The District will continue to provide the suspended student who is of compulsory attendance age with appropriate alternative instruction during the period of the student's suspension.



Gun-Free Schools Act as reauthorized by the No Child Left Behind Act of 2001
18 United States Code (USC) Sections 921(a) and 930
Individuals with Disabilities Education Act (IDEA)
20 United States Code (USC) Sections 1400-1485 and 7151
Criminal Procedure Law Section 1.20(42)
Education Law Sections 310, 809-a, 3214 and Article 89
Family Court Act Article 3
8 New York Code of Rules and Regulations (NYCRR) Section 100.2 and Part 200

NOTE: Refer also to Policies #3411 -- Unlawful Possession of a Weapon Upon School Grounds

Adopted: 7/8/02
Revised: 1/16/07

SUBJECT: BOX CUTTERS IN SCHOOL

The Board of Education, cognizant of its responsibilities to provide for a safe and healthy environment wherein students can learn, and staff can work, prohibits any student from possessing box cutters on school premises.

In accordance with the Nassau County Box Cutter Local Law No. 1 of 1997, Title 26, the sale or transfer of "box cutters" to minors and the possession of box cutters on school grounds by persons under 21 years of age, except under certain circumstances, is prohibited.

The following terms are defined for the purpose of this policy:

- a) School Premises means the buildings, ground, facilities, owned, occupied, or under the control or custody of public or private institutions for the primary purpose of providing educational instruction to students at or below the twelfth grade level or its equivalent. The term shall also include any vehicles used for the transportation of students or personnel of the institutions, owned, operated, or leased by such educational institutions; or owned, or leased by a person contracted to provide transportation of students for such educational institutions.
- b) Box cutter means any knife consisting of a razor blade, retractable, non-retractable, or detachable in segments attached to or contained within a plastic or metal housing, including, but not limited to, utility knives, snap-off knives, sheet rock knives, and box cart cutters.
- c) Person means any individual, corporation, partnership association, organization, or other legal entity. "Person" does not mean an adult parent or guardian of a minor, who gives to, or provides such minor with, a "box cutter" for home improvement or other such work.

Any individual who violates the Nassau County Box Cutter Law, will be guilty of a violation punishable by a fine or up to two thousand fifty dollars. A second or subsequent offense shall be a Class B misdemeanor punishable by a fine of up to five hundred dollars and/or three months imprisonment.

Nassau County Box Cutter Local Law No. 1 of 1997,
Title 26

Adopted: 7/8/02

Students

SUBJECT: PROHIBITION OF GANGS AND GANG ACTIVITY

The Board of Education of the Rockville Centre School District is committed to ensuring a safe and orderly learning environment for students, where learning and teaching may occur void of physical or psychological disruptions, unlawful acts, or violations of school regulations. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive to the educational process and school activities.

A gang, public school fraternity, sorority or secret society is defined as any gang of three or more individuals with a common interest, bond or activity, whose purpose included the commission of illegal acts, disruptive acts or acts which threaten the safety or well-being of school property or persons and who refer to themselves by a group name or designation. Such definition shall also include what is commonly known as a “hate group.”

No student on school property or at any school activity:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang, public school fraternity, sorority or secret society;
2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (e.g., gesture, handshakes), showing membership or affiliation in a gang, public school fraternity, sorority or secret society;
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gangs, public school fraternity, sorority or secret society, included but not limited to:
 - a. Being a member, promising/pledging to join, soliciting and/or recruiting others for membership in any gang, public school fraternity, sorority or secret society;
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
 - c. Committing an other illegal act or other violation of school district policies;
 - d. Participating in or inciting other student to act with physical violence upon any other person;
 - e. Engaging in any activity intended to promote or further the interests of any gang, public school fraternity, sorority or secret society, including, but not limited to, distributing literature, drawing or displaying unauthorized symbols on any surface.

School district employees shall report all suspected signs of such activity to their administrator. Violation of this policy shall result in disciplinary action, up to and including suspension consistent with the District’s Code of Conduct. Law enforcement may also be notified of such impermissible activity. Students, parents and District employees shall be immediately notified of the existence of this policy.

Adopted: 2/6/07

SUBJECT: BULLYING/CYBERBULLYING:PEER ABUSE

The Board of Education is committed to providing a safe and productive learning environment. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take four forms:

- a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).
- d) Electronic, also known as "cyberbullying" (as further explained below)

Engages in Cyberbullying Behavior

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as a weaker individual. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs, Twitter or the like).

Cyberbullying has the effect of:

- a) Physically, emotionally or mentally harming a student;
- b) Placing a student in reasonable fear of physical, emotional or mental harm;
- c) Placing a student in reasonable fear of damage to or loss of personal property; and

(Continued)

Students

SUBJECT: BULLYING/ CYBERBULLYING: PEER ABUSE

- d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "***Tinker*** standard" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting [*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the *District Code of Conduct* and possible referral to local law enforcement authorities.

Reports of Allegations of Bullying/Cyberbullying Behavior

Any student who believes that he/she is being subjected to bullying/cyberbullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying/cyberbullying shall report the bullying to any staff member or the building principal. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses bullying/cyberbullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying/cyberbullying. Investigation of allegations of bullying/cyberbullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying/cyberbullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints

Prevention and Intervention

Personnel at all levels are responsible for taking corrective action to prevent bullying/cyberbullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying/cyberbullying within the schools and to facilitate staff identification of and response to such bullying/cyberbullying behavior among students.

Bullying may also occur as various forms of harassment and/or hazing of students (refer to Rockville Centre School District's Inter-Scholastic Athletics Handbook) by other students (including "pledging" and/or a student's initiation into or affiliation with a school or student related organization or team).

(Continued)

Students

SUBJECT: BULLYING/CYBERBULLYING: PEER ABUSE

Prohibition of Retaliatory Behavior (Commonly Known as “Whistle-Blower” Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying/cyberbullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying/cyberbullying behavior has not resumed and that all those involved in the investigation have not suffered retaliation.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the *District Code of Conduct* as enumerated above and may also be incorporated in staff and student handbooks.

Civil Service Law Section 75-b

NOTE:: Refer also to Policies #3000 -- Code of Conduct on school Property
#3000 -- Anti-Harassment in the School District
#7000 -- Sexual Harassment of Students
#7000 -- Hazing of Students
District Code of Conduct

Adopted: 7/1/04
Revised: 11/3/09

SUBJECT: HAZING OF STUDENTS

The Board of Education is committed to providing a safe, productive and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior as defined pursuant to District policy, regulation and/or law. The Board of Education shall require the prohibition of hazing - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

For purposes of this policy, the term "*hazing among students is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate.*" Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

Incorporated within this definition are various forms of physical, emotional and/or sexual abuse which may range in severity from teasing/embarassing activities to life threatening actions.

Even if the hazing victim participated "willingly" in the activity, or there was no "intent" by the hazer to harm or injure another individual, hazing is against District policy, the *District Code of Conduct* and may be in violation of New York State Law. However, hazing of students does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions. Any hazing activity, whether by an individual or a group, shall be presumed a forced activity and in violation of Board policy, regardless of the "willingness" of the student to participate.

Any student who believes that he/she is being subjected to hazing behavior, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of hazing, shall report the incident to any staff member or the building principal. Anonymous complaints of hazing behavior will also be investigated by the District. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses hazing behavior) shall investigate the complaint/incident and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of hazing. Investigations of allegations of hazing shall follow the procedures utilized for complaints of harassment within the School District. Allegations of hazing shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

(Continued)

SUBJECT: HAZING OF STUDENTS (Cont'd.)

Prohibition of Retaliation

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of hazing. Follow-up inquiries and/or appropriate monitoring of the alleged hazer(s) and victim(s) shall be made to ensure that hazing behavior has not resumed and that all those involved in the investigation of allegations of hazing have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

Knowingly Makes False Accusations

Students who *knowingly* make false accusations against another individual as to allegations of hazing may also face appropriate disciplinary action.

District Responsibility/Training

Personnel at all levels are responsible for taking corrective action to prevent hazing behavior of which they have been made aware at School District sites; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Further, as may be applicable, personnel are to report such hazing behavior to their immediate supervisor. Staff training shall be provided to raise awareness of the problem of hazing within the schools and to facilitate staff identification of, and response to, such hazing behavior among students.

Prevention and intervention techniques within the District to help prevent hazing behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to hazers, victims and their parents to help ensure that the hazing stops.

Rules against hazing shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the *District Code of Conduct* and may also be incorporated in staff and student handbooks. In addition, allegations of hazing behavior may result in referral to law enforcement officials as necessary.

New York State Penal Law Sections 120.16 and 120.17
Education Law Sections 1709-a, 2503-a, 2554-a, and
2801
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(1)(2)

Students

SUBJECT: [DIGNITY FOR ALL STUDENTS ACT](#)

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment including, but not limited to, bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not implicitly stated.

The District condemns and prohibits all forms of bullying, discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Dignity Act Coordinator

In each of its schools the District will designate at least one (1) employee holding licenses or certifications as required by the Commissioner to serve as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. Training will also be provided for DACs that addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. The Board of Education shall appoint the Dignity Act Coordinator(s). The District will widely disseminate the name(s) and contact information to all school personnel, students, and parents/persons in parental relation by:

- a) Listing it in the Code of Conduct, with updates posted on the District's website, and

(Continued)

Students

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (Cont'd.)

- b) Including it in the Code of Conduct's plain language summary provided to all parents or persons in parental relation to students before the beginning of each school year;
- c) Providing it to parents or persons of parental relation in at least one District or school mailing or other method of distribution including, but not limited to, electronic communication or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution, as soon as practicable thereafter;
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level Administrative Offices.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Dignity Act Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated as an interim appointment Dignity Act Coordinator, pending the return of the previous Coordinator to the position.

Training and Awareness

Each year all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying and discrimination. This training may be provided in conjunction with existing professional development, will be conducted consistent with guidelines approved by the Board, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- b) Address social patterns of harassment, bullying, and discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of harassment, bullying and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and discrimination;

(Continued)

Students

SUBJECT: DIGNITY FOR ALL STUDENTS ACT (Cont'd.)

- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the Code of Conduct, publicized District-wide and disseminated to all staff and parents or persons in parental relation. An age-appropriate summary shall be distributed to all students at the beginning of each school year. Any amendments to the Code of Conduct will be disseminated as soon as practicable following their adoption. The District will provide new employees a complete copy of the current Code of Conduct upon beginning their employment.

Reports and Investigations of Bullying, Discrimination or Harassment

The District encourages and expects students who have been subjected to harassment, bullying or discrimination, parents or persons in parental relation whose children have been subjected to this behavior, other students who observe or are told of this behavior and all District staff who become aware of this behavior to timely report it to the Principal, Superintendent, Dignity Act Coordinator, or designee.

The Principal, Superintendent, Dignity Act Coordinator, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying and discrimination. The Dignity Act Coordinator, or other individual conducting the investigation, may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remediating complaints.

In the event an investigation verifies that harassment, bullying, or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed.

The Superintendent, Principal, Dignity Act Coordinator, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct. The District will timely collect information related to incidents of harassment, bullying and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

(Continued)

Students

SUBJECT: [DIGNITY FOR ALL STUDENTS ACT \(Cont'd.\)](#)

Prohibition of Retaliatory Behavior ("Whistle-Blower" Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student, on school grounds or at a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner of Education or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, shall have immunity from any civil liability that may arise from making such report or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complaint, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

Publication of District Policy

At least once during each school year, all school employees, students, and parents or persons in parental relation will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or persons in parental relation, and school employees may report harassment, bullying, or discrimination. Additionally, the District will strive to maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law, or regulation, including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Education Law Sections 10-18 and 801-a, 2801, and 3214
8 New York Code of Rules and Regulations (NYCRR) Section 100.2

NOTE: Refer also to Policies:

- #1330 -- Appointments and Designations by the Board
- #3410 -- Code of Conduct
- #3420 -- Non-Discrimination and Anti-Harassment in the District
- #5670 -- Records Management
- #6472 -- Use of Email in the District
- #7551 -- Sexual Harassment of Students
- #7552 -- Student Gender Identity
- #7553 -- Hazing of Students
- #7370 -- Bullying in the Schools
- #7371 -- Hazing of Students
- #8140 -- Civility, Citizenship & Character Education/Interpersonal Violence Prevention Education

Adopted: 5/22/12
Revised: 4/17/13, 2/28/18

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES

The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

Limited Open Forum

The Board of Education maintains a limited open forum where secondary students may meet for voluntary student-initiated activities unrelated directly to the instructional program, regardless of religious, political or philosophical content.

To provide "a fair opportunity" to students who wish to conduct a meeting, the Board of Education, in accordance with the provisions of the Equal Access Act, shall ensure that:

- a) The meeting is voluntary and student-initiated;
- b) There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- c) Employees or agents of the school or government are present at religious meetings only in a non-participatory capacity;
- d) The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e) Non-school persons may not direct, conduct, control, or regularly attend activities of student groups (20 U.S.C. Section 4071[c]).

The Board prohibits student organizations whose activities may be unlawful or may cause disruption or interference with the orderly conduct of the educational process.

Administration is responsible for establishing regulations governing the use of school facilities by student organizations.

(Continued)

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES (Cont'd.)

Eligibility for Attendance

- a) Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other school affair scheduled after regular school hours are not eligible for participation or attendance at such events.
- b) In order for students to attend a school-sponsored function, it is necessary that students attend classes for at least half of the school day on the day of the activity, unless otherwise excused by the building administrator. One-half of the school day is defined as follows: from 8:30 a.m. until noon or from noon until the end of the school day.

Fraternalities, Sororities and Gangs

Fraternalities, sororities, secret societies or gangs have no place in the public schools of a democratic society and are not recognized or condoned as a part of the program of the District. All forms of advertising, initiations, hazing, or recognition of such societies are prohibited on school property and are subject to disciplinary procedures.

Supervision of Students

All students must be under assigned staff supervision at all times when students are in school or on school grounds during schools hours; or whenever they are traveling under school auspices or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

Students are not to be sent on any type of errand away from the building without the consent of the Principal.

Principals shall ensure adequate and proper supervision of all students at all times that they are under school control.

The time(s) of supervision will be publicized at the beginning of each school year. Parents must arrange for their children not to arrive at school earlier than the time as which supervision will begin.

8 New York Code of Rules and Regulations (NYCRR) Sections 172.1 and 72.2
Education Law Sections 1709, 1709-a, 2503-a, and 2554-a
Equal Access Act, 20 United States Code (U.S.C.) Sections 4071-4074

Adopted: 7/8/02
Revised: 1/20/09

2002

7411

Students

SUBJECT: CENSORSHIP OF SCHOOL SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

The District may exercise editorial control over the style and content of student speech in school sponsored publications and activities.



Adopted: 7/8/02

2002 7412
Students

SUBJECT: ACADEMIC ELIGIBILITY REQUIREMENTS

The primary responsibility of the school – and the primary goal of the student – is to achieve the greatest learning and success in classroom subjects. Therefore, eligibility requirements have been established for ALL extra- and co-curricular activities, including sports, plays, and other activities at South Side High School, as follows:

To participate in an activity, students must be passing at least four (4) courses and may be failing no more than two during the preceding reporting period. A committee will be established to adjudicate probations, appeals and other issues regarding the policy.



Adopted: 7/8/02

2002 7413

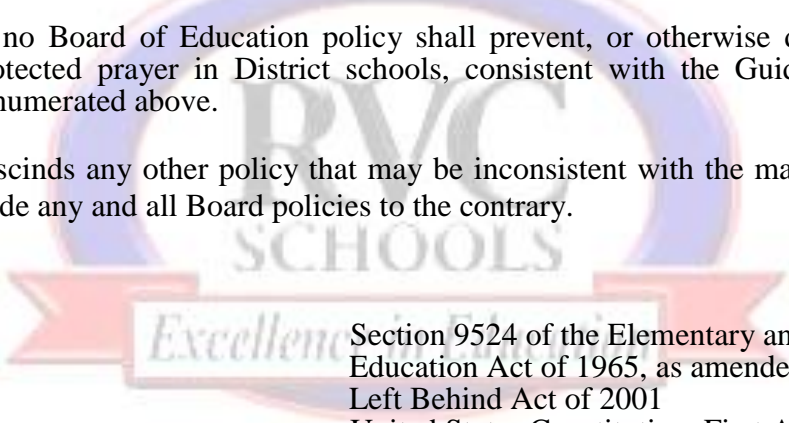
Students

SUBJECT: CONSTITUTIONALLY PROTECTED PRAYER IN THE PUBLIC SCHOOLS

In accordance with the most recent Guidance Document issued by the U.S. Department of Education implementing the requirements of the No Child Left Behind Act of 2001, the Board of Education affirms the responsibilities of the School District, consistent with applicable statutory/case law pertaining to the First Amendment of the United States Constitution, to allow students and staff to engage in constitutionally protected prayer within the District schools.

Accordingly, no Board of Education policy shall prevent, or otherwise deny participation in, constitutionally protected prayer in District schools, consistent with the Guidance Document and applicable law as enumerated above.

The Board rescinds any other policy that may be inconsistent with the mandates of this policy, which shall supersede any and all Board policies to the contrary.



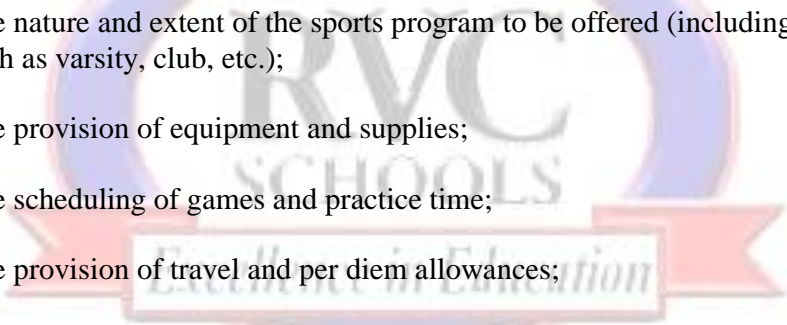
Section 9524 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001
United States Constitution, First Amendment
Equal Access Act,
20 United States Code (U.S.C.) Sections 4071-4074

Adopted: 6/19/03

Students

SUBJECT: PLACEMENT PROGRAM FOR INTERSCHOLASTIC ATHLETICS

Athletics are an integral part of a well-balanced educational program. Therefore, the Board supports, within its resources, a broad sports program with equal access for both males and females. The program shall place an emphasis on maximum participation through interscholastic and intramural activities. The District will comply with recommendations from the U.S. Department of Education's Office for Civil Rights (OCR) regarding Title IX equal opportunity for males and females in the District's total athletic program regarding any of the following factors which may be applicable:

- 
- a) The nature and extent of the sports program to be offered (including the levels of competition, such as varsity, club, etc.);
 - b) The provision of equipment and supplies;
 - c) The scheduling of games and practice time;
 - d) The provision of travel and per diem allowances;
 - e) The nature and extent of the opportunity to receive coaching and academic tutoring;
 - f) The assignment and compensation of coaches and tutors;
 - g) The provision of locker rooms, practice and competitive facilities;
 - h) The provision of medical and training facilities and services;
 - i) The provision of housing and dining facilities and services;
 - j) The nature and extent of support, publicity and promotion including cheerleading, bands, published programs distributed at games, and booster club activities.

The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association and the State Education Department.

Eligibility for interscholastic athletic competition requires that the students:

- a) Provide written parental/guardian consent;

(Continued)

Students

SUBJECT: PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (Cont'd.)

- b) Pass satisfactorily the medical examination administered by the school physician/nurse practitioner or the student's personal physician. The school physician/nurse practitioner retains final approval on all physicals performed by the student's personal physician; and
- c) Meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High Schools Athletic Association.

Booster Clubs

The School District has a responsibility under Title IX to ensure that boys' and girls' programs are provided with equivalent benefits, treatment, services and opportunities regardless of their source. When determining equivalency, benefits, services and opportunities attained through the use of private funds (e.g., "booster clubs"), such funds are considered in combination with all benefits, services and opportunities.

Private fundraising, including student-initiated fundraising, is permissible under Title IX. Further, compliance with Title IX does not mean that teams must "share" proceeds from fundraising activities. It does, however, place a responsibility on the District to ensure that benefits, services, treatment and opportunities overall, regardless of funding sources, are equivalent for male and female athletes.

In accordance with OCR, in order for the District to be in continuing compliance with Title IX requirements, the District must assure that services, benefits and opportunities in its athletic programs are provided on an equivalent basis to both boys and girls, including those services, benefits and opportunities that are provided through the use of outside financial assistance such as donations, fundraising by coaches, and booster clubs.

Physical Examination Requirement

All students desiring to compete in athletic contests must have a physical examination either by their own personal health provider or by the District's health personnel at the beginning of each athletic season and as often thereafter as necessary or as requested by the Coach, Principal, or the Superintendent of Schools. Students opting to have a physical examination by their own personal health provider must submit to the District's health personnel a completed physical examination form before they are cleared to try out for the team.

(Continued)

Students

SUBJECT: PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (Cont'd.)

The School Physician and/or School Nurse Practitioner will not approve the participation of any student in any branch of athletic contest when, in his/her judgment, such participation is disadvantageous to the physical welfare of the student.

After all such physical examination, the District's health personnel shall advise the Director of Physical Education of any health problems found.

In cases of disputed medical opinion, the School Physician has the final authority.

Athletic Placement Process

The Athletic Placement Process is a process for screening students to determine their readiness to compete in interscholastic athletic competition by evaluating their emotional and physical maturity, fitness and skill. The intent of this program is to provide for students in grades 7 through 12 to safely participate at an appropriate level of competition based upon readiness rather than age and grade. Students do not mature at the same rate and there can be a tremendous range of developmental differences between students of the same age. This program has been designed to assess a student's physical maturation, physical fitness and skill, so the student may be placed at a level of competition which should result in increased opportunity, a fairer competitive environment, reduced injury and greater personal satisfaction.

The Board of Education approves the use of the Athletic Placement Process. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as a result of those procedures.

The only sports that will allow student athletes in grades 7 and 8 to be classified are Golf, Gymnastics, Winter Track, Swimming and Wrestling.

Eligibility for participation by a 7th or 8th grade student on one of the identified high school teams will be contingent on the number of high school students who choose to play the sport. If a position on a team will not be taken from a student in grades 9-12, then the team can consider students in lower grades for participation assuming they meet all the classification criteria.

(Continued)

Students

SUBJECT: PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (Cont'd.)

Student Athletic Injuries

If a student is determined by a parent, medical professional, certified athletic trainer, or coach to be injured to the extent that further play could result in additional damage, the student shall not be allowed to practice or play in an athletic contest. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered as the province of the coach. A coach's responsibility is to see that injured players requiring immediate first aid are given prompt and competent attention. If the coach determines that the injury is of such a nature that would require medical attention, he/she will call the family and emergency services immediately. All details of a doctor's instructions concerning the student's functioning as a team member will be carried out by school personnel. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

If a physician has deemed an athlete ineligible due to injury, then a physician's certificate will be required before an athlete is permitted to return to practice or competition.

Athletic Program – Safety

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

- a) Requiring medical examinations of participants;
- b) Obtaining appropriately certified and/or licensed candidates to coach all varsity, junior varsity, and modified interscholastic programs; and
- c) Ensuring that equipment is both safe and operative within approved guidelines.

Athletic Program - Supervision of Students

This applies to all activities and permission to hold practices or meetings must not be granted unless a teacher is definitely in charge.

- a) Certified coaches in the School District will be fully responsible for the supervision of all students.

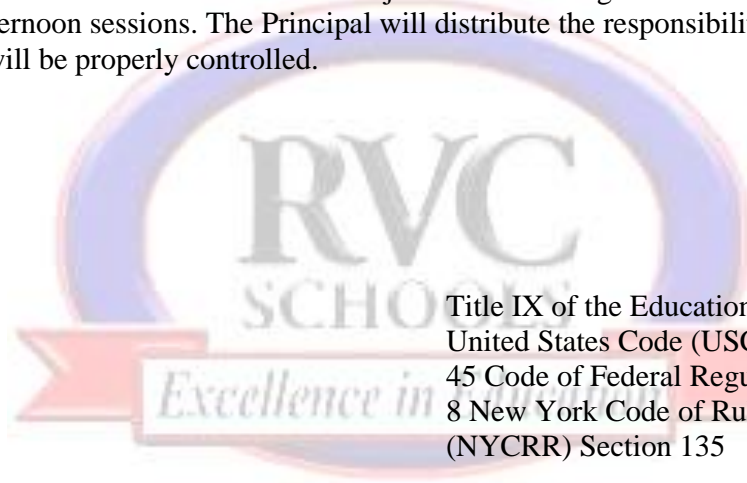
(Continued)

Students

SUBJECT: PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (Cont'd.)

b) Coaches are responsible for the supervision of their athletes at the end of practice. This may entail making sure students have transportation home.

c) Assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The Principal will distribute the responsibility so that the playground situation will be properly controlled.



Title IX of the Education Amendments of 1972, 20
United States Code (USC) Section 1681 et. Seq.
45 Code of Federal Regulations Part 86
8 New York Code of Rules and Regulations
(NYCRR) Section 135

Also refer to Policy #5720, Student Transportation Services
Adopted: 7/8/02
Revised: 2/24/09, 4/9/14, 8/26/15

Students

SUBJECT: CONTESTS FOR STUDENTS, STUDENT AWARDS AND SCHOLARSHIPS

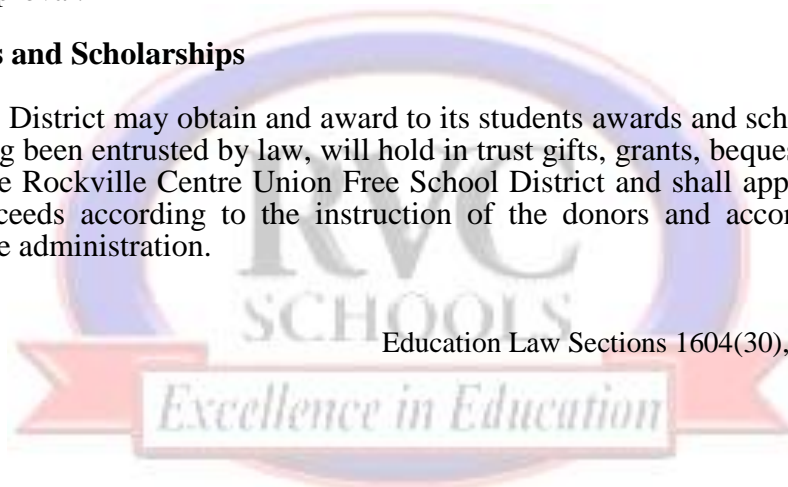
Contests for Students

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 Rockville Centre Union Free 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.

Education Law Sections 1604(30), 1709(12-a) and 2503(1)

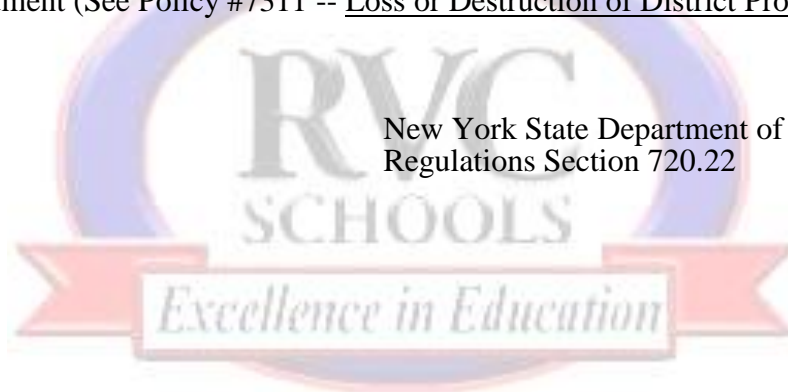


Adopted: 7/8/02
Revised: 11/15/05

2002 7440
Students

SUBJECT: MUSICAL INSTRUMENTS

The Rockville Centre Union Free School District approves the loan of District-owned or leased musical instruments to all students in the Rockville Centre Public Schools with the exception of those who choose to provide their own instruments. The District shall charge a fee in accordance with a schedule determined by the Superintendent of Schools. Students in the Rockville Centre Public Schools who are financially unable to pay the use fee may be granted an exception from payment, approved by the Superintendent of Schools. The District feels, however, it is the responsibility of the students and his/her parents or guardian to insure that the instrument is kept in good repair and is returned to the District in as good condition as when received, less reasonable wear and tear. The District provides for normal maintenance throughout the school year. Parents or guardians are responsible for any maintenance costs beyond normal wear and tear, including negligence, vandalism, and loss of instrument (See Policy #7311 -- Loss or Destruction of District Property or Resources).



New York State Department of Transportation
Regulations Section 720.22

Adopted: 7/8/02

Students

SUBJECT: FUND RAISING BY STUDENTS

Fund raising projects in which students sell merchandise, provide services, or in other ways solicit money for school activities may be sponsored by school organizations with the express approval of the Building Principal. Any such plan shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students and shall not conflict with instructional programs or state mandates. Fund Raising activities away from school property shall be held to be a minimum.

Door to door sales projects undertaken by any organization using the Rockville Centre Union Free School District name shall require previous approval of the Board of Education. Profits shall be used to enhance school programs by providing money for expenditures not normally funded by the District.

All participation shall be voluntary, with written parent/legal guardian consent for children in grades K through 8.

Employees are cautioned against giving the impression to students that the purpose of selling items (e.g., "scratch off" cards, holiday wrappings, etc.) or paying a fee is to defray a portion of the District's educational program. At no time should a student's participation in an educational activity include such sales or fees. In addition, it is imperative that employees not direct the proceeds of any legitimate sales activity in their own personal accounts. These activities may jeopardize the student's right to participate in the educational program on a tuition and/or fee-free basis. Further, employees engaged in such activities may be held personally liable.

New York State Constitution, Article 8, Section 1
Education Law Section 414
8 New York Code of Rules and Regulations
(NYCRR) Section 19.6

NOTE: Refer also to Policy #3271 – Solicitation of Charitable Donations From School Children

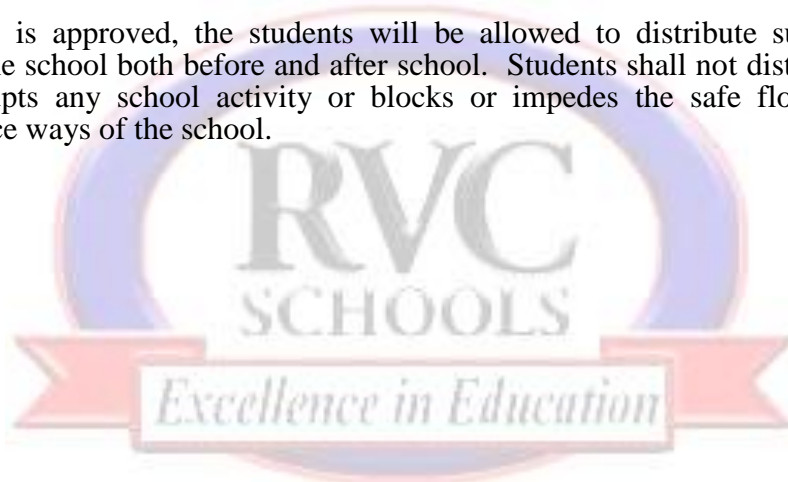
Adopted: 7/8/02
Revised: 1/16/07

Students

SUBJECT: DISTRIBUTION OF NON-SCHOOL MATERIALS

Students seeking to distribute non-school materials to the student body shall provide a copy of the material to the Principal or the administrator in charge if the Principal is unavailable for review of the material. The Principal or administrator in charge will approve the distribution within two hours of receipt unless the material is libelous, invades the privacy of others, is obscene or pornographic, is pervasively indecent and vulgar, will cause a material and substantial disruption of the proper and orderly operation of the school or school activities, or advertises any illegal substance, product, or services not permitted for use by minors under the law.

If the material is approved, the students will be allowed to distribute such material at any entrance or exit to the school both before and after school. Students shall not distribute materials in a manner which disrupts any school activity or blocks or impedes the safe flow of traffic within corridors and entrance ways of the school.



Adopted: 7/8/02
Revised: 1/8/08

Students

SUBJECT: IMMUNIZATION OF STUDENTS

Every child entering or attending a District school must present proof of immunization or proof of immunity by serology (blood test) if applicable in accordance with Public Health Law Section 2164 and the New York State Department of Health Regulations unless:

- a) A New York State licensed health care provider certifies that such immunization is detrimental to the child's health. The requirement for that immunization is waived until such immunization is no longer detrimental to the child's health; or
- b) The student's parent(s), or persons in parental relation hold genuine and sincere religious beliefs which are contrary to the requirement. In such cases, the Building Principal will make a case-by-case determination whether a parent/guardian is entitled to invoke this religious exemption from required immunizations after receiving a written and signed statement from the parent(s) or persons in parental relation to such child.

Except for the above two exemptions, the District may not permit a student lacking evidence of immunization to remain in school for more than fourteen (14) days, or more than thirty (30) days for an out-of-state or out-of-country transferee who can show a good faith effort to get the necessary certification or other evidence of immunization.

The administration will notify the local health authority of the name and address of excluded students and provide the parent/person in parental relation a statement of his/her duty regarding immunization as well as a consent form prescribed by the Commissioner of Health. The school shall cooperate with the local health authorities to provide a time and place for the immunization of these students.

Parents, guardians or other persons in parental relation may appeal to the Commissioner of Education if their child is denied school entrance or attendance for failing to meet health immunization standards.

The District will provide an annual summary of compliance with immunization requirements to the Commissioner of Health.

Education Law Sections 310 and 914
Public Health Law Section 2164
8 New York Code of Rules and Regulations (NYCRR) Part 136
10 New York Code of Rules and Regulations (NYCRR) Subpart 66-1

NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

Adopted:7/8/02

Revised: 8/2/05, 1/16/07, 10/22/14

Students

SUBJECT: STUDENT PHYSICALS

Health Examination

Each student enrolled in District schools must have a satisfactory health examination conducted by the student's physician, physician assistant or nurse practitioner within twelve months prior to the commencement of the school year of:

- a) The student's entrance in a District school at any grade level;
- b) Entrance to Kindergarten;
- c) Entrance into 1st, 3rd, 5th, 7th, 9th and 11th grades.

The District may also require an examination and health history of a student when it is determined by the District that it would promote the educational interests of the student. In addition, the District requires a certificate of physical fitness for:

- a) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during the school year; and
- b) All students who need work permits.

Health Certificate

Each student must submit a health certificate attesting to the health examination within thirty (30) days of entering Kindergarten or entering the District for the first time and within thirty (30) days after his or her entry into 1st, 3rd, 5th, 7th, 9th and 11th grades. The health certificate shall be filed in the student's cumulative record and must:

- a) Be on a form prescribed by the Commissioner;
- b) Describe the condition of the student when the examination was given provided that such examination was not given more than 12 months prior to the commencement of the school year in which the examination is required;
- c) State the results of any test conducted on the student for sickle cell anemia;
- d) State whether the student is in a fit condition of health to permit his/her attendance at school and, where applicable, whether the student has impaired sight or hearing, has received a scoliosis screening, or has any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student;
- e) Include a calculation of the student's body mass index (BMI) and weight status category.
- f) Be signed by a duly licensed physician, physician assistant, or nurse practitioner, who is authorized by law to practice in New York State consistent with any applicable written practice agreement; or authorized to practice in the jurisdiction in which the examination was given, provided that the Commissioner of Health has determined that such jurisdiction has standards of licensure and practice comparable to those of New York.

(continued)

Students

SUBJECT: STUDENT PHYSICALS (Cont'd)

Dental Health Certificate

The District will request a dental health certificate from each student within 30 calendar days after his or her entrance into:

- a) A District school at any grade level for the first time; and
- b) 1st, 3rd, 5th, 7th, and 9th grades.

The District may also request an assessment and dental health history of a student when it is determined by the District that it would promote the educational interests of the student.

A notice of request for a dental health certificate will be distributed at the same time that the parent or person in parental relation is notified of health examination requirements. The notice of request for a dental health certificate will list dental practices, dentists, and registered dental hygienists to which students may be referred for dental services on a free or reduced cost basis upon request of the student's school.

The dental health certificate will be filed in the student's cumulative record. The dental health certificate must:

- a) Describe the dental health condition of the student when the assessment was given, provided that the assessment was not given more than 12 months prior to the commencement of the school year in which the assessment is requested; and
- b) State whether the student is in fit condition of dental health to permit his or her attendance at a District school; and
- c) Be signed by a duly licensed dentist, or a registered dental hygienist, who is:
 - 1. Authorized by law to practice in New York State, and consistent with any applicable written practice agreement; or
 - 2. Authorized to practice in the jurisdiction in which the assessment was performed, provided that the Commissioner has determined that the jurisdiction has standards of licensure and practice comparable to New York State.

Examination by Health Appraisal

The Principal or the Principal's designee will send a notice to the parents of, or person in parental relation to, any student who does not present a health certificate informing them that if the required health certificate is not furnished within thirty (30) days from the date of such notice, an examination by health appraisal will be made of such student by the District Health Professional.

The school nurse shall cause such students who are required to, but have not submitted, the required health certificate to be separately and carefully examined and tested to ascertain whether any such student has impaired sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student.

(continued)

Students

SUBJECT: STUDENT PHYSICALS (Cont'd)

Each examination will include a calculation of the student's BMI and weight status category. Further, the physician, physician assistant or nurse practitioner administering such examination shall determine whether a one-time test for sickle cell anemia is necessary or desirable and, if so determined, shall conduct such test and include the results in the health certificate.

Unless otherwise prohibited by law, if it is ascertained that any student has impaired sight or hearing, or a physical disability or other condition, including sickle cell anemia, which may require professional attention with regard to health, the Principal or Principal's designee shall notify, in writing, the student's parents or persons in parental relation as to the existence of such disability or condition. If the parents or persons in parental relation are unable or unwilling to provide the necessary relief and treatment for the student, it shall be reported by the Principal or Principal's designee to the District Health Professional, who then has the duty to provide relief for the student.

District Reporting of BMI and Weight Status Category

Each school year, the New York State Department of Health randomly selects a certain number of districts across New York State to report, in the aggregate, students' BMI and weight status categories. Selected districts must report BMI results on-line using the Department of Health's Health Provider Network secure website. A student's parent or person in parental relation may refuse to have the student's BMI and weight status category included in such survey.

Health Screenings

The District shall provide:

- a) Scoliosis screening, if not documented on the student's health certificate, at least once each school year for male students in grade 9, and for female students in grades 5 and 7. The positive results of any such screening examinations for the presence of scoliosis shall be provided in writing to the student's parent or person in parental relation within ninety (90) days after such finding;
- b) Vision screening, if not documented on the student's health certificate, to all students who enroll in school including at a minimum color perception, distance acuity, near vision and hyperopia within six (6) months of admission to the school. In addition, all students shall be screened for distance acuity and near vision as new entrants and in grades 1, 3, 5, 7 and 11 and at any other time deemed necessary. The results of all such vision screening examinations shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student. The vision report will be kept in a permanent file of the school for at least as long as the minimum retention period for such records;
- c) Hearing screening, if not documented on the student's health certificate, to all students within six months of admission to school as new entrants and entering grades 1, 3, 5, 7 and 11, as well as at any other time deemed necessary. Screening shall include, but not be limited to, pure tone. The results of any such hearing tests shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student.

(continued)

Students

SUBJECT: STUDENT PHYSICALS (Cont'd)

The results of all health screenings (dental, hearing, vision and scoliosis) shall be recorded on the cumulative health record which will be maintained by the school for at least as long as the minimum retention period for such records. The health records of individual students will be kept confidential in accordance with the federal [Family Educational Rights and Privacy Act \(FERPA\)](#) and any other applicable federal and State laws.

Accommodation for Religious Beliefs

No health examinations, health history, examinations for health appraisal, screening examinations for sickle cell anemia and/or other health screenings shall be required where a student or the parent or person in parental relation to such student objects thereto on the grounds that such examinations, health history and/or screenings conflict with their genuine and sincere religious beliefs. A written and signed statement from the student or the student's parent or person in parental relation that such person holds such beliefs shall be submitted to the building principal or designee, in which case the principal may require supporting documents.

Students in Temporary Housing

For students in temporary housing (i.e., homeless children and youth), the enrolling school must immediately refer the parent or guardian of the student to the District's McKinney-Vento liaison, who will assist them in obtaining the necessary medical records.

Family Educational Rights and Privacy Act of 1974
(FERPA)

[20 United States Code \(USC\) Section 1232\(g\)](#)

[34 Code of Federal Regulations \(CFR\) Part 99](#)

[Education Law Sections 901-905, 912 and 3217](#)

8 New York Code of Rules and Regulations (NYCRR)
Part 136

NOTE: Refer also to Policies#5690 – Exposure Control Program
#5691 – Communicable Diseases
#5692 – Human Immunodeficiency Virus (HIV) Related
Illnesses
#7121 – Diagnostic Screening of New School Entrants
#7511 – Immunization of Students

Adopted: 7/8/02

Revised: 3/22/05, 11/15/05, 6/20/06, 2/27/07, 11/14/18

Students

SUBJECT: ADMINISTRATION OF MEDICATION

Administration of Medication:

The school's registered professional nurse may administer medication to a student during school hours under certain conditions. (For the purpose of this policy "medication" includes prescription and non-prescription). Per New York State Education Department (NYSED) requirements, the school must receive the following before medication is given to a student:

- a) The original written order from the student's New York State licensed provider stating the name of the medication, precise dosage, frequency and time of administration. Written orders for prescriptions and nonprescription medications should minimally include:
 - Student's name and date of birth
 - Diagnosis
 - Name of medication
 - Dosage and route of administration
 - Self-administration orders – if indicated
 - Frequency and time of administration
 - For prn (as necessary) medications, conditions under which medication should be administered.
 - Potential adverse reactions – if indicated
 - Date written
 - Prescriber's name, title, and signature
 - Prescriber's phone number
- b) A written, signed consent from the student's parent or person in parental relation requesting the administration of the medication, as prescribed by the New York State licensed provider, to the student in school; and
- c) The medication, properly labeled in its original container, must be delivered to the School Health Office by the student's parent or person in parental relation. (The term "properly labeled" in the context of this policy means that the container must include the following information:
 - Student name
 - Name and phone number of pharmacy
 - NYS Licensed prescriber's name
 - Date and number of refills
 - Name of medication/dosage
 - Frequency of administration
 - Route of administration and/or directions
 - A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s) unless authorized to be self-directed by NYS licensed provider. An exception to this policy may apply for a student's asthma inhaler or epi-pen which a student may carry and use under certain conditions.

(continued)

Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd)

Special considerations:

- a) All medication orders must be reviewed annually or whenever there is a change in dosage.
- b) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a NYS licensed prescriber.
- c) When a properly labeled medication comes to the health office accompanied by a written request form the parent/person in parental relation for administration of the medication, but without a written order from a NYS licensed prescriber, the steps below should be followed:
 - Contact parent/person in parental relation regarding need for written order from a NYS licensed prescriber
 - Contact NYS licensed prescriber to obtain verbal permission to administer medication
 - Request fax or written orders to be received within 48 hours
 - Contact parent/person in parental relation and discontinue medication if written or not received in 48 hours
 - Document above steps

Procedures governing the School District's receipt, storage and disposal of medication, as well as those pertaining to the administration of medication to a student after school hours and/or off school grounds during a school-sponsored activity will be in accordance with NYSED guidelines. No medication should be brought into school without knowledge of the health office. Publicized procedures that facilitate this practice so that parents/persons in parental relation and students do not feel the need to hide medication or to circumvent procedures are essential.

Students with Asthma or Other Respiratory Illnesses

The District will make a nebulizer available on-site in school buildings where full- or part-time nursing services are provided. Only students with a patient-specific order may have access to the nebulizer. School nursing personnel will clean and maintain the District nebulizer as appropriate. Personal equipment used to deliver albuterol to a student will be cleaned and appropriately labeled with the student's name and used solely by that individual student. (Examples of equipment to be cleaned and labeled are nebulizer tubing, facemask, mouthpiece, spacer, etc.)

The Use of Asthma Inhalers

A student may carry and use a prescribed asthma inhaler during the school day with the written self-carry, self-directed order from a duly authorized NYS licensed provider and parental/person in parental relation consent, based on Section 916 of Education Law.

The School Health Office should have on file: the New York State licensed provider's written order/diagnosis that the student has a diagnosis of asthma or other respiratory disease for which inhaled rescue medications are prescribed to alleviate respiratory symptoms or to prevent the onset of exercise induced asthma; the student has demonstrated that he or she can self-administer the prescribed medication effectively; and the expiration date of the order, the name of the prescribed medication, the dose the student is to self-administer, times when the medication is to be self-administered, and the circumstances which may warrant the use of the medication; Upon written request of the student's parent or person in parental relation, the school must allow a student to maintain an extra asthma inhaler in the care and custody of the school's registered professional nurse. (A School District is **not required** to hire a registered professional nurse solely for the purpose of maintaining a spare inhaler or to ensure that a registered professional nurse is available at all times in a school building for such purpose).

(continued)

Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd)

Students with Diabetes

Children with diabetes have the right to care for their diabetes at school in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 which provide protection against discrimination for children with disabilities, including diabetes. A student will be permitted to carry and self-administer his or her prescribed insulin through an appropriate medication delivery device, carry glucagon, and carry and use equipment and supplies necessary to check blood glucose and/or ketone levels during the school day, on school property, and at any school function if the school health office has the following on file:

- a) Written order/permission and an attestation from a duly authorized health care provider stating that the student has a diagnosis of diabetes for which insulin and glucagon through appropriate medication delivery devices, and the use of equipment and supplies to check blood glucose and/or ketone levels are necessary; the student has demonstrated that he or she can self-administer effectively, can self-check glucose or ketone levels independently, and can independently follow prescribed treatment orders; and the expiration date of the order, the name of the prescribed insulin or glucagon, the type of insulin delivery system, the dose of insulin and/or glucagon the student is to self-administer, times when the insulin and/or glucagon is to be self-administered, and the circumstances which may warrant administration by the student. The written permission must also identify the prescribed blood glucose and/or ketone test, the times testing is to be done, and any circumstances which warrant checking a blood glucose and/or ketone level.
- b) Written consent from the student's parent or person in parental relation.

Upon written request of the student's parent or person in parental relation, the school will allow the student to maintain extra insulin, insulin delivery system, glucagon, blood glucose meter, and related supplies to treat the student's diabetes in the care and custody of a licensed nurse, nurse practitioner, physician assistant, or school physician.

Students with diabetes will also be permitted to carry food, oral glucose, or other similar substances necessary to treat hypoglycemia in accordance with District policy.

Accordingly, blood glucose monitoring must be allowed in the school setting at any time, within any place, and by anyone necessitating such testing. Children must receive assistance if needed with the procedure.

The school nurse shall oversee any arrangements that need to be made for testing and a system to report the results to the nurse as needed. Proper arrangements should be made for the disposal of sharps.

Alcohol-Based Hand Sanitizers

Alcohol-based hand sanitizers are considered over-the-counter (OTC) drugs by the United States Food and Drug Administration. However, due to the fact that careful hand-washing and sanitation is the most effective way to control the recent spread of Methicillin-Resistant Staphylococcus Aureus (MRSA) in schools, the New York State Education Department (NYSED) has allowed a medical exemption to the requirements for OTC preparations in the school setting to permit the use of alcohol-based hand sanitizers.

(continued)

Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd)

The School Medical Director may approve and permit the use of alcohol-based hand sanitizers in the District's schools without a New York State licensed prescriber's order. Parents or persons in parental relation may provide written notification to the school in the event that they do not wish to have their child use this product.

It should be noted that hand sanitizers which contain alcohol are flammable and shall not be placed in hallways or near an open flame or source of sparks.

Personal Care Items

Each school building within the District serving students in any grade from six through twelve will provide feminine hygiene products in building restrooms. These products will be provided at no charge to students.

Sunscreen

Students may carry and use FDA-approved sunscreen products for over-the-counter use. The student's parent or person in parental relation must provide written permission for the student to carry and use sunscreen. This written parental consent will be maintained by the school. A student who is unable to physically apply sunscreen may be assisted by unlicensed personnel when directed to do so by the student, if permitted by a parent or person in parental relation, and authorized by the school.

Disposal of Unused Medication

Any unused medication (including, but not limited to expired prescription and nonprescription drugs) must be returned to the parent/person in parental relation by the end of each school year. If the parent/person in parental relation does not retrieve the unused medication by the end of the school year, then the School Nurse or designated School Health Office personnel must document that the medication was abandoned and dispose of the unused medication according to New York State Education Department guidelines.

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446
Section 614 (a)]
Individual with Disabilities Education Act (IDEA), 20 United States Code (USC)
Sections 1400 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section
794 et seq.

Education Law Sections 902(b), 916, 6527(4)(a) and 6908(1)(a)(iv)
Public Health Law Section 3000-a

Adopted: 7/8/02

Revised: 1/22/03, 12/22/05, 5/1/12, 11/14/18

2002 7514

Students

SUBJECT: HEALTH RECORDS

The school shall keep a convenient, accurate, and up-to-date health record of every student. Insofar as the health records include confidential disclosures or findings, they shall be kept confidential. Individual records may be interpreted by the nurse to administrators, teachers, and counselors, consistent with law.

8 New York Code of Rules and Regulations
(NYCRR) Part 136



Adopted: 7/8/02

Students

SUBJECT: STUDENTS AND STAFF WITH LIFE THREATENING HEALTH CONDITIONS

Students come to school with diverse medical conditions which may impact their learning as well as their health. Some of these conditions are serious and may be life-threatening. Students, parents, school personnel and health care providers must all work together to provide the necessary information and training to allow children with chronic health problems to participate as fully and safely as possible in the school experience. This policy encompasses an array of serious or life-threatening medical conditions such as anaphylaxis, diabetes, seizure disorders, or severe asthma and acute medical conditions such as substance overdose. All students within the District with known life-threatening conditions should have a comprehensive plan of care in place; an Emergency Care Plan (ECP) and/or Individualized Healthcare Plan (IHP), and if appropriate an Individualized Education Plan (IEP) or Section 504 Plan.

Life-Threatening Conditions

For those students with chronic life-threatening conditions such as diabetes, seizure disorder asthma and food allergies the District must work cooperatively with the parent(s) and the healthcare provider to:

- a) Immediately develop an Emergency Care Plan (ECP) for each at risk student to inform all appropriate personnel of the student's potential for a life-threatening reaction;
- b) If appropriate, develop an Individualized Healthcare Plan that includes all necessary treatments, medications, training and educational requirements for the student. If the student is eligible for accommodations based upon the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, the appropriate procedures will be followed regarding evaluation and identification;
- c) Provide training by licensed medical personnel (e.g. registered professional nurse or nurse practitioner) for all adults in a supervisory role in the recognition and emergency management of a specific medical condition for specific students;
- d) Obtain specific medical-legal documents duly executed in accordance with New York State law; appropriate health care provider authorization in writing for specific students that includes the frequency and conditions for any testing and/or treatment, symptoms, and treatment of any conditions associated with the health problem; and directions for emergencies;
- e) Secure written parent permission and discuss parental responsibility that includes providing the health care provider's orders, providing any necessary equipment, and participation in the education and co-management of the child as he/she works toward self-management;

(Continued)

Students

SUBJECT: STUDENTS AND STAFF WITH LIFE THREATENING HEALTH CONDITIONS

- f) Allow self-directed students to carry life-saving medication, provided those students have prior approval by the medical provider and the school nurse, maintain and carry medication according to district practices and procedures, and have appropriate supervision for the administration of the medication. The District will also encourage parents and students to provide duplicate life-saving medication to be maintained in the Health Office in the event the self-carrying student misplaces, loses, or forgets their medication;
- g) District measures are designed to implement appropriate and reasonable accommodations. Although not assured, these measures are put in place to provide safeguards within a reasonable degree of medical certainty.

In addition, the District will:

- a) Provide training for supervisory, instructional, and physical education staff as appropriate in the recognition of an anaphylactic reaction;
- b) Have standing emergency medical protocols for nursing staff;
- c) Request the school medical director to write a non-patient specific order for anaphylaxis treatment agents for the school's registered professional nurse or other staff, as designated by the administration and allowed under federal and New York State laws and regulations, to administer in the event of an unanticipated anaphylactic episode;
- d) Maintain or ensure the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer emergency medications such as anaphylactic treatment agents;
- e) As permitted by New York State law, maintain stock supplies of life saving emergency medications such as epinephrine and antihistamine in all health offices for use in first time emergencies;
- f) Ensure that building-level and district-wide school safety plans include guidance and response to life-threatening health conditions.
- g) In the case of life threatening food allergies, accommodations in elementary buildings may include seating students reasonable distance from allergens for lunch/snack ingestion; allergen free classroom protocols including notification of food allergens to parents, food allergen signs outside classrooms, washing of hands of students prior to snack/lunch, wiping of table surfaces after lunch/snack;
- h) Educate students regarding the importance of immediately reporting symptoms of an allergic reaction.

(Continued)

Students

SUBJECT: STUDENTS AND STAFF WITH LIFE THREATENING HEALTH CONDITIONS

Emergency Medication

Epinephrine Auto-Injectors (EAI)s

The District has entered into a collaborative agreement with the school district physician who has filed with the Regional Emergency Medical Services Council (REMSCO) of Nassau County to provide and maintain EAI)s on-site in its instructional facilities. This agreement allows trained school employees, who have completed a New York State Department of Health (NYSDOH) course, to administer EAI)s to any student or staff member who demonstrates symptoms of anaphylaxis regardless of whether the person has a prior history of severe allergic reactions. The District will ensure that it has sufficient EAI)s available to ensure ready and appropriate access for use during emergencies and will immediately report every use of an EAI) in accordance with the collaborative agreement to the District Health Professional.

The administration of epinephrine by epi-pen to a student with a known severe allergy needing an anaphylactic treatment agent may be performed by a school staff member responding to an emergency situation when such use has been prescribed by a licensed prescriber. However, a Registered Nurse/Nurse Practitioner must have trained the staff member to administer the epi-pen and given him/her approval to assist the student in the event of an anaphylactic reaction.

Documentation of training must be maintained in the Anaphylaxis Protocol for Non-Licensed School Staff Members for each affected student. The emergency response by non-licensed school staff members is permitted under the Medical Practice Act (Education Law section 6527(4)(a)) and the Nurse Practice Act (Education Law section 6908 (1)(a)(iv)) and is covered by the "Good Samaritan Law" (Public Health Law section 3000-a).

Creating an Allergen-Safe School Environment

The risk of accidental exposure or cross-contamination is always present in school, particularly for students with food allergies. The school setting is a high-risk environment for accidental ingestion of a food allergen due to the presence of a large number of students, increased exposure to food allergens, and cross-contamination of tables, desks, and other surfaces.

In an effort to prevent accidental exposure to allergens, the District will make staff and all relevant individuals aware of the following potential high-risk areas and activities:

- a) Cafeteria;
- b) Food sharing;
- c) Hidden ingredients in art, science and other projects;
- d) Transportation;
- e) Fund raisers and bake sales;
- f) Parties and holiday celebrations;
- g) Field trips;
- h) Before and after school programs.

(Continued)

Students

SUBJECT: STUDENTS AND STAFF WITH LIFE THREATENING HEALTH CONDITIONS

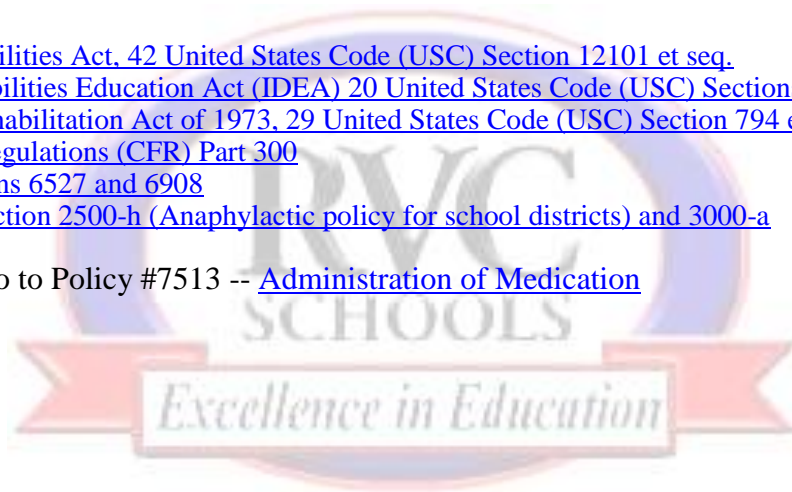
Medication Self-Management

The District will work toward assisting students in the self-management of their chronic health condition based upon the student's knowledge level and skill by:

- a) Providing training to all staff involved in the care of the child;
- b) Assuring the availability of the necessary equipment and/or medications;
- c) Providing appropriately trained licensed persons as required by law;
- d) Developing an emergency plan for the student;
- e) Providing ongoing staff and student education.

[Americans with Disabilities Act, 42 United States Code \(USC\) Section 12101 et seq.](#)
[Individuals with Disabilities Education Act \(IDEA\) 20 United States Code \(USC\) Sections 1400-1485](#)
[Section 504 of the Rehabilitation Act of 1973, 29 United States Code \(USC\) Section 794 et seq.](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
[Education Law Sections 6527 and 6908](#)
[Public Health Law Section 2500-h \(Anaphylactic policy for school districts\) and 3000-a](#)

NOTE: Refer also to Policy #7513 -- [Administration of Medication](#)



STUDENTS

SUBJECT: DESIGNATION OF PERSON IN PARENTAL RELATION

In accordance with General Obligations Law Title 15-A, a parent of a minor or incapacitated person may designate another person as a person in parental relation to such minor or incapacitated person for certain health care and educational decisions for a period not exceeding six (6) months. However, such parental designation is conditioned upon there being no prior order of any court in any jurisdiction currently in effect that would prohibit the parent from himself/herself exercising the same or similar authority; and provided further that, in the case where a court has ordered that both parents must agree on education or health decisions regarding the child, a designation pursuant to this law shall not be valid unless both parents have given their consent.

The designation of a person in parental relation must be in writing in the form prescribed by General Obligations Law Title 15-A, and shall include specified information as enumerated in law for designations of thirty (30) days or less, as well as additional information required for designations of more than thirty (30) days. The designation of a person in parental relation may be presented to any school that requires such designation by either the parent or designee. The designation may specify a period of time less than six (6) months for which such designation shall be valid unless earlier revoked by the parent in accordance with law. *However, a designation specifying a period of more than thirty (30) days shall be notarized.*

If no time period is specified in the designation, it shall be valid until the earlier of revocation; or

- a) The expiration of thirty (30) days from the date of signature if the designation does not meet the requirements for designations of more than thirty (30) days, or
- b) Six (6) months from the date of commencement specified in the designation if the designation meets the requirements for designations of more than thirty (30) days.

Scope of Designation

A designation made pursuant to this law may specify:

- a) The treatment, diagnosis or activities for which consent is authorized;
- b) Any treatment, diagnosis or activity for which consent is not authorized; or
- c) Any other limitation on the duties and responsibilities conveyed by the designation.

(Continued)

STUDENTS

SUBJECT: DESIGNATION OF PERSON IN PARENTAL RELATION (Cont'd.)

Revocation of Designation

A parent may revoke a designation by notifying, either orally or in writing, the designee or a school to which the designation has been presented, or by any other act evidencing a specific intent to revoke the designation. A designation shall also be revoked upon the execution by the parent of a subsequent designation. Revocation by one parent authorized to execute such a designation shall be deemed effective and complete revocation of a designation pursuant to law.

A designee who receives notification from a parent of any such revocation shall immediately notify any school to which a designation has been presented. A parent may directly notify any such school of the revocation, in which case the failure of the designee to notify the school of such revocation shall not make revocation ineffective.

Effect of Designation

- a) A designee shall possess all the powers and duties of a person in parental relation pursuant to Public Health Law Sections 2164 and 2504 and Education Law Sections 2 and 3212, unless otherwise specified in the designation.
- b) A designation shall not impose upon a designee a duty to support pursuant to Family Court Act Section 413.
- c) A designation shall not cause a change in the school district of residence of the child for purposes of the Education Law, and during the period of validity of the designation, the child shall be presumed to be a resident of the school district in which the parent resided at the time the designation was made.
- d) A designation shall terminate and be revoked upon the death or incapacity of the parent who signed the designation.
- e) The decision of a designee shall be superseded by a contravening decision of a parent.

A person who acts based upon the consent of a designee reasonably and in the good faith belief that the parent has in fact authorized the designee to provide such consent may not be deemed to have acted negligently, unreasonably or improperly in accepting the designation and acting upon such consent. However, any such person may be deemed to have acted negligently, unreasonably or improperly if he/she has knowledge of facts indicating that the designation was never given, or did not

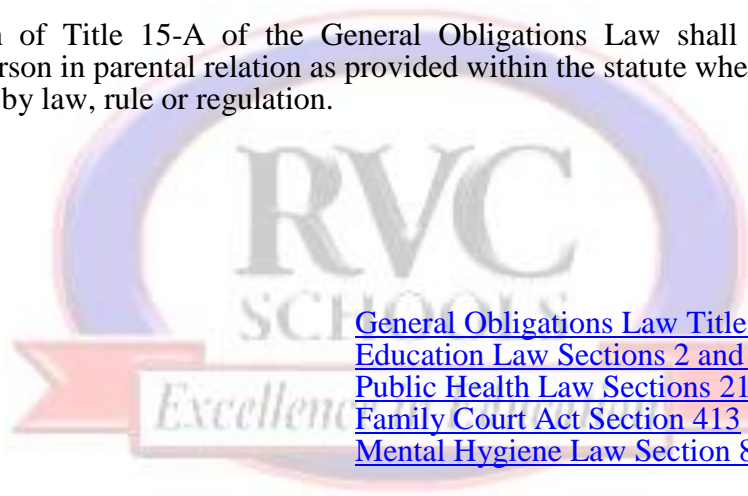
extend to an act or acts in question, or was revoked.
(Continued)

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3 of 3

STUDENTS

SUBJECT: DESIGNATION OF PERSON IN PARENTAL RELATION (Cont'd.)

No provision of Title 15-A of the General Obligations Law shall be construed to require designation of a person in parental relation as provided within the statute where such designation is not otherwise required by law, rule or regulation.



[General Obligations Law Title 15-A](#)
[Education Law Sections 2 and 3212](#)
[Public Health Law Sections 2164 and 2504](#)
[Family Court Act Section 413](#)
[Mental Hygiene Law Section 80.03](#)

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Students

SUBJECT: ACCIDENTS AND MEDICAL EMERGENCIES

Procedures shall be established and maintained by the Superintendent of Schools for the handling of student injuries and medical emergencies that occur on school property and during school activities.

Student Emergency Treatment

All staff members of the School District are responsible to obtain first aid care of students who are injured or become ill while under school supervision.

In most instances first aid should be rendered, and then the parent should be contacted to come to school and transport the student to the family physician. Beyond first aid, the medical care of the student is the parent's responsibility. However, the student's welfare is always the primary concern, and it is the responsibility of school personnel to exercise good judgment and care under all circumstances.

The Board of Education encourages all staff members to become qualified to give emergency treatment through instruction in first aid and Cardiopulmonary Resuscitation (CPR).

Transporting an Ill or Injured Student

In the event of an illness or injury to a student, an ambulance may be called if warranted. This solution will be used after other alternatives, including parent/guardian contact, have been made.

Insurance

Student accident insurance policies will be a co-insurance with family coverage(s) as primary.

Education Law Sections 1604(7-a, b) and 1709(8-a, b)

Adopted: 7/8/02

Students

SUBJECT: CONCUSSION MANAGEMENT

The Board of Education recognizes that concussions and head injuries are the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The physical and mental well-being of our students is a primary concern. Therefore, the Rockville Centre Union Free School District adopts the following Policy to support the proper evaluation and management of concussion injuries.

A concussion is a mild traumatic brain injury (MTBI). A concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head or body that causes the head and brain to move rapidly back and forth. Recovery from concussion and its symptoms will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management. Concussions can impact a student's academics as well as their athletic pursuits.

Concussion Management Team (CMT)

In accordance with the Concussion Management and Awareness Act, the School District is authorized, at its discretion, to establish a Concussion Management Team (CMT) which may be composed of the certified athletic director, a school nurse, the school physician, a coach of an interscholastic team, a certified athletic trainer or such other appropriate personnel as designated by the School District. The Concussion Management Team shall oversee and implement the School District's concussion policy and regulations, including the requirement that all school coaches, physical education teachers, nurses and certified athletic trainers who work with and/or provide instruction to pupils engaged in school-sponsored athletic activities complete training relating to mild traumatic brain injuries. Furthermore, every concussion management team may establish and implement a program which provides information on mild traumatic brain injuries to parents and persons in parental relation throughout each school year.

Staff Training/Course of Instruction

Each school coach, physical education teacher, school nurse and certified athletic trainer who works with and/or provides instruction to students in school-sponsored athletic activities (including physical education class and recess) shall complete a course of instruction every two (2) years relating to recognizing the symptoms of concussions, or MTBIs, and monitoring and seeking proper medical treatment for students who suffer from a concussion or MTBI.

Components of the training will include:

- a) The definition of MTBI;
- b) Signs and symptoms of MTBI;

(Continued)

Students

SUBJECT: CONCUSSION MANAGEMENT (Cont'd.)

- c) How MTBIs may occur;
- d) Practices regarding prevention; and
- e) Guidelines for the return to school and school activities for a student who has suffered an MTBI, even if the injury occurred outside of school.

The course can be completed by means of instruction approved by SED which include, but are not limited to, courses provided online and by teleconference.

Information to Parents

The District shall include the following information on concussion in any permission or consent form or similar document that may be required from a parent/person in parental relation for a student's participation in interscholastic sports. Information will include:

- a) The definition of MTBI;
- b) Signs and symptoms of MTBI;
- c) How MTBIs may occur;
- d) Practices regarding prevention; and
- e) Guidelines for the return to school and school activities for a student who has suffered an MTBI, even if the injury occurred outside of school.

The District will provide a link on its website, if one exists, to the above list of information on the State Education Department's and Department of Health's websites.

Identification of Concussion and Removal from Athletic Activities

The District shall require the immediate removal from all athletic activities of any student who has sustained, or is believed to have sustained, a mild traumatic brain injury (MTBI) or concussion. Any student demonstrating signs, symptoms or behaviors consistent with a concussion while participating in a class, extracurricular activity, or interscholastic athletic activity shall be removed from the class, game or activity and must be evaluated as soon as possible by an appropriate health care professional. Such removal must occur based on display of symptoms regardless of whether such injury occurred inside or outside of school. If there is any doubt as to whether the student has

(Continued)

Students

SUBJECT: CONCUSSION MANAGEMENT (Cont'd.)

sustained a concussion, it shall be presumed that the student has been injured until proven otherwise. The District shall notify the student's parents or persons in parental relations and recommend appropriate evaluation and monitoring.

The School District may choose to allow credentialed District staff to use validated Neurocognitive computerized testing as a concussion assessment tool to obtain baseline and post-concussion performance data. These tools are not a replacement for a medical evaluation to diagnose and treat a concussion.

Return to School Activities and Athletics

The student shall not return to physical activity (including athletics, physical education class and recess) until he/she has been symptom-free for not less than twenty-four (24) hours, and has been evaluated and received written authorization from a licensed physician. In accordance with Commissioner's Regulations, the School District's Medical Director will give final clearance on a return to activity for extra-class athletics. If the District Medical Director is not available to provide final clearance, the student will be referred to the District Physician to receive clearance. All such authorizations shall be kept on file in the student's permanent health record. The standards for return to athletic activity will also apply to injuries that occur outside of school. School staff should be aware that students may exhibit concussion symptoms caused by injuries from outside activities and that these visible symptoms also indicate a removal from play.

The District shall follow any directives issued by the student's treating physician with regard to limitations and restrictions on school and athletic activities for the student. The District's Medical Director may also formulate a standard protocol for treatment of students with concussions during the school day.

In accordance with NYSED guidelines, this Policy shall be reviewed periodically and updated as necessary in accordance with New York State Education Department guidelines. The Superintendent, in consultation with the District's Medical Director and other appropriate staff, may develop regulations and protocols for strategies to prevent concussions, the identification of concussions, and procedures for removal from and return to activities or academics.

Education Law Sections 207; 305(42), and 2854
8 NYCRR 135.4 and 136.5

Guidelines for Concussion Management in the School Setting, SED Guidance Document, June 2012

Adopted Date: 11/20/2012

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING

The Rockville Centre School District Board of Education recognizes that children have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school employees and volunteers violates this right. As such, the Board of Education adheres to the requirements set forth in New York Education Law §3028-b and provides an annual written explanation of the reporting responsibilities of child abuse in an educational setting by school personnel required by Article 23-B of the New York Education Law. The Superintendent of Schools shall insure that all school employees are provided with a copy of the attached explanation on an annual basis.

**WRITTEN EXPLANATION REGARDING CHILD ABUSE
IN AN EDUCATION SETTING**

Allegation of child abuse by school employees and school volunteers shall be reported by school personnel in accordance with the requirements of Article 23-B of Education Law.

I. **Definition:**

Educational setting for purposes of this policy, means the buildings and grounds of the District, the vehicles provided by the District to transport students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school District grounds, and co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

Child means a person under the age of 21 enrolled in a New York State school district, other than New York City.

Child abuse generally refers to any intentional or reckless act by an employee or a volunteer against a child which injures or kills a child or creates a risk of injury or death, or constitutes child sexual abuse, or involves the actual or attempted dissemination of indecent materials to minors. If a required reporter or any other District employee has a question as to whether alleged conduct constitutes “child abuse,” he or she shall promptly raise the question to the Principal of the building where the abuse is alleged to have occurred. The Principal shall consult Article 23-B of the Education Law or the school attorney, if necessary, to determine whether the allegations constitute child abuse.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd.)

Employee means any person receiving compensation from the District and any employee of a contracted service provider placed within the District under a public assistance employment program whose services involve direct student contact.

Volunteer means any person, other than an employee, who provides services to a school or school district, which involves direct student contact.

Parent means either both of a child's parents or other persons legally responsible for the child.

Law Enforcement Authorities refers to a municipal police department, sheriff's department, the division of state police or any office thereof. Notwithstanding any other provision of law, law enforcement authorities shall not include any child protective service or society for the prevention of cruelty to children as such terms are defined in the Social Services Law.

II. **Reporting Procedures and Related Information:**

1. **Employees**

The law imposes reporting requirements on teachers, administrators, school nurses, school guidance counselors, school psychologists, school social workers, school administrators, school board members and all other school personnel required to hold a teaching or administrative license or certificate. When these employees receive an allegation of child abuse by an employee or volunteer in an educational setting, they must take the following steps.

- a. Upon receipt of an oral or written allegation of child abuse in an educational setting, the employee shall complete a written report as soon as practical after receiving the allegation, but in no event shall an employee wait more than one workday to file a report. Each Principal shall keep a supply of standard report forms available in his or her office.
- b. Upon completion of the report form, the employee must personally deliver it to the Principal of the school in which the child abuse allegedly occurred. In the absence of the Principal, the employee must notify the assistant principal or designated administrator-in-charge.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd.)

- c. If the alleged abuse did not occur in a school building, the report shall be filed with the Principal of the school attended by the alleged victim.
- d. If the alleged abuser is an employee or volunteer of another District, the report shall be sent to the Superintendent of the district where the alleged child victim attends school and to the Superintendent of the district where the abuse allegedly occurred (if different).

2. Principals

In all cases, upon receipt of a report form the Principal must review the form and determine if there is a reasonable suspicion to believe that an act of child abuse has occurred. If he or she finds reasonable suspicion to believe that an act of child abuse has occurred, additional steps must be taken which differ depending upon the individual who has the allegation.

Child Makes the Allegation

- a. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made. The notice shall be given by telephone (if possible) and in writing, sent via overnight mail to the parent.
- b. The notice shall inform the parent of his or her rights and responsibilities related to the allegations of abuse.
- c. Promptly provide a copy of the completed report form to the Superintendent.
- d. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent.

Parent Makes the Allegation

- a. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures related to the allegations of abuse.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd.)

- b. Promptly provide a copy of the completed report form to the Superintendent.
- c. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent.

Person Other than the Parent or the Child Makes the Allegation

- a. Promptly notify the parent of the child that an allegation of child abuse in an educational setting has been made. The notice shall be given by telephone (if possible) and in writing, sent via overnight mail to the parent.
- b. The notice shall inform the parent of his or her rights and responsibilities related to the allegations of abuse.
- c. Ascertain from the reporting employee the source and basis for the allegation and complete that portion of the report form.
- d. Promptly provide a copy of the completed report form to the Superintendent.
- e. Promptly forward a copy of the completed report form to appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent.

3. **Superintendents**

In most cases, the Principal will receive the completed report form from an employee and make the reasonable suspicion determination. However, there are situations in which the Superintendent will receive the report form directly, and he or she will be responsible for making the reasonable suspicion determination such as:

- a. Where the Principal receives the oral or written allegation and is required to complete the report form;
- b. Where it is alleged that a child was abused by an employee or volunteer of a school other than a school within the school district where the child attends.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd)

In addition, the Superintendent may receive an oral or written allegation of child abuse in an educational setting from local law enforcement officials or from CPS. In these cases, the Superintendent would be responsible for completing the report form and, subsequently, making the reasonable suspicion determination.

If the Superintendent finds a reasonable suspicion to believe that an act of child abuse has occurred, additional steps must be taken which differ depending on the individual who has made the allegation.

III. Training

The Superintendent shall be responsible for establishing and implementing, on an on-going basis, a training program for all required reporters on the procedures required under Article 23-B. The program shall include, at a minimum, all the elements specified in the Commissioner's regulations.

IV. Rights of Employees and Volunteers

1. Employees

Pending resolution of the allegations, no employee against whom an allegation of child abuse has been made shall be permitted to have unsupervised contact with any District student. Any employee against whom an allegation of child abuse has been made and against whom the District intends to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

2. Volunteers

Pending resolution of the allegations, no volunteer against whom an allegation of child abuse shall be permitted to render volunteer services to the District. Any volunteer against whom an allegation of child abuse has been made and against whom the District decides to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd)

V. Penalties

1. Employees and Volunteers

The requirements set forth within the law are mandatory. Willful failure of an employee to prepare and submit a report form as required by the law is a Class A misdemeanor. In addition, disciplinary sanctions may be imposed in accordance with law and any applicable collective bargaining agreement.

2. Administrators

Any administrator who (1) willfully fails to submit a written report of alleged child abuse to an appropriate law enforcement authority as required by Article 23-B of the Education Law, or (2) makes any agreement to withhold from law enforcement authorities, the Superintendent or the Commissioner, the fact that an allegation of child abuse in an educational setting on the part of any employee or volunteer has been made in return for the employee's or volunteer's resignation or voluntary suspension from his or her position, or (3) willfully disclosed a confidential record shall be subject to criminal penalties provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable collective bargaining agreement. In addition, the Commissioner of Education may, following an administrative determination, impose a civil penalty of up to five thousand dollars on any administrator who fails to submit a report of child abuse to an appropriate law enforcement authority.

VI. Confidentiality

All reports and other written material submitted pursuant to this policy and Article 23-B of the Education Law shall be confidential and may not be re-disclosed except to law enforcement authorities involved in investigating the alleged abuse or except as expressly authorized by law or pursuant to a court-ordered subpoena. The Principal and Superintendent shall exercise reasonable care to prevent unauthorized disclosure.

(Continued)

Students

SUBJECT: CHILD ABUSE IN AN EDUCATIONAL SETTING (Cont'd)

VII. Record Retention

Any report of child abuse by an employee or volunteer that does not result in a criminal conviction shall be expunged from the records kept by the District with respect to the subject of the report after five years from the date the report was made.

Education Law §§1125-1133
8NYCRR §100.2(hh) (Reporting of Child Abuse
in an Educational Setting)



Adopted: 7/8/02
Revised: 12/05/06, 3/19/07, 11/13/07

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING

The Rockville Centre School District Board of Education recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm, and, where appropriate, can be offered services to assist him or her and his or her family.

I. Definition:

Abused Child, according to Social Services Law and Family Court Act, is a child less than 18 years of age, whose parent or other person legally responsible for his or her care:

- a. inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ; or
- b. creates or allows to be created a substantial risk of physical injury to such a child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ; or
- c. Commits, or allows to be committed, a sex offense against such child as defined in the penal law, provided, however, that the corroboration requirements contained therein shall not apply to proceedings under this article.

Neglected or Maltreated Child, according to the Family Court Act, is a child less than 18 years of age: whose physical, mental or emotional condition has been impaired or is in danger of becoming impaired as a result of the failure of his or her parents or other person legally responsible for his or her care to exercise a minimum degree of care:

(Continued)

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING (Cont'd)

- a. in supplying the child with adequate food, clothing, shelter, or education in accordance with provisions of Part One, Article 65 of the Education Law, or medical, dental, optometric or surgical care though financially able to do so or offered financial or other reasonable means to do so; or
- b. in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the infliction of excessive corporal punishment; or by using a drug or drugs; or by using alcoholic beverages to the extent that he/she loses self-control of his/her actions; or by any other acts of a similarly serious nature requiring the aid of the court; or who has been abandoned by his/her parent(s) or other person legally responsible for his/her care.

Person legally responsible includes the child's custodian, guardian, or any other person responsible for the child's care at the relevant time. Custodian may include any person continually or at regular intervals found in the same household as the child when the conduct of such person causes or contributes to the abuse or neglect of the child.

Impairment of emotional health and impairment of mental or emotional condition includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out of misbehavior, including incorrigibility, ungovernability, or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent, guardian, or custodian to exercise a minimum degree of care toward the child.

School Official includes, but is not limited to, school teacher, school guidance counselor, school psychologist, school social worker, school nurse, school administrator or other school personnel required to hold a teaching or administrative license or certificate. School official also means any other staff member who comes in contact with students in the District.

(Continued)

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING (Cont'd)

II. Reporting Procedures and Related Information

1. Under New York Social Services Law Section 413, school officials are required to report suspected abuse to Child Protective Services (CPS). A school official who possesses a reasonable suspicion that abuse has occurred must report the suspected child abuse to CPS, and must also report the suspected report to the Principal. Only one report from the school is required.
2. A School Official is required to: phone the New York State Central Register on Child Abuse and Maltreatment (“Central Register”) at 800-342-3720 and inform them verbally of the problem; or contact the above agency by telephone facsimile machine on a form supplied by the Commissioner of Social Services; and promptly notify the building principal of the oral report.
3. The building principal must ensure that oral reports to the Central Register hotline are followed within 48 hours by a written report on Form LDSS-2221A to the local office of New York State Child Protective Services (CPS). A copy of this mandated reporter form can be obtained by accessing the New York State Office of Children and Family Services (OCFS) website at www.ocfs.state.ny.us.
4. The written report that must be filed shall include:
 - a. Name and Address of child and his/her parents/guardians;
 - b. Name and Address of residential care facility, or program, if applicable;
 - c. Child’s age, sex and race;
 - d. Nature and extent of injuries, abuse or maltreatment, including evidence of prior injuries, abuse or maltreatment to child or his/her siblings;

(continued)

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING (Cont'd)

- e. Name of alleged perpetrator (if know);
 - f. Family composition, where appropriate;
 - g. The actions taken by the reporter;
 - h. Name, title, and contact information for every staff person of the District who is believed to have direct knowledge of the allegations in the report;
 - i. Any other information which the reporter believes might be helpful.
5. The Principal is required to inform the Superintendent of Schools of the information received, ensure that a report to CPS is made, and be responsible for all subsequent administration necessitated by the report.
 6. In the case of suspected physical abuse, the Principal will have the school nurse take photographs of the areas of visible trauma on the child, and/or, if medically indicated, cause an examination to be performed. Any photographs or x-rays taken will be submitted to the Central Register with the written report. A camera and film shall be kept at the school and be available for this purpose.
 7. If necessary, the Principal will contact the school social worker and/or guidance counselor and/or school psychologist who will take steps to identify appropriate community resources to provide emergency treatment.
 8. The school nurse shall notify the appropriate police authorities or CPS to take custody of any child the nurse is treating, whether or not additional medical treatment is required, if he/she believes the child is in danger.
 9. School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.
 10. When an interview with the child is deemed necessary, the school psychologist, guidance counselor, and/or social worker must be present during the interview. The child should be supported in the interview process by an individual in the District who has an established relationship with the child.

(Continued)

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING (Cont'd)

11. If sexual abuse is indicated, the presence of a same-sex staff member during the interview is appropriate.
12. If it should be necessary for CPS to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of a school official, preferably one who has an ongoing relationship with the child, unless circumstances require otherwise. The school official shall examine and verify the credentials of CPS worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.

III. Training:

1. All District employees who are required to report suspected child abuse shall be required to attend ongoing training sessions regarding identification and reporting of all cases of suspected child abuse.
2. All District employees who are required to report suspected child abuse shall be provided with a copy of these regulations and the related Board policy concerning child abuse and reporting requirements.

IV. Rights of Reporters:

1. School personnel who, in good faith, make a report or take photographs of injuries and bruises have immunity from any liability, civil or criminal. The good faith of any person who is required to report cases of child abuse or maltreatment is presumed.
2. School personnel have the right to request that information which would identify the individual making the report be withheld if furnishing such data might prove detrimental to the safety or interest of the individual.
3. School administration cannot impose any conditions, including prior approval or prior notification, upon a staff member required to make a report of child abuse or maltreatment.
4. No disciplinary or other adverse personnel action will be taken against an employee making a good faith report of suspected child abuse or maltreatment.

(Continued)

Students

SUBJECT: CHILD ABUSE OUTSIDE AN EDUCATIONAL SETTING (Cont'd)

5. The Superintendent can request a summary report of an investigation of a case referred to CPS. The adult subject of a case of suspected child abuse or maltreatment has a right to a copy of all information in the Central Register.
6. Penalties

Any person required to report suspected cases of child abuse or maltreatment and fails to do so may be found guilty of a class A misdemeanor and may be held civilly liable for the damages caused by this failure.

V. Confidentiality

All reports and other written material submitted pursuant to this policy shall be confidential and may not be re-disclosed except to law enforcement authorities involved in investigating the alleged abuse or except as expressly authorized by law or pursuant to a court-ordered subpoena. The Principal and Superintendent shall exercise reasonable care to prevent unauthorized disclosure.

VI. Record Retention

If a report of child abuse or maltreatment has been determined to be unfounded, all records, both in the State Central Register and in school files, shall be expunged.

Child Protective Services Act of 1973, Social Services
Law
§§411 et seq.
Family Court Act §1012
Family Educational Rights and Privacy Act,
20 U.S.C. §1232g, 45 CFR §99.36
Education Law §3209-a

Adopted: 7/8/02
Revised: 12/05/06, 3/19/07, 11/13/07

Students

SUBJECT: SUICIDE

Unfortunately, there has been a significant increase in the number of adolescents who choose suicide as a way to resolve their problems. It is the intent of this District to alert school personnel to the implications of suicide by a student, to help the school and the community cope with the aftermath of such a tragic event should it occur, to recommend ways of identifying children and adolescents at risk of attempting suicide and to suggest ways to prevent such occurrences.

Suicide prevention will be incorporated into the curriculum to make students aware of this growing problem. This will be done in a manner so as not to glamorize the situation but to educate students in regard to this policy.

The administration is responsible for informing staff of regulations and procedures of suicide prevention, intervention, and post-intervention that have been developed by the administration.



Adopted: 7/8/02

2002

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Students

SUBJECT: COMPLAINTS AND GRIEVANCES BY STUDENTS

While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that students have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

In addition, students and parents/guardians will receive annual notification of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. This notice shall include the name, address and telephone number of the Title IX/Section 504/ADA Coordinator.

The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age or marital status.

Title VII of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000-e, et seq.
Prohibits discrimination on the basis of race, color,
religion, sex or national origin.

Title VI of the Civil Rights Act of 1964,
42 United States Code (U.S.C.) Section 2000-d, et seq.
Prohibits discrimination on the basis of race, color or
national origin.

(Continued)

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Students

SUBJECT: COMPLAINTS AND GRIEVANCES BY STUDENTS (Cont'd.)

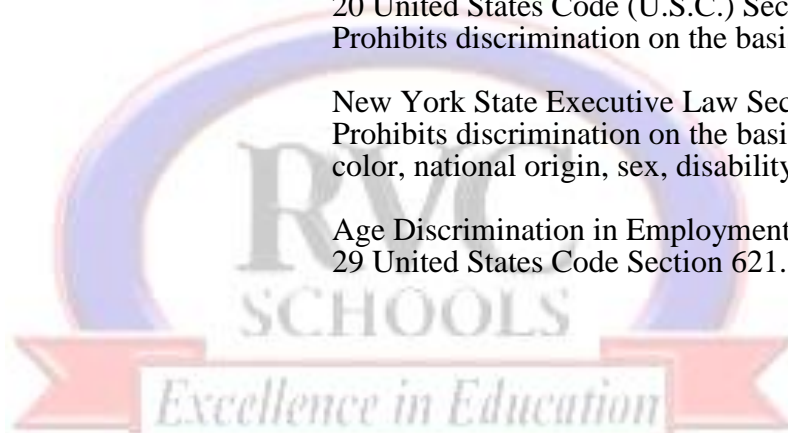
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.

The Americans With Disabilities Act,
42 United States Code (U.S.C.) Section 12101 et seq.
Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972,
20 United States Code (U.S.C.) Section 1681 et seq.
Prohibits discrimination on the basis of sex.

New York State Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed,
color, national origin, sex, disability or marital status.

Age Discrimination in Employment Act,
29 United States Code Section 621.



NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District.

Adopted: 7/8/02

Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff. The District will designate, at a minimum, two complaint officers, one of each gender.

(Continued)

Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

As part of the investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials store therein will be private.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, the Code of Conduct and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

(Continued)

Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Complaint Officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of

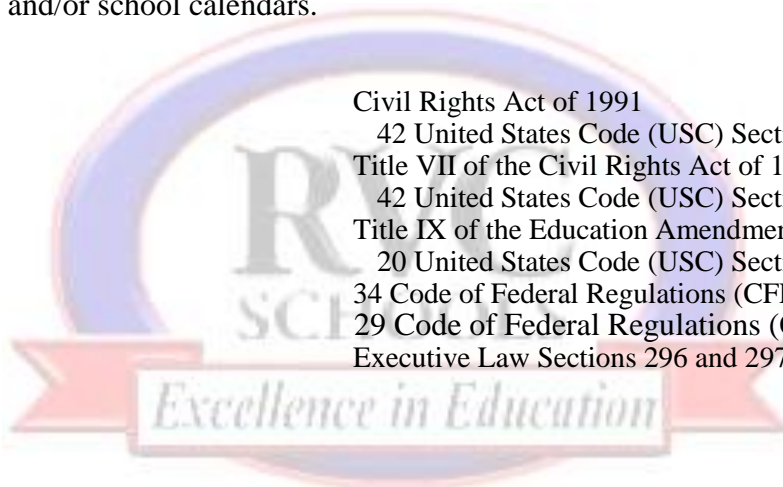
(Continued)

Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)

prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.



Civil Rights Act of 1991
42 United States Code (USC) Section 1981(a)
Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000e et seq.
Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.
34 Code of Federal Regulations (CFR) Section 100 et seq.
29 Code of Federal Regulations (CFR) Section 1604.11(a)
Executive Law Sections 296 and 297

Adopted: 7/8/02
Revised: 11/15/05, 10/17/06

7560

Students

SUBJECT: NOTIFICATION OF SEX OFFENDERS

The Board of Education recognizes its responsibility for the health and safety of the students enrolled within the District and for those youngsters receiving services or participating in programs or events on School District property. In light of that responsibility, the Board is desirous of taking appropriate precautionary measures in situations where the District has been advised by law enforcement officials that a convicted sex offender resides within the District's geographic boundaries.

Where school officials are advised that an individual convicted of a sexual offense resides within the School District, the District shall give notice in accordance herewith, in order to minimize the possibility that the released sex offender will come into contact with school-age children. Furthermore, the District determines that cooperation with local law enforcement officials will best promote and protect the safety and well-being of its students.

It is a policy of the Board of Education that whenever information is received from local law enforcement officials derived from the Division of Criminal Justice Services under the Sex Offender Registration Act, that a registered Level 2 or 3 convicted sex offender is residing within the School District, such information may be disseminated after consideration of various factors, including but not limited to the nature of the offense against the victim, to the following or entities:

- a) Building Principals
- b) Appropriate administrative, teaching and support staff
- c) Security personnel and those responsible for monitoring person visiting on School District property
- d) Custodians
- e) Athletic coaches
- f) Supervisors of school-related organizations or programs which regularly meet or are regularly conducted on School District property
- g) Bus drivers

Information provided under these conditions will not be available under the Freedom of Information Act.

The Superintendent of Schools reserves the right to disseminate such information to such additional individuals or groups of individuals who, in the opinion of the Superintendent of Schools have a legitimate need to be notified of such information in order to protect the health, safety or welfare of School District students.

Any individual receiving notice hereunder shall inform appropriate school officials if they observe on school property any individual whose description matches that of a released sex offender.

Correction Law Article 6-C
Public Officers Law Section 84 et seq.

Adopted: 7/8/02

Students

SUBJECT: ALCOHOL CONSUMPTION BY STUDENTS

The Board of Education recognizes that the use of alcohol by minors represents a serious threat to the welfare of students.

The possession, transportation, and distribution of alcoholic beverages during school hours or during school-sponsored activities and events is strictly prohibited.

The consumption of alcohol by students during school hours as well as prior to or during school sponsored activities and events, and the presence of students who have consumed alcohol on school campus at any time or during school-sponsored, off-campus activities and events, is strictly prohibited.

Therefore, to promote a safe, healthy, and productive environment, the District implements the following testing policy with respect to students suspected of consumption of alcohol.

- a) School personnel who have a reasonable suspicion that a particular student has consumed alcohol prior to or during school hours or during a school-sponsored event may recommend to the administrator in charge the use of breathalyzer testing to determine such consumption. Reasonable suspicion shall be based on objective criteria including, but not limited to, admissions, reliable statements of others, alcohol on the breath, impairment of motor control and other outward signs of alcohol use or intoxication.
- b) The District shall maintain an appropriately calibrated breathalyzer testing device and shall provide for training of school officials in its use. The term, trained "school official", shall be limited to nurses, administrators, and drug and alcohol school professionals.
- c) A student present during a school-sponsored event, either on campus or off campus, who is believed to have consumed alcohol prior to or during the event, will be discretely escorted by the school official to a secure location. The test shall be administered by a trained school official. The student will be granted an opportunity to explain a positive test result. After due consideration of the student's explanation, the school official shall make an immediate determination whether to exclude the student from the event. If alcohol use has been determined, the student's parents or person in parental relation shall be immediately notified. Students identified as having consumed alcohol shall be detained under observation until a parent, a person designated by the parent, or a person named on the student's emergency contact card is available to transport the student home. If none of the aforementioned individuals are available, the staff member in charge of the activity will determine who will transport the child home. The student's behavior shall be referred to the school Principal and/or Superintendent of Schools for further action pursuant to Section 3214 of the Education Law. Test results shall be considered in making a determination whether to proceed further.

(Continued)

Students

SUBJECT: ALCOHOL CONSUMPTION BY STUDENTS (Breathalyzer) (Cont'd.)

- d) A student present during an extracurricular, co-curricular or sports activity believed to have consumed alcohol will be discretely escorted by the school official to a secure location. The test shall be administered by a trained school official. The student will be granted an opportunity to explain a positive test result. After due consideration of the student's explanation, the school official shall make an immediate determination whether to exclude the student from the event. If alcohol use has been determined, the student's parents or person in parental relation shall be immediately notified. Students identified as having consumed alcohol shall be detained under observation until a parent, a person designated by the parent, or a person named on the student's emergency contact card is available to transport the student home. If none of the aforementioned individuals are available, the staff member in charge of the activity will determine who will transport the child home. The student's behavior shall be referred to the school Principal and/or Superintendent of Schools for further action pursuant to Section 3214 of the Education Law. Test results shall be considered in making a determination whether to proceed further.
- e) During the regular school day, a student believed to have consumed alcohol will be discretely escorted by the school official to a secure location. The test shall be administered by a trained school official. If alcohol use has been determined, the student's parents or person in parental relation shall be immediately notified. Students identified as having consumed alcohol shall be excluded from class and detained under observation until a parent, a person designated by the parent, or a person named on the student's emergency contact card is available to transport the student to home. The student's behavior shall be referred to the school Principal and/or Superintendent of Schools for further action pursuant to Section 3214 of the Education Law. Test results shall be considered in making a determination whether to proceed further.
- f) In the event that a student refuses the administration of a breathalyzer test in any of the circumstances described in c), d), or e) above, he/she will be presumed to have consumed alcohol. The matter shall be processed under paragraphs c), d), or e) in the same manner as if a positive breathalyzer test result has been obtained.

As noted above, the possession, transportation, and distribution of alcoholic beverages during school hours, on school property, or during school-sponsored activities and events is strictly prohibited. Any student determined to have possessed, transported or distributed alcoholic beverages during school hours, or during school-sponsored activities and events both on or off school premises shall be subject to immediate suspension and further discipline as provided in Section 3214 of the Education Law of the State of New York.

Adopted: 7/8/02
Revised: 8/2/05

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING

The Board recognizes the unique challenges that face students in temporary housing (i.e., homeless children and youth) and will provide these students with access to the same free and appropriate public education, including public preschool education, as other students, as well as access to educational and other services necessary to be successful in school. The Board is also committed to eliminating barriers to the identification, enrollment, attendance, and success of students in temporary housing.

Identification of Students in Temporary Housing

The District will determine whether there are students in temporary housing within the District by using a housing questionnaire to determine the nighttime residence of all newly enrolled students and all students whose address changes during the school year. Not all students in temporary housing can be identified through social service agencies or shelters, as children may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. For this reason, the District uses a housing questionnaire that asks for a description of the current living arrangements of the child or youth to determine whether the child or youth meets the definition of a homeless child. In addition to using the housing questionnaire, the District works with the local department of social services (LDSS) to ensure that the needs of students in temporary housing are met.

Definitions

- a) Feeder school means:
- A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;
 - A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 - A school that sends its students to a receiving school in a neighboring school district.
- b) Homeless child means:
- A child or youth who lacks a fixed, regular, and adequate nighttime residence; including a child who is:
 - Sharing the housing of other persons due to a loss of housing, economic hardship or a similar reason;
 - Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
 - Abandoned in hospitals;
 - A migratory child who qualifies as homeless. as identified above. The term "migratory child" *includes* a child who is, or whose parent/person in parental relation or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who has moved from one school district to another in the preceding 36 months, in order to obtain, or accompanies such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work.
 - An unaccompanied youth

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- A child or youth who has a primary nighttime location that is:
 - A supervised, publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established in accordance to applicable law; or
 - A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.

- c) Preschool means:
 - A publicly funded prekindergarten program or a Head Start program administered by the District and/or services under the Individuals with Disabilities Act administered by the District.

- d) Receiving school means:
 - A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or
 - A school that enrolls students from a feeder school in a neighboring local educational agency.

- e) Regional placement plan means a comprehensive regional approach to the provision of educational placements for homeless children that has been approved by the Commissioner of Education.

- f) School district of current location means the public school district within New York State in which the hotel, motel, shelter or other temporary housing arrangement of a homeless child, or the residential program for runaway and homeless youth, is located, which is different from the school district of origin.

- g) School district of origin means the school district within New York State in which:
 - The homeless child was attending a public school or preschool on a tuition-free basis or was entitled to attend when circumstances arose that caused the child to become homeless, which is different from the school district of current location;
 - The child was residing when circumstances arose that caused the child to become homeless if the child was eligible to apply, register, or enroll in public preschool or kindergarten at the time the child became homeless; or
 - The homeless child has a sibling who attends a school in the school district in which the child was residing when circumstances arose that caused the child to become homeless.

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- h) School of origin means:
- The public school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool or a charter school;
 - The designated receiving school at the next grade level for all feeder schools for a student in temporary housing who completes the final grade level served by the school of origin; and
 - If the child becomes homeless after the child is eligible to apply, register, or enroll in the public preschool or kindergarten, or if the child is living with a school-age sibling who attends school, school of origin is the public school or preschool in which the child would have been entitled or eligible to attend based on the child's last residence before the circumstances arose which caused the child to become homeless.
- i) Unaccompanied youth means:
- A homeless child or youth who is not in the physical custody of a parent or legal guardian.

The McKinney-Vento Liaison for Students in Temporary Housing

The District will designate an appropriate staff person, who may also be a coordinator for other federal programs, as the District liaison for students in temporary housing (otherwise referred to as the McKinney-Vento liaison). The District's McKinney-Vento liaison serves as one of the primary contacts between families experiencing homelessness and school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed.

The District's McKinney-Vento liaison must ensure that:

- a) Students in temporary housing are identified by school personnel and through coordination activities with other entities and agencies;
- b) Students in temporary housing enroll in, and have full and equal opportunity to succeed in, the District's schools;
- c) Students in temporary housing and their families receive educational services for which they are eligible, including Head Start programs administered by a local educational agency, Early Head Start, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District.
- d) Students and parents in temporary housing receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- e) Parents or guardians of students in temporary housing are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- f) Parents and guardians of students in temporary housing, and unaccompanied youth, are fully informed of all transportation services, including transportation to and from the school district of origin, and are assisted in accessing transportation services;
- g) Disputes regarding eligibility, school selection, enrollment and/or transportation are mediated in accordance with applicable laws and regulations;
- h) Assistance in commencing an appeal, in accordance with applicable law, of a final determination regarding eligibility, enrollment, school selection, and/or transportation is provided to the parent or guardian of the student in temporary housing or the unaccompanied youth;
- i) A record is maintained of all appeals of enrollment, school selection, and transportation;
- j) Public notice of the educational rights of students in temporary housing is posted in locations where these students receive services, such as schools, shelters and public libraries, in a manner and form understandable to the parents and guardians of students in temporary housing, and unaccompanied youth;
- k) School personnel providing services to students in temporary housing receive professional development and other support;
- l) Unaccompanied youths:
 - Are enrolled in school;
 - Have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations; and
 - Are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the McKinney-Vento liaison to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA);
- m) School personnel, service providers, advocates working with students in temporary housing, parents and guardians of students in temporary housing, and students in temporary housing are informed of the duties of the McKinney-Vento liaison; and
- n) Assistance with obtaining any necessary immunizations or screenings, or immunization or other required health records is provided to the parents or guardians of the students in temporary housing.

School District and School Designations

A designator will make the initial decision about which school district and school a student in temporary housing will attend. A designator is:

- a) The parent or person in parental relation (guardian) to a student in temporary housing;
- b) The student in temporary housing, together with the McKinney-Vento liaison, in the case of an unaccompanied youth; or
- c) The director of a residential program for runaway and homeless youth, in consultation with the student in temporary housing, where the student is living in that program.

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

The District will ask the designator to designate one of the following as the school district of attendance for the student in temporary housing:

- a) The school district of current location;
- b) The school district of origin; or
- c) A school district participating in a regional placement plan.

The District will also ask the designator to designate one of the following as the school where a student in temporary housing seeks to attend:

- a) The school of origin; or
- b) Any school that permanent housed children and youth who live in the attendance area in which the child or youth is actually living are eligible to attend, including a preschool.

A student in temporary housing is entitled to attend the schools of the school district of origin without the payment of tuition for the duration of his or her homelessness and through the remainder of the school year in which the student becomes permanently housed and for one additional year if that year constitutes the student's terminal year in that school building, subject to a best interest determination.

Designation/STAC 202 Form

The District will identify all students in temporary housing, and a designation form will be completed by the designator for all these students and any other student who claims homelessness. Designations must be made on the STAC 202 form provided by the Commissioner.

The appropriate designator must complete the designation form. The District makes designation forms available to a student in temporary housing who seeks admission to school or to the parent or person in parental relation who seeks to enroll the child in school.

The District will provide completed designation forms to the McKinney-Vento liaison immediately, but no later than two business days from the earlier date on which the child or youth either:

- a) Sought enrollment in school; or
- b) Was placed in a temporary housing facility or residential facility for runaway and homeless youth.

Where a parent or person in parental relation or a child who is neither placed in a temporary housing facility by the LDSS nor housed in a residential program for runaway homeless youth, designates the District as the school district of current location.

Immediate Enrollment and Best Interest Determinations

Upon identification of a child who is in temporary housing and/or receipt of a completed designation/STAC 202 form, the District will:

- a) Immediately review the designation form to ensure that it has been completed and admit the student in temporary housing even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, immunization records, proof of residency or other documentation and even if the child or youth has missed application deadlines;

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- b) Determine whether the designation made by the designator is consistent with the best interests of the student in temporary housing. In making best interests decisions the District will:
 - Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the wishes of the parent or guardian (or youth in the case of an unaccompanied youth); and
 - Consider student-centered factors such as the effect of mobility on student achievement, education, health, and safety of the child, giving priority to the wishes of the child's parent or guardian (or the youth, if a homeless unaccompanied youth). If the District determines that it is in the best interest of the student in temporary housing to attend a school other than the school of origin or the designated school, the District will provide the parent or guardian (or youth, if an unaccompanied youth) with a written explanation of its determination, including information about the right to appeal.
- c) Provide the child with access to all of the District's programs, activities and services to the same extent as they are provided to resident students;
- d) Immediately contact the school district where the child's records are located in order to obtain a copy of these records and coordinate the transmittal of records for students with disabilities pursuant to applicable laws and regulations;
- e) Immediately refer the parent or guardian of the student in temporary housing to the McKinney-Vento liaison who must assist in obtaining necessary immunizations or immunization/medical records;
- f) Forward the STAC 202 form to the Commissioner and the school district of origin, where applicable. In all cases, the District will give a copy of the completed STAC 202 form to the designator and keep a copy of the STAC 202 form for the District's records;
- g) Arrange for transportation in accordance with applicable laws and regulations; and
- h) Arrange for the child to receive free school meals.

Request for Records

If the District, as the school district of origin, receives a request to forward student records to a receiving district, the records must be forwarded within five days in a manner consistent with state and federal law. A complete copy of the student in temporary housing's records shall include, but is not limited to, proof of age, academic records, evaluations, immunization records, and guardianship papers, if applicable.

Transportation

The LDSS is responsible for providing transportation to students in temporary housing, including preschool students and students with disabilities who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts. Where the LDSS requests that the District provide or arrange for transportation for a student in temporary housing in the circumstances above, the District will provide or arrange for the transportation and directly bill the LDSS so that the district will be fully and promptly reimbursed for the cost of the transportation.

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

If the District is the designated school district of attendance, the District will provide for the transportation of each student in temporary housing who is living in a residential program for runaway and homeless youth, including if the temporary housing is located outside the school district. The costs for transportation for each student in temporary housing who lives in a residential program for runaway youth and homeless youth located outside of the designated school district will be reimbursed by the State Education Department, to the extent funds are provided for the purpose, with the submission of a Runaway and Homeless Youth Act Transportation Program Form. Where the District provides transportation for a student living in a Runaway and Homeless Youth facility, the District will promptly request reimbursement using the Runaway and Homeless Youth Act Transportation Form.

The District will transport any student in temporary housing to their school of origin, including preschools and charter schools, where it is the designated district of attendance and the student in temporary housing is not entitled to receive transportation from the Department of Social Services.

When the District is designated as the school district of current location for a student in temporary housing and the student does not attend the school of origin, the District will provide transportation on the same basis as it is provided to resident students, unless the local transportation policy represents a barrier to the student's attendance in school.

If the student in temporary housing designates the District as the school district of attendance, transportation will not exceed 50 miles each way, unless the Commissioner determines that it is in the best interest of the child.

Where the District is designated as the school district of attendance and it has recommended the student in temporary housing attend a summer educational program, the district of attendance will provide transportation services to students in temporary housing for summer educational programs if the lack of transportation poses a barrier to the student's participation in the program.

Where the District is designated as the school district of attendance, it will provide transportation services to students in temporary housing for extracurricular or academic activities when:

- a) The student participates in or would like to participate in an extracurricular or academic activity, including an after-school activity, at the school;
- b) The student meets the eligibility criteria for the activity; and
- c) The lack of transportation poses a barrier to the student's participation in the activity.

Where the District is designated as the school district of attendance, it will provide transportation as described above for the duration of homelessness, unless the LDSS is responsible for providing transportation. After the student becomes permanently housed, the District will provide transportation to the school of origin until the end of the school year and for one additional year if that year constitutes the child's terminal year in the school building.

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

Dispute Resolution Process

The District has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- a) The District will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth, if the District determines that the District is not required to either enroll and/or transport the child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth. The written explanation will be in a manner and form understandable to the parent, guardian, or unaccompanied youth and will include a statement regarding the McKinney-Vento liaison's availability to help the parent, guardian, or unaccompanied youth with any appeal and the contact information for the liaison.
- b) The District will immediately enroll the student in the school in which enrollment is sought by the parent or guardian or unaccompanied youth, provide transportation to the school, and will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.
- c) If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

The McKinney-Vento Liaison's Dispute Resolution Responsibilities

The District's McKinney-Vento liaison must assist the parent or guardian of the student in temporary housing or the unaccompanied youth in bringing an appeal to the Commissioner of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the District's McKinney-Vento liaison will:

- a) Provide the parent or guardian or unaccompanied youth with a copy of the form petition;
- b) Assist the parent or guardian or unaccompanied youth in completing the form petition;
- c) Arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- d) Accept service of the form petition and supporting papers on behalf of any District employee or officer named as a party, or the District if it is named as a party, or arrange for service by mail by mailing the form petition and supporting documents to any District employee or officer named as a party, and, if the District is named as a party, to a person in the office of the Superintendent who has been designated by the Board to accept service on behalf of the District;

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- e) Provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that he or she has received the form petition and supporting documents, and will either accept service of these documents on behalf of the District employee or officer or District, or effect service by mail by mailing the form petition and supporting documents to any District employee or officer named as a party, and, if the District is named as a party, to a person in the office of the Superintendent who has been designated by the Board to accept service on behalf of the District;
- f) Transmit, on behalf of the parent or guardian or unaccompanied youth, within five days after the service of the form petition or any pleading or paper, to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- g) Provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that he or she has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- h) Accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. He or she will also make this correspondence available to the parent or guardian or unaccompanied youth; and
- i) Maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Coordination

The District will coordinate the provision of services described in this policy with local social services agencies, housing providers and other agencies or programs providing services to students in temporary housing and their families, including services and programs funded under the Runaway and Homeless Youth Act.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of the Individuals with Disabilities Education Act (IDEA) for students with disabilities.

Coordination with Title I

The District acknowledges that students in temporary housing are eligible for services under Title I, Part A, whether or not they live in a Title I school attendance area or meet the academic requirements required of other children. The District will ensure that:

- a) Title I, Part A funds are set aside as are necessary to provide students in temporary housing, who may have unique needs that differ from their permanently housed peers, with educationally related support services;
- b) Its local plan includes a description of how the plan is coordinated with McKinney-Vento;

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

- c) Its local plan describes the services provided to students in temporary housing;
- d) Its local plan describes the efforts it made to identify students in temporary housing, including unaccompanied youth, if the District reports that there are no students in temporary housing enrolled in the District. These efforts will include contacting the LDSS or Office of Children and Family Services (OCFS) to verify that there are no students in temporary housing in the District; and
- e) Its housing questionnaire asks about the living arrangements of the child or unaccompanied youth, including asking if he or she is living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing. Documentation of the District's efforts to identify students in temporary housing will be maintained on file and a copy of the housing questionnaire will also be kept on file.

Training

The District will train all school enrollment staff, secretaries, school counselors, school social workers, and principals on the legal requirements for enrollment. School nutrition staff, school nurses and teachers will receive training on homelessness that is specific to their field.

Reporting Requirements

The School District shall maintain documentation regarding all aspects of the District's contact with and services provided to homeless students and youth for possible on-site monitoring by the State Education Department.

The School District shall collect and transmit to the Commissioner of Education, at the time and in the manner as the Commissioner may require, a report containing such information as the Commissioner determines is necessary, including the number of homeless students, their grades, and their nighttime residence.

Access to Free Meals

The District will provide free meals to all children identified as homeless. They do not have to complete a free or reduced-price meal application. When the McKinney-Vento liaison or a shelter director provides a child's name to the District's school food service office, free school meals will commence immediately.

Removal of Barriers

The District will review and revise its policies that may act as barriers to the identification of students in temporary housing and their enrollment and retention in school, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Comparable Services

The District will provide services to students in temporary housing comparable to those offered to other students in the District, including: transportation services; educational services for which the child or youth meets the relevant criteria, such as services provided under Title I or similar State or local programs; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

(continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (Cont'd)

Student Privacy

Information about a student in temporary housing's living situation will be treated as a student education record and will not be deemed to be directory information under the Family Educational Rights and Privacy Act (FERPA). A parent or guardian or unaccompanied youth may consent to the release of a student's address information in the same way they would for other student education records under FERPA.

McKinney-Vento Homeless Education Assistance Act,
as amended by Every Student Succeeds Act (ESSA) of 2015,
42 United States Code (U.S.C.) Section 11431 et seq.
Education Law Section §§ 902(b) and §§ 3209
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(x)

Adopted: 6/19/03
Revised: 5/24/05, 1/16/07, 12/5/18



Students

SUBJECT: EMPLOYMENT OF STUDENTS OF MINOR AGE

A minor's work hours shall be in accordance with all applicable federal and state laws and regulations as well as requirements established by the School District.

Pursuant to Education Law, minors may be employed when attendance upon instruction is not required, provided they obtain a valid employment certificate or permit (if applicable); and provided such employment is not prohibited by and/or in violation of the Labor Law or other law.

Minors may not work during the hours they are required to attend school unless otherwise authorized pursuant to law and/or regulation.

However, students at least 14 years of age may be employed during the school lunch period in their school's cafeteria if the minor presents a valid employment certificate issued in accordance with Education Law.

Students 16 and 17 years of age may work when school is in session until 10:00 p.m. on any day preceding a school day. However, students 16 and 17 years of age may work between 10:00 p.m. and midnight on any day preceding a school day provided the employer receives and maintains both the written consent of the student's parent/guardian and a certificate from the student's school at the end of each marking period which asserts that the student is in satisfactory academic standing according to the standards established by the School District.

Students 16 and 17 years of age may work between 10:00 p.m. and midnight on any day preceding a non-school day provided the employer receives and maintains the written consent of the parent/guardian.

Before issuing a certificate of satisfactory academic standing, the District shall ensure that students and their parents/guardians are afforded all legal rights and protections, including the right of consent, in complying with requests for disclosure of student records and information from such records under the federal Family Educational Rights and Privacy Act.

Fair Labor Standards Act of 1938 (FLSA), as amended
29 United States Code (USC) Section 201 et seq.
29 Code of Federal Regulations (CFR) Parts 570-580
Family Educational Rights and Privacy Act of 1974
(FERPA)
20 United States Code (USC) Section 1232(g)
34 Code of Federal Regulations (CFR) Part 99
Education Law Article 65
Labor Law Articles 4 and 4-A
Arts and Cultural Affairs Law Article 35
8 New York Code of Rules and Regulations (NYCRR)
Sections 141.8 and 141.9 and Part 190

Adopted: 3/4/08

2002 7610

Students

SUBJECT: SPECIAL EDUCATION: DISTRICT PLAN

A District plan shall be developed and updated every two years describing the Special Education program in the Rockville Centre Union Free School District. The District plan shall include the following:

- a) A description of the nature and scope of special education programs and services currently available to students residing in the District, including but not limited to descriptions of the District's resource room programs and each special class program provided by the District in terms of group size and composition.
- b) Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.
- c) The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- d) A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.
- e) The estimated budget to support such plan.
- f) The date on which such plan was adopted by the Board of Education.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(c)

Adopted: 7/8/02

Students

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of twenty-one who is entitled to attend public school and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if his/her educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics.

If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.
- b) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.
- c) Taking the following measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education programs and services:
 - 1) Utilize established procedures for publication of all potential job openings;
 - 2) Check credentials and requirements listed on applications;
 - 3) Special Education teachers are required to have subject matter knowledge appropriate to the level of instruction being provided; when teaching two (2) or more core academic subjects exclusively to children with disabilities, the teacher will meet the requirements of "highly qualified" per the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or demonstrate competence in all the core academic subjects taught per state regulations.

(Continued)

Students

SUBJECT: CHILDREN WITH DISABILITIES

- d) Establishing the following guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments:
 - 1) Ensure that necessary accommodations are specific on individualized education program (IEP) and implemented in accordance with the IEP;
 - 2) Review the need for accommodations at Committee on Special Education (CSE) evaluations/re-evaluations;

- e) To the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs by:
 - 1) Addressing appropriate universal design principles in IEP;
 - 2) Having the Assistant Superintendent for Curriculum keep Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) apprised of available products and services utilizing universal design principles;
 - 3) Ensuring that instructional materials and activities allow learning goals to be achievable by individuals with wide differences in abilities;
 - 4) Ensuring that flexible curricular materials and activities are built into the instructional design and operating systems.
 - 5) Ensuring that instruction is diversified to deliver the general education curriculum to every student and diversify ways students may respond to that curriculum.

- f) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.

- g) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.

- h) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.

- i) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

(Continued)

Students

SUBJECT: CHILDREN WITH DISABILITIES

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The **district of location** is responsible for child find, including individual evaluations, Committee on Special Education (CSE) meetings, provision on special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the public school district.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, Special Act School Districts, State-supported or State operated schools or to Charter schools.

Parental consent must be obtained by the school district of location before any personally identifiable information about the student is shared between officials in the public school district of residence and officials in the public school district of location.

The school district of location must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary schools located within the boundaries of the school district. The school district must engage in consultation regarding the child find process and services generally; consultation is not specific to individual students. Individual services are determined by the CSE.

The consultation process must be timely and meaningful and include discussion of:

- 1) Child Find;
- 2) Provision of Special Education Services; and
- 3) Use of Federal Funds.

The school district of location must provide, as appropriate, special education services to an eligible student who legally resides in another state and who is parentally placed in a nonpublic school located in New York State. The services to be provided to out-of state students must be documented on a services plan that is developed by the CSE of the district of location. The services plan is the written plan that describes the specific special education and related service that the district of location will provide to the student consistent with the services that the school district of location has determined through the consultation process and in relation to the proportionate shares of federal IDEA Part B dollars, to be provided to the student.

(Continued)

Students

SUBJECT: CHILDREN WITH DISABILITIES

Tuition Reimbursement Claims for Disabled Nonpublic School Students

The parent must comply with the IDEA's pre-hearing notice requirement for tuition reimbursement claims. Specifically, the IDEA directs that at least ten (10) business days before submitting a request for an impartial due process hearing for tuition reimbursement, the parent must give the district written notice of intent to enroll the child in private school at public expense. The purpose of this requirement is to give the public school district's CSE the opportunity to meet and develop a new IEP for the student that addresses the parent's concerns. *A parent who does not provide such written notice within ten (10) days may have his request for reimbursement reduced or denied.*

Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446 Sections 612 and 614(a)]
Individuals with Disabilities Act (IDEA), 20 United States Code (USC) Section 1400 et seq. 20 United States Code (USC) Section 9101 (23), 21 United States Code (USC) 812(c)
34 Code of Federal Regulations (CFR) Part 300 Education Law Sections 3208, 3242, 3602-c, and 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 100.5, 100.9, 200.2(b), 200.2(c) (2) (v), 200.4(e) (9) and 200.6(a) (1)

NOTE: Refer also to Policy #7616 -- Least Restrictive Environment.

Adopted: 7/8/02
Revised: 1/20/2010

Students

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM

The Board of Education shall establish at least one Committee on Special Education and one Committee on Preschool Special Education. The Board shall also establish, as necessary, Subcommittees on Special Education to ensure timely evaluation and placement of students with disabilities.

Committee on Special Education

The Board of Education shall, upon completion of its review of the recommendations of the CSE, 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 (CSE). The Board shall notify the parent/guardian of its action in accordance with federal and state law and regulations.

For a student not previously identified as having a disability, the CSE shall provide a recommendation to the Board which shall arrange for the appropriate special education programs and services to be provided within 60 school days of the date of receipt of consent to evaluate. For a student with a disability referred for review, a recommendation shall be provided to the Board which shall arrange for the appropriate special education programs and services to be provided within 60 school days of the referral for review. However, if such recommendation of the CSE is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such special education programs and services for students with disabilities within 30 days of the Board's receipt of the recommendation of the CSE.

If on review of the recommendation of the CSE, the Board of Education disagrees with such recommendation, the Board shall follow one of the following procedures:

- a) The Board may remand the recommendation to the CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the

The Board of Education shall establish at least one Committee on Special Education and one Committee on Preschool Special Education. The Board shall also establish, as necessary, Subcommittees on Special Education to ensure timely evaluation and placement of students with disabilities.

(continued)

Students

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM (Cont'd.)

Committee on Special Education

The Board of Education shall, upon completion of its review of the recommendations of the CSE, 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 (CSE). The Board shall notify the parent/guardian of its action in accordance with federal and state law and regulations.

For a student not previously identified as having a disability, the CSE shall provide a recommendation to the Board which shall arrange for the appropriate special education programs and services to be provided within 60 school days of the date of receipt of consent to evaluate. For a student with a disability referred for review, a recommendation shall be provided to the Board which shall arrange for the appropriate special education programs and services to be provided within 60 school days of the referral for review. However, if such recommendation of the CSE is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such special education programs and services for students with disabilities within 30 days of the Board's receipt of the recommendation of the CSE.

If on review of the recommendation of the CSE, the Board of Education disagrees with such recommendation, the Board shall follow one of the following procedures:

- a) The Board may remand the recommendation to the CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the CSE, the Board may continue to remand the recommendation to the original committee for additional reviews of its objections or concerns, or establish a second CSE to develop a new recommendation in accordance with the following paragraph, provided that the Board arranges for the programs and services in accordance with the student's IEP within the timelines as outlined above; or, in the alternative,
- b) The Board may establish a second CSE to develop a new recommendation for the student. If the Board disagrees with such new recommendation, the Board may remand the recommendation to the second CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The second CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the second CSE, the Board may continue to remand the recommendation for additional reviews of its objections or concerns by the second CSE, provided that the Board arranges for the programs and services in accordance with the student's IEP, as developed by the second CSE, within the timelines as outlined above.

Pursuant to Commissioner's Regulations, the Board may not select the recommendation of the original CSE once it has established a second CSE.

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Students

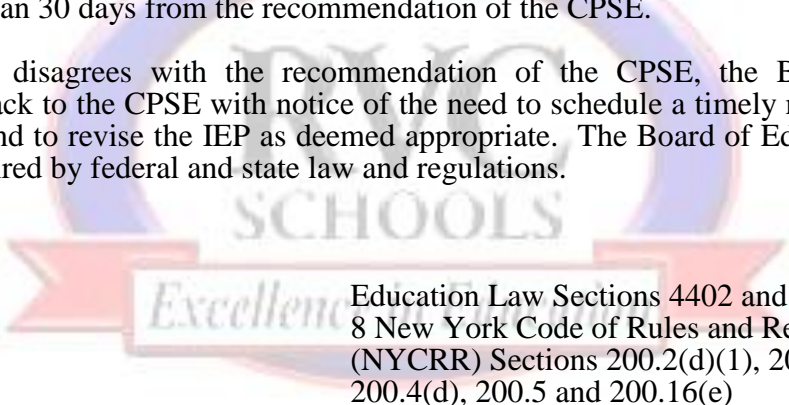
SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM (Cont'd.)

The Board shall provide the student's parents/guardians with a written notice and copy of the statement of its objections or concerns and notice of due process rights in accordance with Section 200.5 of the Regulations of the Commissioner.

Committee on Preschool Special Education

Upon receipt of the recommendation of the Committee on Preschool Special Education (CPSE), the Board of Education shall arrange for the preschool student with a disability to receive such appropriate programs and services in accordance with the student's IEP, commencing with the July, September or January starting date for the approved program, unless such services are recommended by the CPSE less than 30 school days prior to, or after, the appropriate starting date selected for the preschool student with a disability; in that case, such services shall be provided no later than 30 days from the recommendation of the CPSE.

If the Board disagrees with the recommendation of the CPSE, the Board shall send the recommendation back to the CPSE with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board of Education shall provide such notice as required by federal and state law and regulations.



Education Law Sections 4402 and 4410
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(d)(1), 200.4(c),
200.4(d), 200.5 and 200.16(e)

Adopted: 7/8/02
Revised: 2/28/06

SUBJECT: PRESCHOOL SPECIAL EDUCATION PROGRAM

The Board recognizes the need for educational programs for three and four year old children with disabilities and directs that administrative practices and procedures be developed to:

- a) Ensure for the provision of special education services and programs for each preschool child with a disability residing in the District..
- b) Establish a Committee on Preschool Special Education (CPSE) which shall be comprised in accordance with applicable federal and state law and regulation.
- c) Ensure that parents have received and understand the request for consent for evaluation of a preschool aged child.

Evaluations for Preschool Children with Disabilities

The District is required to collect entry assessment data in the three (3) outcome areas on all preschool children who receive an initial evaluation. As currently required by Commissioner's Regulation Section 200.5, a parent must be fully informed about the proposed initial evaluation and must provide consent for an initial evaluation. This would include a description of the proposed evaluation.

The CPSE will receive entry-level assessment results in the three (3) outcome areas from approved preschool evaluators conducting initial evaluations on all preschool children suspected of having disabilities. The CPSE will then meet to determine the child's eligibility for preschool education programs and/or services and complete the Child Outcomes Summary Form to determine the child's entry level of functioning in the three (3) outcome areas for all preschool children evaluated and found to be eligible. The form is kept in the student's record until the exit assessment information is due as a way to summarize complex assessment information in a format so that the data can be aggregated and reported to the State Education Department (SED).

Annually, one-sixth of the school districts in the State will be required to submit exit data on the progress that preschool children made between entry into and exit from preschool special education programs and services in the three (3) outcome areas after having received preschool special education services for at least six (6) months. For each outcome area, schools will be reporting data that will enable the State to determine:

- a) The number of children at exit who reach or maintain functioning at a level comparable to same-aged nondisabled peers;

(Continued)

SUBJECT: PRESCHOOL SPECIAL EDUCATION PROGRAM (Cont'd.)

- b) The number of children who improve functioning; and
- c) The number of children who do not improve functioning.

In accordance with NYS Education Law Section 4410, SED approved preschool evaluators of three and four year old children suspected of having disabilities must include evaluation information in the three (3) outcome areas described below:

- a) Positive social-emotional skills (including social relationships):
 - 1. Relating to adults;
 - 2. Relating to other children; and
 - 3. Following rules related to groups or interacting with others (if older than eighteen (18) months).
- b) Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - 1. Thinking, reasoning, remembering and problem solving;
 - 2. Understanding symbols; and
 - 3. Understanding the physical and social worlds.
- c) Use of appropriate behaviors to meet their needs:
 - 1. Taking care of basic needs (e.g., showing hunger, dressing, toileting, etc.),
 - 2. Contributing to his/her own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, if older than 24 months); and
 - 3. Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects).

Education Law Section 4410
20 United States Code (U.S.C.)
Sections 1400-1485, Individuals With
Disabilities Education Act (IDEA)
8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(b)(5)

NOTE: Refer also to Policy #7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members.

Adopted: 7/8/02
Revised: 10/3/07

2002

7614

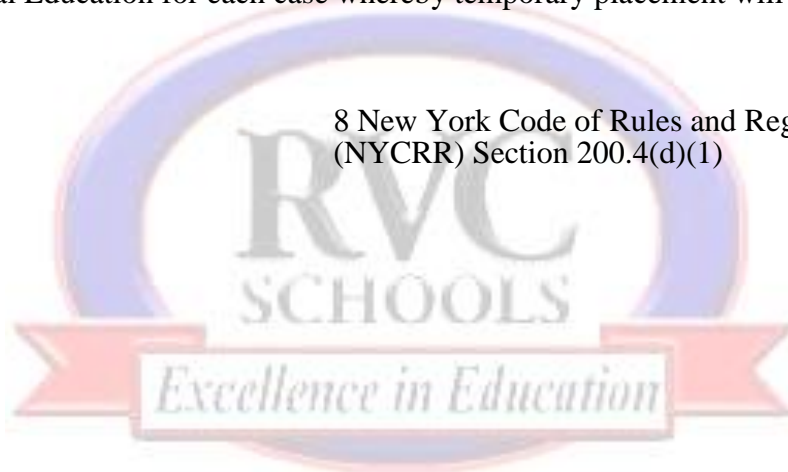
Students

SUBJECT: TEMPORARY PLACEMENT OF STUDENTS WITH DISABILITIES

The Board of Education authorizes the Chairperson for the Committee on Special Education to make an immediate, temporary placement of a student with a disability in an appropriate educational program, contingent upon obtaining written parental approval to do so, to prevent such student from being denied the benefit of the program while the Committee on Special Education is in the process of reviewing the referral documents and formulating their recommendation. Temporary placement may not exceed a thirty (30) day period from the date of the student's initial registration.

Upon completion of the review, a recommendation shall be submitted to the Board from the Committee on Special Education for each case whereby temporary placement will be made.

8 New York Code of Rules and Regulations
(NYCRR) Section 200.4(d)(1)



Adopted: 7/8/02

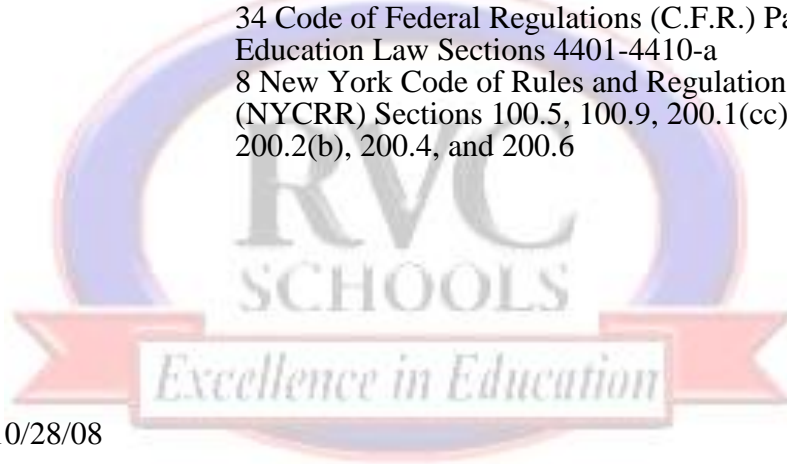
Students

SUBJECT: LEAST RESTRICTIVE ENVIRONMENT

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with use of supplementary aids and services, education in regular classes cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment may, to the extent possible:

- a) Provide the special education and related services, as well as supplementary aids and services, needed by the student. The term “related services” does not include a medical device that is implanted, or the replacement of such device.
- b) Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- c) Be as close as possible to the student's home school attendance zone.

20 United States Code (U.S.C.) Sections 1400et seq,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (C.F.R.) Part 300
Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9, 200.1(cc), 200.1 (qq),
200.2(b), 200.4, and 200.6



Adopted: 7/8/02
Revised: 3/20/06, 10/28/08

Students

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION)**

The School District shall establish a plan for implementing school-wide approaches and prereferral interventions in order to remediate a student's performance *prior to referral* for special education.

The provision of programs and/or services for students starts with consideration/implementation of instruction in the general education curriculum, with appropriate supports and/or modifications as may be necessary. In implementing prereferral intervention strategies, the District may utilize resources/strategies already in place for qualified students including, but not limited to, services available through Section 504 of the Rehabilitation Act of 1973, and Educationally Related Support Services and Academic Intervention Services as defined in Education Law and/or Commissioner's Regulations. All of these programs may be considered as possible components of Prereferral/Intervention Instructional Support Plans. The District will ensure that they have a system in place, with appropriate personnel, for developing, implementing and evaluating prereferral intervention strategies.

The District will provide general education support services, instructional modifications, alternative instructional approaches, or alternative program options to address a student's performance prior to a referral to a Committee on Special Education (CSE). Child Study Teams will be formed in accordance with District guidelines. The Child Study Teams will include representatives from general and special education as well as other disciplines and include individuals with classroom experience. Parents/persons in parental relation to students will be involved in developing prereferral strategies to address the educational needs of their child. Additionally, the District will seek collaboration between outside agencies and the school prior to a referral of the student to the CSE in order to address necessary student support services.

Administration shall ensure that appropriate opportunities exist for collaboration between general educators and special educators, and that consultation and support are available to teachers and other school personnel to assist parents/persons in parental relation to students and teachers in exploring alternative approaches for meeting the individual needs of any student prior to formal referral for special education.

The determination of prevention and prereferral intervention strategies/services shall consider the student's strengths, environment, social history, language and cultural diversity in addition to the teacher's concerns. The building administrator will further ensure that all staff are familiar with intervention procedures and procedures for operating a Child Study Team.

(Continued)

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Students

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) (Cont'd.)**

Plans formulated by the Child Study Team shall be proactive in their strategies to meet the broad range of student needs and to improve student performance. Prereferral/Intervention strategies and/or Instructional Support Plans are to be reviewed and evaluated to determine their effectiveness, and modified as may be appropriate. Appropriate documentation of the prevention and/or intervention strategies implemented shall be maintained.

However, should a referral be made to the CSE during the course of implementing prereferral/intervention instructional support services, the CSE is obligated in accordance with law to continue its duties and functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an individualized education program, if applicable.

Educational Related Support Services

Educational related support services (ERSS) means curriculum and instructional modification services; direct student support team services; assessment and non-career counseling services; special instruction to eligible students with disabilities as defined in Education Law Section 4401, which does not generate excess cost aid including related services but excluding transportation and transition services; and to eligible, qualified students pursuant to Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students, individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students. Educational related support services shall also meet speech and language improvement services as defined in Commissioner's Regulations.

ERSS Services may be utilized as a component of any Prereferral/Intervention Instructional Support Plan.

Section 504 of the Rehabilitation Act of 1973

For students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in Education Law Section 4401, Section 504 Accommodation Plans may address instructional support services that can be utilized as components of any prereferral/intervention strategies as deemed necessary and/or appropriate.

(Continued)

Students

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) (Cont'd.)**

Academic Intervention Services

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in Commissioner's Regulations and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. However, such services shall not include services provided to students with limited English proficiency pursuant to Commissioner's Regulations or special education services and programs as defined in Education Law Section 4401. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

In implementing prevention and/or prereferral intervention support strategies in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services, as enumerated in Commissioner's Regulations, may be included as a component of any such Prereferral/Intervention Instructional Support Plan.

Education Law Sections 3602(32), 4401 and 4401-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.1(g),(p),(r),(s), and (t);
100.2(v); 100.2(dd)(4); 200.2(b)(7);
200.4(a)(2) and (9); 200.4(c); and Part 154
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (U.S.C.) Section 794 et seq.

Adopted: 7/8/02

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The School District shall establish and implement a plan for the appropriate declassification of students with disabilities which must include:

- a) The regular consideration for declassifying students when appropriate;
- b) A reevaluation of the student prior to declassification; and
- c) The provision of educational and support services to the student upon declassification, where appropriate.

Eligibility Determinations

The School District must evaluate a student with a disability prior to determining that a student is no longer a student with a disability as defined in accordance with Commissioner's Regulations, and the District shall provide a copy of the evaluation report and the documentation of eligibility to the student's parent. The District is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regent diploma or exceeding the age eligibility for a free appropriate public education. However, the parent must receive prior written notice, in accordance with Commissioner's Regulations, before the student's graduation from high school with a local or Regents diploma or before he/she receives an Individualized Education Program (IEP) diploma. The results of any reevaluations must be addressed by the Committee on Special Education (CSE) in a meeting to review and, as appropriate, revise the student's IEP.

Prior to the reevaluation, the School District shall obtain informed parental consent unless otherwise authorized pursuant to law and/or regulation. Parental consent need not be obtained if the District can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parents fail to respond. The District must have a record of its attempts to obtain parental consent. Should the student's parents refuse consent for the reevaluation, the District may continue to pursue the reevaluation by using mediation and/or due process procedures.

The District shall take whatever action is necessary to ensure that the parent understands the proceedings at the meeting of the CSE, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Individual Evaluation

As part of any reevaluation, a group that includes the CSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and observations by teachers and related services providers.

(Continued)

Students

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES (Cont'd.)

On the basis of that review, and input from the student's parents, the CSE and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

- a) In the case of a reevaluation of a student, whether the student continues to have such a disability;
- b) The present levels of performance and educational needs of the student;
- c) In the case of a reevaluation of a student, whether the student continues to need special education; and
- d) Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goal set out in the Individualized Education Program (IEP) of the student and to participate, as appropriate, in the general curriculum.

If additional data are not needed, the District must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability. The District is not required to conduct the assessment unless requested to do so by the student's parents.

The CSE shall arrange for an appropriate reevaluation of each student with a disability at least every three (3) years by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the CSE in reviewing and, as appropriate, revising the student's IEP.

Recommendation for Declassification

If the student has been receiving special education services, but it is determined by CSE that the student no longer needs special education services, the recommendation shall:

- a) Identify the declassification support services, if any, to be provided to the student; and/or the student's teachers; and
- b) Indicate the projected date of initiation of such services, the frequency of provision of such services, and the duration of these services, provided that such services shall not continue for more than one year after the student enters the full-time regular education program.

(Continued)

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES (Cont'd.)

Declassification Support Services

When appropriate, the District shall provide declassification support services to students who have moved from special education to a full-time regular educational program in accordance with the recommendation of the CSE.

Declassification support services means those services provided by persons appropriately certified pursuant to Part 80 of Commissioner's Regulations, or holding a valid teaching license in the appropriate area of service, to a student or the student's teacher to aid in the student's move from special education to full-time regular education, including:

- a) For the student, psychological services, social work services, speech and language improvement services, noncareer counseling, and other appropriate support services; and
- b) For the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Procedural Safeguards Notice

The District shall use the procedural safeguards notice prescribed by the Commissioner of Education. The District will further ensure that the procedural safeguards notice is provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that the notice is translated orally or by other means to the parent in his/her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that all due process procedures, pursuant to law and/or regulation, have been met.

20 United States Code (U.S.C.) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (C.F.R.) Part 300
State Law - Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.1(q), 100.2(u), 200.2(b)(8),
200.4(b)(4) and (5), 200.4(c)(3), 200.4(d)(1), and 200.5

Adopted: 7/8/02

Students

SUBJECT: STUDENTS WITH DISABILITIES PARTICIPATING IN SCHOOL DISTRICT PROGRAMS

All students with disabilities enrolled in the District, including those of preschool age, shall be provided with full access and opportunity to participate in School District programs, including nonacademic and extracurricular programs and activities that are available to all other students enrolled in the public schools of the District. Nonacademic and extracurricular programs and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School District, referrals to agencies that provide assistance to individuals with disabilities and employment of students (both by the School District and assistance in making outside employment available).

Parents/guardians of students with disabilities, including those students placed in out-of-District programs by the Rockville Centre Committee on Special Education (CSE), shall receive timely notice of such District programs and activities

Community Resources

The School District may compile a list of community resources (appropriate and/or helpful services that may be available outside of the school setting) and provide this information to parents or persons in parental relation of a child with a disability. Such a list shall clearly state that these services are in addition to programs and services provided by the School District and will not be paid for by the School District. Any member of the School District's committees or subcommittees on special education, or the School District, who, acting reasonably and in good faith, provides this information shall not be liable for such action.

Education Law Sections 4402(1)(b)(3-a) and 4410 (5)(b)(IV)
8 New York Code of Rules and Regulations (NYCRR) Section 200.2(b)(1) and (2)

Adopted: 7/8/02
Revised: 9/22/09

SUBJECT: SECTION 504 INFORMATION/PROCEDURES

Students ineligible for special education services or students who have not yet been evaluated by the CSE may be considered for Section 504 eligibility by the CS/504 Team in each building. The team is headed by the Principal or his/her designee and will include but not be limited to the psychologist, social worker, teachers, nurses, or any other staff member the Principal believes would be helpful in making a determination of Section 504 eligibility. Parents also have a right to refer their child for a Section 504 evaluation. Evaluations for Section 504 eligibility must draw information from a variety of sources, which may include but are not limited to aptitude and achievement tests, teacher recommendations, medical information, and group educational and psychological evaluation. The team must determine the following in order to declare a student eligible for accommodations:

- a) There is a mental or physical impairment which substantially limits one or more major life activities;
- b) There is a record of this impairment; or
- c) The student is regarded as having an impairment.

If parents wish to initiate a referral to determine Section 504 eligibility, they must write to the Building Principal. Parents of students considered for or determined to warrant Section 504 eligibility must receive notice regarding actions affecting the evaluation, identification, and accommodations for their children.

If a Section 504 disability is determined, an accommodation plan must be completed and signed by the parent. A copy of this plan must be maintained in the student's cumulative file. A copy must also be sent to Eileen Kamhi, Section 504 Compliance Officer.

An invitation to the CS/504 team meeting, and a Due Process Notice will be sent to the parent by the CS/504 chairperson. After the meeting, parents will be sent a Notice of Determination and a Due Process Notice. If the student is determined to be eligible for services, an accommodation plan will also be sent. Parents have the right to initiate a grievance procedure that may culminate in a impartial hearing if they disagree with the determination of CS/504 Team. The impartial hearing officer will be appointed by the Board of Education.

Prior to suspension from school for more than ten (10) days, or after a series of short-term suspensions that create a pattern of exclusion equivalent to ten (10) consecutive days, a student declared 504 eligible must be referred to the CS/504 Team for review. If the team determines that the misconduct is unrelated to the disability, the student may be suspended for the same amount of time as a student who does not have a disability.

(Continued)

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Students

SUBJECT: SECTION 504 INFORMATION/PROCEDURES (Cont'd.)

Information regarding 504 eligibility will be published on an annual basis in the school calendar and local newspapers.

Questions regarding eligibility or services that may be provided for students, parents, community members or personnel should be directed to the 504 Compliance Officer.



Adopted: 7/8/02

Students

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION, CSE/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS

Committee on Special Education (CSE) Membership

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of student;
- b) At least one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) At least one (1) special education teacher of the student, or, where appropriate, at least one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general curriculum and about the availability of resources of the District;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School district representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School district) who invited the individual to be a member of the Committee;
- g) Where appropriate, the student with a disability;
- h) A school psychologist;
- i) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the School District; and

(Continued)

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION, (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)

- j) An additional parent of a student residing in the District, or a parent of a disabled child who has graduated, for a period of five years beyond the student's declassification or graduation, provided that the parent shall not be employed by or under contract with the School District. It is further provided that a parent shall not be a required member if the parents of the student request, in writing, that the parent member not participate in the meeting.

Subcommittee on Special Education Membership

The Board of Education shall appoint, as necessary, a Subcommittee on Special Education whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the student;
 - b) At least one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment;
 - c) At least one (1) special education teacher, of the student, or where appropriate, at least one (1) special education provider (i.e., related service provider) of such student;
 - d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general curriculum and about the availability of resources of the District;
 - e) A school psychologist;
 - f) At the discretion of the parent or the Committee, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the subcommittee;
 - g) An individual who can interpret the instructional implications of evaluation results, who may be a member described in letters "b" through "f" of this subheading; and
- (Continued)

Students

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION, (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)

- h) Whenever appropriate, the student with a disability.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Assistant Superintendent for Special Education and Support Services shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

Individuals with Disabilities Education Act (IDEA)
20 United States Code (USC) Sections 1400-1485
34 Code of Federal Regulations (CFR)
Sections 300.342-344
Education Law Section 4402
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7613 The Role of the Board of Education in Implementing a Student's Individualized Education Program
#7632-- Appointment and Training of Committee on Preschool Special Education Members

Adopted: 7/8/02
Revised: 3/22/05

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS

Committee on Preschool Special Education (CPSE) Membership

The Board of Education shall appoint a Committee on Preschool Special Education (CPSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the child;
- b) At least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- c) At least one special education teacher of the child or, where appropriate, at least one special education provider (i.e., related service provider) of such child;
- d) A representative of the School District who is qualified to provide, or supervise the provision of, special education and who is knowledgeable about the general curriculum and about the availability of preschool special education programs and services and other resources of the District (who shall serve as Chairperson of the CPSE);
- e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher or provider, the school psychologist, the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- g) A parent of a child with a disability who resides in the School District or a neighboring School District, and whose child is enrolled in a preschool or elementary level education program provided that such parent shall not be employed by or under contract with the School District or municipality; and provided further that such parent shall not be a required member if the parents of the child request, in writing, that the additional parent member not participate in the meeting.
- h) For a child's transition from early intervention programs and services (Infant and Toddler Programs), the appropriately licensed or certified professional from the County Early Intervention Program. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services; and

(Continued)

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Students

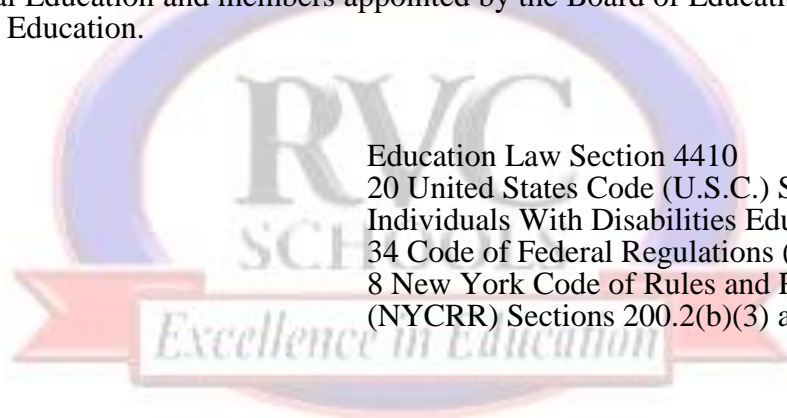
**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL
SPECIAL EDUCATION (CPSE) MEMBERS (Cont'd.)**

- i) An appropriately certified or licensed professional from the municipality. Attendance of the appointee of the municipality is not required for a quorum.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent of Schools for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education and members appointed by the Board of Education to the Committee on Preschool Special Education.



Education Law Section 4410
20 United States Code (U.S.C.) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
34 Code of Federal Regulations (C.F.R.) Part 300
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7614 -- Preschool Special Education Program and
#7631 -- Committee on Special Education/Subcommittee on Special Education Members.

Adopted: 7/8/02

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION**

Development of Individualized Education Program

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an individualized Education Program (IEP) will be developed by the CSE or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level.

The District shall ensure that each student with a disability has an IEP in effect at the beginning of each school year.

Functional Behavioral Assessments/Behavioral Intervention Plans

A functional behavioral assessment (FBA) is an integral part of the evaluation and reevaluation of a student with a disability which should be used throughout the process of developing, reviewing and revising a student's IEP when the student's behavior impedes learning of the child or others. The FBA is the process of determining why a student engages in challenging behavior and how the student's behavior relates to the environment.

The FBA provides a baseline of the student's problem behaviors with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day and includes:

- a) The identification of the problem behavior,
- b) The definition of the behavior in concrete terms,
- c) The identification of the contextual factors that contribute to the behavior (including cognitive and affective factors), and
- d) The formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

The CSE/CPSE will ensure that functional behavioral assessments, when appropriate, are conducted and reviewed to:

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):
DEVELOPMENT AND PROVISION (Cont'd.)**

- a) Identify supplementary aids and services, modifications and/or related services appropriate to address the identified behaviors to promote the student's involvement and progress in the general curriculum;
- b) Determine a student's eligibility for special education services;
- c) Develop the IEP which includes behavioral goals and objectives and positive behavioral supports and strategies.

In the case of a student whose behavior impedes his or her learning or that of others, the CSE/CPSE shall consider strategies, including positive behavioral interventions and supports and other strategies to address that behavior. The need for a behavioral intervention plan (BIP) shall be documented on the IEP and such plan shall be reviewed at least annually by the CSE/CPSE. In addition, regular progress monitoring of the frequency, duration and intensity of the behavioral interventions shall be conducted at scheduled intervals, documented and reported to the parents and CSE/CPSE.

A behavioral intervention plan may not include the use of aversive interventions or time out rooms except in accordance with specific Board policy regulating these techniques.

Individual Evaluations

Parental consent must be provided for an initial evaluation. If such consent is not received within thirty (30) calendar days of receipt of the referral, the CSE/CPSE Chairperson will document all attempts made to obtain the consent and, if appropriate, advise the Board of its right to utilize the due process procedures to conduct an evaluation without parental consent.

Unless a referral is withdrawn, an individual evaluation at no cost to the parent will be completed by the CSE/CPSE within sixty (60) calendar days after written parental consent has been obtained or a parental refusal to consent is overridden, unless:

- a) An extension is mutually agreed to by the parent and the CSE/CPSE for the following situations:
 - 1. Transfer students: A student enrolls in the District after sixty (60) days and prior to a determination by the student's previous school district as to whether the student has a disability, but only if the new school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent and the new district agree to a specific timeframe for completion; or

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION (Cont'd.)**

2. Students suspected of having learning disabilities; or
- b) The parent or student repeatedly fails or refuses to produce the student for evaluation.

No student shall be required to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving an evaluation.

The individual evaluation will include a variety of assessment tools and strategies, including information provided by the parent. The purpose of the evaluation is to gather relevant functional, developmental and academic information that may assist in determining whether the student is a student with a disability and the content of the student's IEP. This shall include information relating to enabling the student to participate and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities.)

As part of any evaluation, a group that includes the CSE/CPSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments, local or state assessments, classroom-based observations, and observations by teachers and related services providers. In addition, the group will consider information about the student's physical condition, social or cultural background, and adaptive behavior.

On the basis of that review, and input from the student's parents, the group shall identify what additional data, if any, are needed to determine:

- a) Whether the student has or continues to have a disability;
- b) The present levels of academic achievement and related developmental needs of the student, including:
 1. Academic achievement, functional performance, and learning characteristics;
 2. Social development;
 3. Physical development; and
 4. Management needs.

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION (Cont'd.)**

- c) In the case of a reevaluation of a student, whether the student continues to need special education; and
- d) Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

If additional data are not needed, the District must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability and to determine the student's educational needs. The District is not required to conduct the assessment unless requested to do so by the student's parents.

The determination that a student has a learning disability will be made in accordance with the procedures outlined in Section 200.4(j) of Commissioner's Regulations.

Individual Re-evaluations

A CSE/CPSE shall arrange for an appropriate re-evaluation of each student with a disability:

- a) If the District determines that the educational or related services needs, including improved academic achievement and functional performance of the student warrant re-evaluation;
- b) If the student's parent or teacher request a re-evaluation;
- c) At least once every three (3) years unless the District and the parent/person in parental relation agree in writing that such re-evaluation is unnecessary.

A re-evaluation shall not be conducted more frequently than once a year unless the parent and the District representative appointed to the CSE/CPSE agree otherwise.

The re-evaluation will be conducted by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The re-evaluation shall be sufficient to determine the student's individual needs,

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION (Cont'd.)**

educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any re-evaluations must be addressed by the CSE/CPSE in reviewing, and as appropriate, revising the student's IEP.

To the extent possible, the District shall encourage the consolidation of re-evaluation meetings for the student and other CSE/CPSE meetings for the student.

Amendments to the IEP

Amendments to the IEP made after the annual review by the CSE/CPSE may be made by reconvening the CSE/CPSE and rewriting the IEP or by developing a written document to amend or modify the student's current IEP, provided that:

- a) The parents/persons in parental relation request an amendment to the IEP and the District and parents/persons in parental relation agree to the amendment in writing; or
- b) The District provides the parents/persons in parental relation a written proposal to amend a provision or provisions of the IEP conveyed in language understandable to the parents/persons in parental relation in their native language or other dominant mode of communication, informs and allows the parents/persons in parental relation the opportunity to consult with the appropriate personnel or related service providers concerning the proposed changes, and the parents/persons in parental relation agree in writing to the amendments.

If the parents/persons in parental relation agrees to amend the IEP without a meeting, they shall be provided prior written notice (notice of recommendation) of the changes to the IEP and the Committee notified of the changes. If the changes are made by rewriting the entire IEP, the District shall provide the parents/persons in parental relation a copy of the rewritten IEP. If the amendment is made without rewriting the entire document, the District shall provide a copy of the document that amends the IEP or upon request, a revised copy of the entire IEP with the amendments incorporated.

Use of Recording Equipment at IEP Meetings

The Board of Education shall allow recording equipment to be used at meetings regarding individualized education programs for students with disabilities. When a parent or guardian chooses to record a CSE meeting, the CSE will also make a concurrent recording for their records

(Continued)

Students

SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION (Cont'd.)

Provision of Individualized Education Program

The Board of Education directs that the Superintendent/designee(s) establish administrative practices and procedures to ensure that each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of a student's IEP is *provided a paper or electronic copy of such student's IEP (including amendments to the IEP) prior to the implementation of such program*. For purposes of this policy, "other service provider" means a representative of another public school district, charter school, Board of Cooperative Educational Services (BOCES) or school enumerated in Education Law Articles 81, 85 or 89 of the Education Law where the student receives or will receive IEP services. Further, the District will designate at least one school official who shall be responsible for maintaining a record of the personnel who have received IEP copies for each student.

Any *copy of a student's IEP shall remain confidential* in compliance with the Individuals with Disabilities Education Act, the Family Educational Rights and Privacy Act, and District policy regarding confidentiality of student records; and shall not be disclosed to any other person other than the parent of such student, except in accordance with Federal and State laws and/or regulations. Appropriate training and information will be provided to designated school personnel, as applicable, to ensure the confidentiality of such information. Procedures will be established to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing a student's IEP

The Chairperson of the CSE, CSE subcommittee *shall designate* for each student one or, as appropriate, more than one professional employee of the School District with knowledge of the student's disability and education program *who will be responsible to, prior to the implementation of the IEP, inform* each regular education teacher, special education teacher, related service provider, other services provider, supplementary school personnel (i.e., a teaching assistant or a teacher aide as defined in Commissioner's Regulations) and other provider and support staff person of his/her responsibility to implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for a student in accordance with the IEP. In selecting the professional staff person(s), the Chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional based on the particular circumstances of the student's disability and education program.

The School District shall also ensure that each teaching assistant, teacher aide and each other provider responsible for assisting in the implementation of a student's IEP has *the opportunity to review* a copy of the student's IEP (including amendments) prior to the implementation of such program. Further, each teaching assistant, teacher aide and such other provider responsible for assisting in the implementation of a student's IEP shall have *ongoing access* to a copy of the IEP,

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP)
DEVELOPMENT AND PROVISION (Cont'd.)**

which may be the copy provided to the student's special education teacher or the teacher or related service provider under whose direction the supplementary school personnel or other provider works. However, the District may, at its discretion, provide a copy of the IEP to teaching assistants and/or teacher aides.

A copy of a student's IEP shall be provided to the student's parents at no cost to the student's parents.

[Individuals with Disabilities Education Improvement Act of 2004 \[Public Law 108-446 Section 615\(k\)\(1\)\]](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Sections 1400 et seq.](#)
21 United States Code (USC) 812(c)
Education Law Articles 81, 85 and 89
Education law Section 3208 and 4402(7)
8 New York Code of Rules and Regulations (NYCRR) Sections 200.1(hh), 200.2(b)(11), 200.4(b)(4), 200.4(e)(3), 200.4(f) and 200.16(e)(6)

NOTE: Refer also to Policy #7619 -- Use of Time Out Rooms

Adopted: 7/8/02
Revised: 3/22/05, 12/15/09



Students

SUBJECT: TRANSITION SERVICES

Beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually, the student's IEP must include:

- a) A statement of the student's needs taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities;
- b) Appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills;
- c) A statement of transition service needs that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational educational program;
- d) Needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- e) A statement of the responsibilities of the District and participating agencies, when applicable, for the provision of such services and activities, before the student leaves the school setting, that promote movement from school to post-school opportunities.

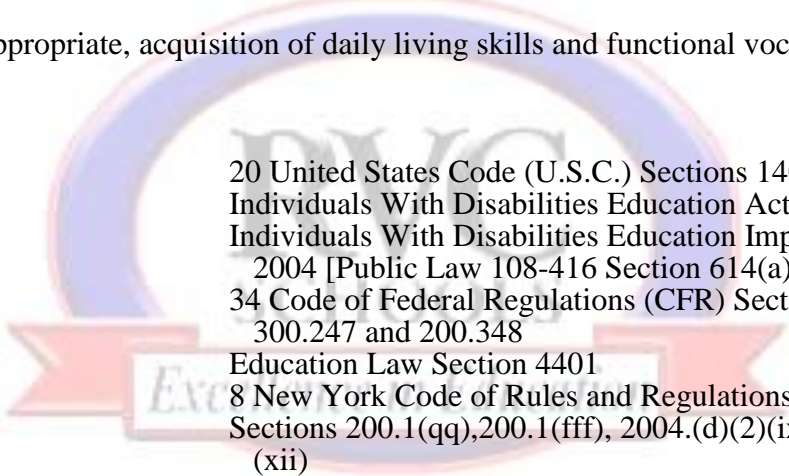
. As defined by the Commissioner's Regulations, transition services means a coordinated set of activities for a student with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate an outcome-oriented process, that promotes movement from school to post-school activities. Post-school activities include, but are not limited to, post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests and shall include needed activities in the following areas:

(Continued)

Students

SUBJECT: TRANSITION SERVICES

- a) Instruction;
- b) Related services (the term "related services" does not include a medical device that is implanted, or the replacement of such device);
- c) Community experiences;
- d) The development of employment and other post-school adult living objectives; and
- e) When appropriate, acquisition of daily living skills and functional vocational evaluation.



20 United States Code (U.S.C.) Sections 1400 et seq
Individuals With Disabilities Education Act (IDEA)
Individuals With Disabilities Education Improvement Act of
2004 [Public Law 108-416 Section 614(a)
34 Code of Federal Regulations (CFR) Sections 300.343,
300.247 and 200.348
Education Law Section 4401
8 New York Code of Rules and Regulations (NYCRR)
Sections 200.1(qq), 200.1(fff), 200.4(d)(2)(ix), and 200.5(a)(1)
(xii)

Adopted: 7/8/02
Revised: 3/20/06

Students

SUBJECT: EXTENDED SCHOOL YEAR (JULY/AUGUST) SERVICES AND/OR PROGRAMS

The School District shall provide, directly or by contract, special services and/or programs during July and August (i.e., extended school year) to those students whose disabilities are severe enough to exhibit the need for a structured learning environment of twelve (12) months duration in order to prevent substantial regression as determined by the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE). Written consent of the parent is required prior to initial provision of special education services in a twelve (12) month special service and/or program.

The CSE/CPSE must determine whether a student requires extended school year special education services and/or programs in order to prevent substantial regression. Substantial regression would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Commissioner's Regulations, students must be considered for twelve (12) month special services and/or programs to prevent substantial regression if they are:

- a) Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes; or
Preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention;
- b) Students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes; or
Preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment;
- c) Students who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment; or
Preschool students whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment in the home; or
- d) Students, including preschool students, whose needs are so severe that they can be met only in a seven (7) day residential program; or

(Continued)

Students

SUBJECT: EXTENDED SCHOOL YEAR (JULY/AUGUST) SERVICES AND/OR PROGRAMS (Cont'd.)

- e) Students who are not in programs as described in subparagraphs (a) through (d) above during the period from September through June and who, because of their disabilities, exhibit the need for a twelve (12) month special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression as determined by the CSE; or

Preschool students who are not described in subparagraphs (a) through (d) above whose disabilities are severe enough to exhibit the need for a structured learning environment of twelve (12) months duration to prevent substantial regression as determined by the Preschool Committee on Special Education (CPSE).

For students eligible for twelve (12) month service and/or program, Per Commissioner's Regulations Section 200.4(d)(2)(x), the student's Individual Education Program (IEP) shall indicate the identity of the provider of services during the months of July and August, and for preschool students determined by the CPSE to require a structured learning environment of twelve (12) months duration to prevent substantial regression, a statement of the reasons for such recommendation.

The IEP shall indicate the projected date of the review of the student's need for such services and shall indicate the recommended placement.

The State Education Department (SED) is authorized to approve programs and to establish State Aid reimbursement rates for all special services and programs provided during July and August, both public and private. Therefore, if the School District plans to operate a July/August program, the District must first apply to SED for approval in accordance with SED guidelines/procedures.

[Individuals with Disabilities Education Improvement Act of 2004 \[Public Law 108-446 Section 614\(a\)\]](#)

[Individuals with Disabilities Education Act \(IDEA\) 20 United States Code \(USC\) Sections 1400 et seq.](#)

Education Law Section 4408

8 New York Code of Rules and Regulations (NYCRR) Part 110 and Sections 200.1(qq), 200.4(d)(2)(x), 200.5(b)(1)(iii), 200.6(j) and 200.16(i)(3)(v)

Adopted: 7/8/02

Revised: 3/20/06, 10/3/07

2002

7643

Students

SUBJECT: PROVISION OF COPY OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) TO STUDENT SERVICE PROVIDERS

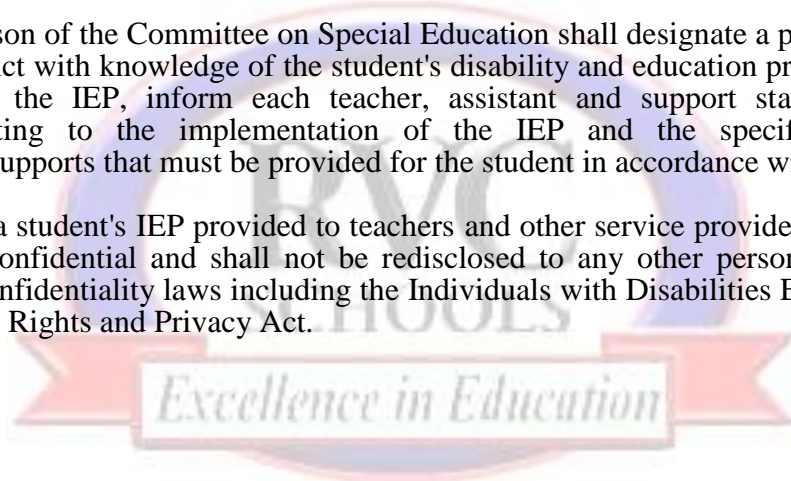
The Board of Education adopts as policy the provisions of Chapter 408 of the Laws of 2002 adding new subdivision 7 to Section 4402 of the Education Law.

Dissemination of Individualized Education Program

The Rockville Centre Board of Education shall provide a copy of each student's IEP, prior to implementation of the program, to each regular education teacher, special education teacher, related service provider, and other service providers responsible for the implementation of a student's IEP.

The Chairperson of the Committee on Special Education shall designate a professional employee of the School District with knowledge of the student's disability and education program to, prior to the implementation of the IEP, inform each teacher, assistant and support staff person of his/her responsibility relating to the implementation of the IEP and the specific accommodations, modifications and supports that must be provided for the student in accordance with the IEP.

Any copy of a student's IEP provided to teachers and other service providers in accordance with law shall remain confidential and shall not be redisclosed to any other person in accordance with federal and state confidentiality laws including the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.



Education Law Section 4402(7)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.4(b)(4) and 200.4(f)

Students

SUBJECT: [TRANSFER STUDENTS WITH DISABILITIES](#)

To facilitate the transition of students with disabilities transferring into or out of the District the District shall:

- a) As the district of origin take reasonable steps to promptly respond to all requests from the new school district.
- b) As the new school district take reasonable steps to promptly obtain the student's records from the previous school, including the IEP, supporting documents and any other records relating to the provision of special education services.
- c) Provide to a student with a disability (as defined in Section 200.1(zz) of Commissioner's Regulations) who transfers school districts within the same academic year a free appropriate education including services comparable to those described in the student's previous IEP.
 1. For transfers within New York State, the previously held IEP will be followed in consultation with the parents until the District adopts the previously held IEP or develops, adopts and implements a new IEP consistent with federal and State law and regulation.
 2. For transfers from outside New York State, in consultation with the parents the previously held IEP will be followed until the District conducts an evaluation and, if appropriate, develops a new IEP consistent with federal and State law and regulation.

[Individuals with Disabilities Education Improvement Act of 2004 \[Public Law 108-446 Section 614\(a\)\]](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Sections 1400 et seq.](#)
8 New York Code of Rules and Regulations (NYCRR)
Section 200.4(eX8)

Adopted: 3/20/06

2002 7650

Students

SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES

The School District is required to locate and identify all students with disabilities who reside in the District, including students who do not attend public school. Therefore, it is the policy of the Board of Education to conduct a census in order to have all children with disabilities within its jurisdiction under the age of twenty-one (21) identified, located and evaluated, including children of preschool age, homeless children, children who are wards of the State as defined in Commissioner's Regulations and children in all public and private agencies and institutions. As per IDEA of 2004, for children who attend a private school, the district in which the child's private school is located, is responsible for "child find" and services for these children.

Procedures must be established to locate, identify and evaluate all nonpublic elementary and secondary school students with disabilities, including religious-school children, to ensure the equitable participation of parentally placed private school students with disabilities and an accurate count of such students. The District will consult with representatives of private schools and representatives of parents of parentally placed private school students on the child find process. The District in which the nonpublic elementary or secondary school is located is responsible for child find, equitable provision of services and consultation requirements. Any such student suspected of having a disability is to be referred to the CSE of the student's district of residence for evaluation and possible identification as a student with disability.

Census data shall be reported by October 1 to the CSE/CPSE as appropriate. The CSE/CPSE will maintain and revise annually a register and related summary reports containing the data requirements indicated in Commissioner's Regulations including the number of students enrolled in private schools by their parents who are evaluated to determine if they are students with disabilities, the number of such students who are determined to have a disability and the number who received special education services.

Individuals with Disabilities Education Improvement Act of
2004 [Public Law 108-446] Section 612]
Individuals with Disabilities Education Act (IDEA)
20 United States Code (USE) Section 1400 et seq.
34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3240-3242, 3602-c(2-a) and
4402(1)(a)
8 New York Code of Rules and Regulations (NYCRR)
Sections 200.2(a) and 200.4

NOTE: Refer also to Policy #7150 -- School Census

Adopted: 7/8/02

Revised: 5/24/05, 12/22/05, 3/20/06

SUBJECT: PARENT INVOLVEMENT FOR CHILDREN WITH DISABILITIES

The Board of Education recognizes the rights of the parent/guardian to be fully informed of all information relevant to the identification, or change in identification, evaluation and educational placement of a child with a disability.

All due process procedures for parents/guardians and children in the Commissioner's Regulations shall be observed by the School District.

Parental Consent

In accordance with due process, a parent or guardian of a special education student or a student suspected of having a disability must provide informed consent before the School District can take certain actions.

Consent for Evaluations

The parent or guardian must provide informed consent to the initial evaluation, or reevaluations in accordance with law and/or regulations. If a parent does not provide consent for an initial evaluation, the School District *may* pursue the evaluation by commencing a due process hearing to override the refusal to provide consent.

Parental consent for a reevaluation is not needed if the District can demonstrate that it has taken reasonable measures to obtain consent, but the parents or guardians have failed to respond.

Consent for the Initial Provision of Services

Parental consent is also required for the initial provision of special education services. Consent for an initial evaluation does not constitute consent for the initial provision of services. If a parent does not provide consent for the initial provision of services, the School District *shall not* provide the special education program and services to the student and shall not use the due process procedures to challenge the parent's refusal to consent. The School District shall not be considered to be in violation of the requirements to provide a free appropriate public education (FAPE), shall not be required to convene a meeting of the committee on special education or develop an IEP.

Consent for a Ward of the State

In the event that a child is a ward of the State, the School District shall make reasonable efforts to obtain the informed consent from the parent of the child for an initial evaluation to determine whether the child is a child with a disability. The School District is not required to obtain informed consent if:

(continued)

Students

SUBJECT: PARENT INVOLVEMENT FOR CHILDREN WITH DISABILITIES (Cont'd.)

- a) Despite reasonable efforts to do so, the School District cannot discover the whereabouts of the parent of the student; or
- b) The rights of the parents of the student have been terminated in accordance with State law; or
- c) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law.

Surrogate Parents

In the event that no parent or guardian for a child with a disability can be identified or after reasonable efforts, the whereabouts of the parent or guardian cannot be determined, or the child with a disability is a ward of the State, the Board shall assign an individual to act as a surrogate for the parents or guardians. The person selected as a surrogate shall have no interest that conflicts with the interest of the child he/she represents, and shall have knowledge and skills that ensure adequate representation of the child.

It is the duty of the School District to determine whether a child needs a surrogate parent and to assign a surrogate parent in the manner permitted under New York State law.

[Individuals with Disabilities Education Improvement Act of 2004 \(Public Law 108-446\) Section 614\(a\)](#)
[Individuals with Disabilities Education Act \(IDEA\) 20](#)
[United States Code \(USC\) Section 1400 et seq.](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
[Education Law Sections 4401 and 4402](#)
[8 New York Code of Rules and Regulations \(NYCRR\) Sections 200.1 and 200.5](#)

Adopted: 7/8/02
Revised: 8/2/05

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS

The School District is committed to making every effort to amicably resolve differences involving the educational programs for students with disabilities. Mediation will be available to resolve disputes involving any matter, including matters arising prior to the filing of a request for an impartial hearing. In addition, the District may establish procedures providing the opportunity to meet with a disinterested party from a community dispute resolution center for an explanation of the benefits of the mediation process. For those exceptional circumstances where a more formal method is required, the impartial hearing process will be utilized. The Impartial Hearing Officer (IHO) renders a written decision after the parties present and refute evidence before him/her. The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Impartial Due Process Hearing Procedure

The request for an impartial due process hearing must be submitted within two (2) years of the date the parent or the District knew or should have known about the alleged action forming the basis of the complaint. However, the two (2) year timeline does not apply if the parent was prevented from requesting the hearing due to specific misrepresentations by the District that it had resolved the problem or the District's withholding of information from the parent that is required by Commissioner's Regulations.

The following is an overview of the impartial hearing process/prehearing conference:

Due Process Complaint Notification

- a) The parent or the School District may request an impartial hearing by first submitting a due process complaint notice.

A hearing may not be held until a due process complaint notice is filed. Either the parent, the District, or the attorney representing either party may present a complaint with respect to any matter relating to the identification, evaluation or educational placement of a student with a disability or a student suspected of having a disability, or the provision of a free appropriate public education to such student.

This written due process complaint notice must include:

1. The name of the student;
2. The address of the student's residence or, in the case of a homeless student, available contact information;
3. The name of the school the child is attending;
4. A description of the nature of the problem of the student relating to the proposed or refused initiation or change, including facts relating to the problem; and
5. A proposed resolution of the problem to the extent known and available to the party at the time.

(Continued)

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (Cont'd.)

- b) The due process complaint notice will be deemed sufficient unless the party receiving the notice notifies the other party and the IHO in writing within fifteen (15) days of receiving the notice that they believe the notice requirements have not been met.
- c) Within five (5) days of the receipt of the notice of insufficiency, the IHO shall make a determination on the face of the notice of whether the notification meets the notice requirements and shall immediately notify the parties in writing of the determination.
- d) If the District has not sent a prior written notice (notice of recommendation) to the parent regarding the subject matter of the complaint notice, the District will send a response to the parent within ten (10) days of receiving the complaint which includes:
 - 1. An explanation of why the District proposed or refused to take the action raised in the complaint;
 - 2. A description of other options the CSE/CPSE considered and why those options were rejected;
 - 3. A description of each evaluation procedure, assessment, record, or report the District used as a basis for the proposed or refused action; and
 - 4. A description of the factors relevant to the District's proposal or refusal.
- e) Upon receipt or filing of the due process complaint notice, the District will provide the procedural safeguards notice to the parents. The District will also inform parents in writing of the availability of mediation and of any free or low-cost legal and other relevant services available in the area.
- f) Within ten (10) days of receiving the complaint notice, the non-complaining party must send a response specifically addressing the issues raised in the notice.
- g) A party may amend its due process complaint notice only if:
 - 1. The other party consents in writing and is given the opportunity to resolve the complaint through a resolution process;
 - 2. The IHO grants permission, but not later than five (5) days before the impartial due process hearing commences.

Applicable timelines for the impartial due process hearing will recommence at the time of the filing of the amended notice.

(Continued)

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (Cont'd.)

- h) No issues may be raised at the impartial due process hearing that were not raised in the due process complaint notice, unless the other party agrees otherwise.

Resolution Process

- a) Within fifteen (15) days of receiving the due process complaint notice from the parent and prior to the due process hearing itself, the District shall convene a meeting with the parents and relevant members of the CSE/CPSE, as determined by the District and the parent, who have specific knowledge of the facts identified in the complaint. A representative of the District who has decision-making authority must attend. The attorney for the District may not attend unless the parent is accompanied by an attorney. At this resolution meeting, the District has the opportunity to resolve the complaint after the parents discuss their complaint and the facts forming its basis.

The District will take steps to ensure that one or both of the parents of the student with a disability are present at the resolution meeting, including notifying parents of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the resolution meeting at a mutually agreed on time and place and in a location that is physically accessible to the parents.

- b) When conducting meetings and carrying out administrative matters (such as scheduling), the parent and District may agree to use alternative means of meeting participation such as video conferences or conference calls.
- c) The parent and District may agree in writing to waive the resolution process or agree to use the mediation process to resolve the dispute.
- d) If a settlement is reached, the parties shall execute a legally binding agreement signed by the parent and the representative of the District who has authority to bind the District. This agreement is enforceable in court. However, either party may void the agreement within three (3) business days of the agreement's execution.
- e) If the District has not resolved the due process complaint to the satisfaction of the parents within thirty (30) days of receipt of the complaint notice, the impartial hearing process may begin.

(Continued)

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (Cont'd.)

- f) Except where the parties have jointly agreed to waive the resolution process or use mediation, the failure of a parent filing a due process complaint to participate in the resolution meeting will delay the timeline for the resolution process and due process hearing until the meeting is held.
1. If the District is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made (and documented), the District may, at the conclusion of the thirty-day period, request that an IHO dismiss the parents' due process complaint.
 2. If the District fails to hold the resolution meeting within fifteen (15) days of receipt of the parent's complaint or fails to participate in the resolution meeting, the parent may seek the intervention of the IHO to begin the due process hearing timeline.

Pre-Hearing Conference

A pre-hearing conference (which may take place via telephone) may be scheduled by the IHO to simplify or clarify issues; establish dates for the completion of the hearing; identify evidence to be entered into the record; identify witnesses expected to provide testimony; and/or address other administrative issues. A transcript or written summary shall be entered into record by the IHO.

Impartial Due Process Hearing

In the event the complaint is not resolved in a resolution process, the Board will arrange for an impartial due process hearing to be conducted. When carrying out administrative matters relating to an impartial due process hearing, such as scheduling, exchange of witness lists and status conferences, the parent and District may agree to use alternative means of meeting participation such as video conferences or conference calls.

- a) The District must immediately (but not later than two (2) business days after receipt of the due process complaint notice or mailing of the due process complaint notice to the parent) initiate the process to select an IHO. The District selects the IHO through a rotational selection process in accordance with regulatory timelines. The Superintendent's Secretary/District Clerk will be responsible for contacting IHOs and maintaining appropriate records.
- b) The IHO must be certified by the Commissioner of Education, be independent and have access to the support and equipment necessary to perform the duties of an IHO. When the selected IHO indicates availability, the Board of Education must immediately appoint him/her. To expedite this process, the Board may designate one (1) or more of its members to appoint the IHO on behalf of the Board.

(Continued)

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (Cont'd.)

- c) The IHO may not accept appointment unless he/she is available to make a determination of sufficiency of a due process complaint notice within five (5) days of receiving such a request and (unless an extension is granted) to initiate the hearing in a timely fashion.
1. When the District files the due process complaint notice, the hearing or pre-hearing conference must commence within the first fourteen (14) days after the IHO is appointed;
 2. When a parent files the due process complaint notice, the hearing or pre-hearing conference must commence within the first fourteen (14) days after whichever of the following occurs first:
 - (a) The date the IHO receives the parties' written waiver of the resolution meeting; or
 - (b) The IHO receives the parties' written confirmation that a mediation or resolution meeting was held but no agreement could be reached; or
 - (c) The expiration of the thirty-day resolution period unless the parties agree in writing to continue mediation at the end of the thirty-day resolution period. In such case, the hearing or pre-hearing conference will commence within the first fourteen (14) days after the IHO is notified in writing that either party withdrew from mediation
- d) The hearing, or a prehearing conference, shall commence within the timeframe specified in c) above, unless an extension is granted pursuant to Commissioner's Regulations.
- e) Each party must disclose to all parties all evaluations completed by that date and recommendations based on the offering party's evaluation that they intend to use at the hearing not less than five (5) days prior to the hearing. The IHO may bar any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.
- f) The hearing will be conducted at a time and location that is reasonable and convenient to the parent and the student involved. The hearing shall be closed to the public unless the parent requests an open hearing.
- g) The role and responsibilities of the IHO will be as enumerated in Commissioner's Regulations.

(Continued)

Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (Cont'd.)

- h) The student shall remain in his/her current placement during the pendency of the impartial due process hearing unless both parties agree or except as otherwise provided for expedited impartial due process hearings for certain disciplinary suspensions or removals of a student. For a preschool child not currently receiving special education services and programs, he/she may, during any impartial due process hearings or appeals, receive special education services and programs if the parent/person in parental relation and the District agree. However, during the pendency of an appeal for a preschool child who is transitioning from an Early Intervention (EI) Program and is no longer eligible for the EI program due to age, the District is not required to provide the services the child had been receiving under EI. If found eligible for special education as a preschool student with a disability, and if the parent consents to the initial provision of services, the District will provide those programs and services that are not in dispute.
- i) The IHO renders and forwards the finding of fact and decision to the parties and to the State Education Department in accordance with regulatory timelines but not later than forty-five (45) days from the date required for commencement of the impartial due process hearing specified in (c) above. For expedited hearings the deadline is within ten (10) school days after the hearing; for preschool hearings the timeframe is thirty (30) days after the receipt by the Board of a request for a hearing or after the initiation of such hearing by the Board.
- j) The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Recordkeeping and Reporting

The District will utilize the New York State Education Department's Impartial Hearing Reporting System (IHRS) to access the alphabetical list of the names of each IHO who is certified in New York State and available to serve in the District. The District will record and report to the State Education Department required information relating to the selection of IHOs and the conduct of impartial due process hearings according to the manner and schedule specified by the Department. The Superintendent shall designate a staff member(s) who will be responsible for reporting such information as required relating to the impartial hearing process into the State Education Department's web-based reporting system.

Compensation of Impartial Hearing Officers

The District will be responsible for compensating the IHO for prehearing, hearing and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The rate of compensation may not exceed the maximum rate approved by the Director of the Division of the Budget. The District will not reimburse air fare expenses, meal expenses or lodging expenses under any circumstances. The District will also not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

(Continued)

Students

SUBJECT: [IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS \(Cont'd.\)](#)

Mediation

The District will inform the parent in writing of the availability of mediation and any free or low-cost legal and other relevant services available in the area at the request of the parent or when an impartial due process hearing is requested.

Mediation is voluntary and does not deny or delay a parent's right to an impartial hearing. If mediation is initiated after a request for an impartial hearing has been received, the impartial hearing must continue unless the request for the impartial hearing is withdrawn. However, a party may request an extension to an impartial hearing in order to pursue mediation.

Guardians ad Litem at Impartial Hearings

Unless a surrogate parent has been previously appointed, the IHO must appoint a guardian ad litem when he/she determines that the interests of the parent(s) are opposed to or are inconsistent with those of the student or whenever the interests of the student would be best protected by such appointment.

Confidentiality

All issues relating to a request for and conduct of an impartial hearing must be kept confidential by all District staff.

Administrative Procedures

Administrative procedures will be developed for the selection and appointment of an IHO consistent with regulatory requirements.

[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Section 1400 et seq.](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
Education Law Sections 4005, 4202, 4404(1) and 4410(7)
8 New York Code of Rules and Regulations (NYCRR)
Sections 200.1, 200.2, 200.5, 200.16, 200.21 and 201.11

NOTE: Refer also to Policy #7690 – Special Education Mediation

Adopted: 7/8/02

Revised: 5/24/04, 3/11/08, 10/9/13.

Students

SUBJECT: SPECIAL EDUCATION MEDIATION

The District will offer mediation to resolve any disputes involving any matter for which an impartial due process hearing may be brought, including matters arising prior to the filing of a request for an impartial hearing

Such mediation shall be conducted by mediators furnished by a Community Dispute Resolution Center who are not employees of a State educational agency providing direct services to the student who is the subject of the mediation process or a school district or program serving students with disabilities. Mediators may not have a personal or professional interest which would conflict with their objectivity in the mediation process and should be knowledgeable in laws and regulations relating to the provision of special education services.

Parents or persons in parental relationship to students suspected of or having disabilities will receive written notice of the availability of the mediation program each time they receive notice of their entitlement to the impartial hearing procedures in accordance with Federal and State law and regulations. If the parent and District agree, alternative means of meeting participation may be utilized, such as video conferences and conference calls.

Discussions during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings. The parties may be required to sign a confidentiality pledge prior to the commencement of the process.

If resolution of the complaint is reached through mediation, the parent and the representative of the District who has the authority to bind the District will execute a legally binding written agreement specifying the resolution and stating that all discussions occurring during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding. If the written agreement is inconsistent with the student's current IEP, the IEP must be immediately amended to reflect the mediation agreement.

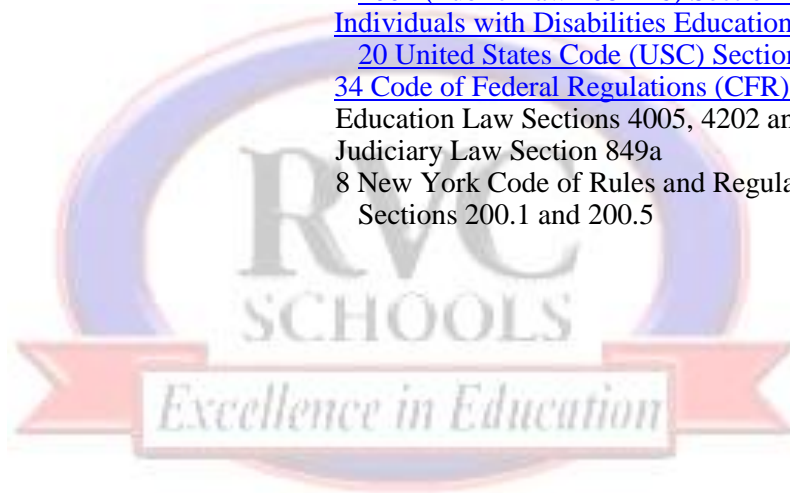
(Continued)

Students

SUBJECT: SPECIAL EDUCATION MEDIATION (Cont'd.)

The mediation process is voluntary and will not operate to diminish or limit any rights provided for in law, including the right of the parent or person in parental relationship to request an impartial hearing subsequent to mediation. Parents or persons in parental relationship to students suspected of or having disabilities continue to have full access to all rights, including due process procedures, provided for in federal and state laws and regulations. Similarly, mediation shall not be construed to limit a parent or person in parental relationship from requesting an impartial hearing without having first utilized mediation procedures set forth in Education Law.

[Individuals with Disabilities Education Improvement Act of 2004 \(Public Law 108-446\) Section 614\(a\)](#)
[Individuals with Disabilities Education Act \(IDEA\)](#)
[20 United States Code \(USC\) Section 1400 et seq.](#)
[34 Code of Federal Regulations \(CFR\) Part 300](#)
Education Law Sections 4005, 4202 and 4404-a
Judiciary Law Section 849a
8 New York Code of Rules and Regulations (NYCRR)
Sections 200.1 and 200.5



Adopted: 7/8/02
Revised: 2/5/08

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Rockville Centre Union Free School District

NUMBER

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(Section 8000)

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SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

The Board of Education supports and encourages development of a District-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children in a rapidly changing society. The Principals of the elementary and secondary schools shall be responsible to the Superintendent of Schools for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction.

Curriculum Resources

There are many resources for curriculum development that exist in our School District, and the instructional staff, under the guidance of the administration, is expected to delve into those resources for possible improvement of the instructional program. Each teacher has the privilege of being an initiator of improvement, as well as a reactor to changing conditions, and the Principals shall be involved in curriculum development.

From the staff, the Superintendent of Schools may appoint curriculum study committees, and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, may be submitted by the Superintendent of Schools to the Board of Education for consideration in the forming of curriculum policy.

Curriculum Evaluation

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement.

All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve the learning and growth of students.

The administrative staff shall evaluate the curriculum in a systematic manner, involving school personnel and others as appropriate.

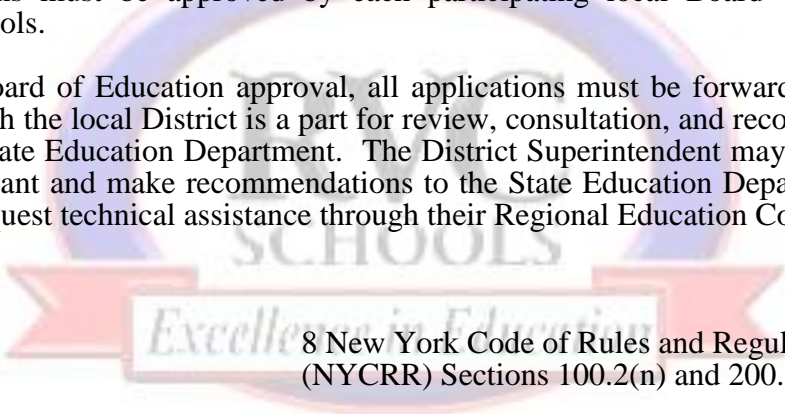
The administrative staff shall make periodic recommendations for action by the Board. The Board of Education from time to time may invite teachers or others to discuss the curriculum.

SUBJECT: REQUEST FOR PART 100 VARIANCE OR PART 200 INNOVATIVE PROGRAM WAIVER FROM COMMISSIONER'S REGULATIONS

Consistent with the purposes of *A New Compact for Learning*, the Board of Education encourages collaboration by teachers, administrators, parents and students of the District in developing innovative educational programs and practices that will lead to greater achievement for all students.

Requests for a variance or waiver from the requirements in Part 100 and Sections 200.1/200.6, respectively, of the Commissioner's Regulations must be approved by the local Board of Education and signed by the Superintendent of Schools. An application may also be submitted by several Districts, or a combination of Districts, BOCES and/or private schools, applying as a consortium. Consortium applications must be approved by each participating local Board of Education and Superintendent of Schools.

Subsequent to Board of Education approval, all applications must be forwarded to the District Superintendent of which the local District is a part for review, consultation, and recommendation prior to submission to the State Education Department. The District Superintendent may provide technical assistance to the applicant and make recommendations to the State Education Department. Interested applicants may also request technical assistance through their Regional Education Coordinator.



8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(n) and 200.6(k)

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES AND NON-DISCRIMINATION

It is the policy of this District that each student attending its public schools shall have equal educational opportunities and will not be excluded or prevented from participating in or having admittance to the educational courses, programs or activities; school services; and extracurricular events 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 district policy, the district code of conduct, the law or applicable contracts.

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 in a nondiscriminatory fashion;
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 Administrator for Pupil Personnel Services and Special Education has been designated to handle inquiries regarding the District's nondiscrimination policies. Contact information for this Administrator is available on the District's website. Complaints of sexual harassment or discrimination are covered by Policies 7551, Sexual Harassment of Students, and 6121, Sexual Harassment of District Personnel. Complaints of student harassment, bullying and discrimination are covered by the Dignity for All Students Act Policy 7380.

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.

(Continued)

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES AND NON-DISCRIMINATION
(Con't)

Administration shall establish grievance procedures that provide for the prompt and equitable resolution of complaints pertaining to discrimination 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).

Cross-ref: 7380, Dignity for All Students Act
7551, Sexual Harassment
7550, Student Complaints and Grievances
3410, Code of Conduct

Ref: 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.*
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*
34 C.F.R. §§ 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

Adopted: 7/8/02
Revised: 6/18/12

**SUBJECT: CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/
INTERPERSONAL VIOLENCE PREVENTION EDUCATION**

Civility, Citizenship and Character Education

The Board of Education recognizes that teaching students respect, civility and understanding toward others, as well as the practice and reinforcement of appropriate behavior and values of our society, is an important function of the School System. This applies to the interactions of students with one another and the appropriate demonstration of civility and respect shown by faculty to students as well.

The School District wishes to foster an environment where students exhibit behavior that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, the District stresses positive communication and discourages disrespectful treatment. This policy is not intended to deprive and/or restrict any student of his/her right to freedom of expression but, rather, seeks to maintain, to the extent possible and reasonable, a safe, harassment free and educationally conducive environment for our students and staff.

Furthermore, the District shall ensure that the course of instruction in grades K through 12 includes a component on civility, citizenship and character education in accordance with Education Law. Character education is the deliberate effort to help students understand, care about, and act upon core ethical values.

Character education shall instruct students on the principles of:

- a) Honesty;
- b) Tolerance;
- c) Personal responsibility;
- d) Respect for others;
- e) Observance of laws and rules;
- f) Courtesy; and
- g) Dignity, and other traits which will enhance the quality of students' experiences in, and contributions to, the community.

(Continued)

**SUBJECT: CIVILITY, CITIZENSHIP AND CHARACTER EDUCATION/
INTERPERSONAL VIOLENCE PREVENTION EDUCATION (Cont'd.)**

For purposes of this policy, “tolerance,” “respect for others” and “dignity” shall include awareness and sensitivity to discrimination or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders, and sexes.

As determined by the Board of Regents, and as further enumerated in the Commissioner's Regulations, the components of character education shall be incorporated in existing School District curricula as applicable.

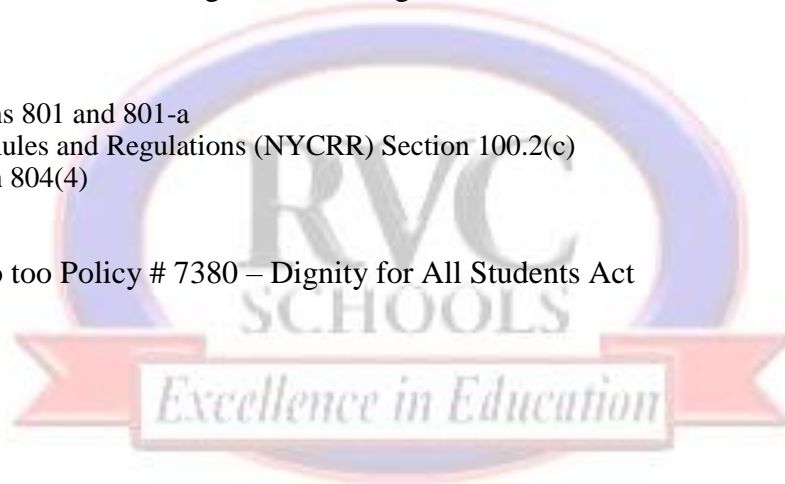
The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of character education in the schools.

Interpersonal Violence Prevention Education

The District will utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Education Law Sections 801 and 801-a
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(c)
Education Law Section 804(4)

NOTE: Refer also too Policy # 7380 – Dignity for All Students Act



2002 8210

Instruction

SUBJECT: SAFETY CONDITIONS AND PROGRAMS

The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.

Each Principal will be responsible for the supervision of a safety program for his/her school.

The safety program may include, but not be limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, and traffic safety programs relevant to students, employees and the community.

It shall be the duty of the Board of Education to provide inspections and supervision of the health and safety aspects of the school facilities.

Eye Safety/Student Use of Hand-Held Laser Pointers

Eye safety devices are to be provided by the School District for the protection of employees, students and visitors, and worn in the technology education classes and labs when activities present a potential eye hazard. The Principal and/Superintendent or his/her designee will ensure that these devices are properly repaired, cleaned and stored to prevent the spread of germs or diseases after individuals use them.

Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in his/her classroom. Laser pointers are to be used by students only when such use is approved and supervised by the classroom instructor. Laser pointers will not be permitted in any Rockville Centre school. Possession of laser pointers by students may result in disciplinary action.

Students will be advised not to stare directly into the beam from a laser pointer or direct the beam at the eyes of another individual. Students are not to aim the pointer into the audience. Students are to be made aware of the hazards associated with the particular type of laser pointer used.

Education Law Sections 409, 409-a, 807-a, and 906
8 New York Code of Rules and Regulations
(NYCRR) Part 136 and Section 141.10

Adopted: 7/8/02

Instruction

SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)

The Board of Education, in recognizing the educational uses of animals in the classroom, requires that permission be obtained from the Building Principal before animals are brought into the school or classrooms. It is the Principal's responsibility to ensure that there is an appropriate educational purpose if any animal is housed in a classroom. Animals are not to be transported on school buses with the exception of animals certified to assist persons with disabilities.

Study and Care of Live Animals

Any school which cares for or uses animals for study shall ensure that each animal in the school be afforded the following:

- a) Appropriate quarters;
- b) Sufficient space for the normal behavior and postural requirements of the species;
- c) Proper ventilation, lighting, and temperature control;
- d) Adequate food and clean drinking water; and
- e) Quarters which shall be cleaned on a regular basis and located in an area where undue stress and disturbance are minimized.

Only the teacher or those students designated by the teacher are to handle the animals.

It shall be the responsibility of the Principal or his/her designee to develop a plan of care for those animals housed in school in the event of an emergency school closing or in the event the animals remain in the classroom on days when school is not in session.

Dissection of Animals

Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project approved by the student's teacher; provided, however, that such objection is substantiated in writing by the student's parent or legal guardian. Students who perform alternative projects shall not be penalized.

Effective July 1, 2011, the District will give reasonable notice to all students enrolled in a course that includes the dissection of an animal and students' parent(s)/legal guardian(s) about their rights to seek an alternative project to dissection. Such notice shall be made available upon request at the school and distributed to parents and students enrolled in a course that includes dissection at least once at the beginning of the school year.

(Continued)

Instruction

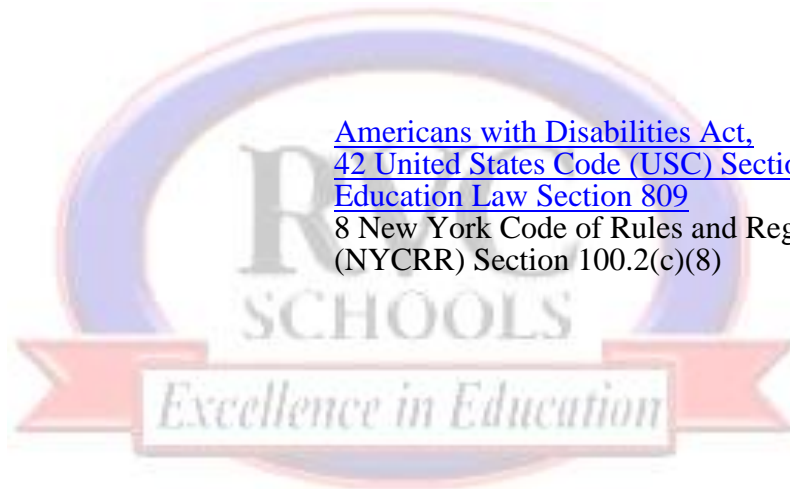
SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES)

SUBJECT: ANIMALS IN THE SCHOOL (INSTRUCTIONAL PURPOSES) (Cont'd.)

Instruction in the Humane Treatment of Animals

Students in elementary school must receive instruction in the humane treatment and protection of animals and the importance of the part they play in the economy of nature as well as the necessity of controlling the proliferation of animals that are subsequently abandoned and caused to suffer extreme cruelty.

This instruction may be joined with work in literature, reading, language, nature study, or ethnology.



[Americans with Disabilities Act,](#)
[42 United States Code \(USC\) Section 12101 et. seq.](#)
[Education Law Section 809](#)
8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(c)(8)

2002

8211
1 of 3

Instruction

SUBJECT: PREVENTION INSTRUCTION

AIDS Instruction in Health Education

The Board of Education shall provide a health education program that will include appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS). Accurate information concerning the nature of the disease, methods of transmission, and means of prevention shall be provided in an age-appropriate manner and shall be consistent with community values and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

A representative community advisory group consisting of appropriate school personnel, School Board members, parents, religious representatives, and other community members shall be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. Appropriate training will be provided for instructional staff.

No student shall be required to receive instruction concerning the methods of prevention of AIDS if the parent or legal guardian has filed with the school Principal a written request that the student not participate in such instruction, with an assurance that the student will receive this instruction at home.

AIDS instruction in the elementary grades shall be taught by the regular classroom teachers, while such instruction in the middle and high school grades shall be a part of the required health education curriculum.

Substance Abuse-Prevention Instruction

The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and/or drug abuse. A prevention program will be developed to inform students of:

- a) Causes for substance abuse;
- b) Physical and psychological damage associated with substance abuse;
- c) Avoidance of alcohol, tobacco and drugs.
- d) Dangers of driving while under the influence of alcohol or drugs.

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

Fire and Arson Prevention Instruction

The Board of Education directs the administration to provide instruction in fire and arson prevention for all students in each school.

Student Safety

Instruction in courses in technology education, science, home and career skills, art and physical education, health, and safety shall include and emphasize safety and accident prevention.

Safety instruction shall precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors shall teach and enforce all safety procedures relating to the particular courses. These shall include the wearing of protective eye devices in appropriate activities.

Emergency Planning

The School District shall maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students shall be provided instruction to respond effectively in emergency situations.

Instruction on Prevention of Child Abduction

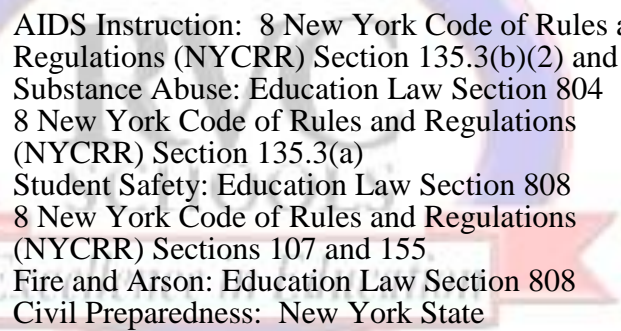
All students in grades K through 8 in District schools shall receive instruction designed to prevent the abduction of children. Such instruction shall be provided by or under the direct supervision of regular classroom teachers and the Board of Education shall provide appropriate training and curriculum materials for the regular classroom teachers who provide such instruction. However, at the Board's discretion, such instruction may be provided by any other public or private agency.

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

The Commissioner of Education will provide technical assistance to assist in the development of curricula for such courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness skills, information, self-confidence, and support to aid in the prevention of child abduction.



AIDS Instruction: 8 New York Code of Rules and Regulations (NYCRR) Section 135.3(b)(2) and (c)(2)
Substance Abuse: Education Law Section 804
8 New York Code of Rules and Regulations (NYCRR) Section 135.3(a)
Student Safety: Education Law Section 808
8 New York Code of Rules and Regulations (NYCRR) Sections 107 and 155
Fire and Arson: Education Law Section 808
Civil Preparedness: New York State Office of Disaster Preparedness
Prevention of Child Abduction: Education Law Section 803-a

Adopted: 7/8/02
Revised: 8/2/05

Instruction

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS

Fire and Emergency Drills

The administrators of each school building shall provide instruction for and training of students on appropriate emergency responses, through fire and emergency drills, in the event of a sudden emergency.

Fire and emergency drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly. However, this additional instruction may be waived if a drill is held during the regular lunch period or assembly. The drills will be held as follows:

- At least 12 drills held in each school year;
 - Eight of the 12 drills will be evacuation drills to be completed by December 31st.
 - Four of these evacuation drills will be through the use of fire escapes on buildings where fire escapes are provided or identified secondary exits.
 - Four of the 12 drills will be lock-down drills.

Summer School

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school.

After-School Programs

The Building Principal or his/her designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. Specific procedures as to appropriate response as a result of a bomb threat can be found in the building-level emergency response plan, as required by relevant law and regulation.

(Continued)

Instruction

SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS (continued)

Police Notification and Investigation

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

Implementation

The Board of Education directs the Superintendent of Schools or his/her designee to develop administrative regulations to implement the terms of this policy. Additionally, such regulations are to be incorporated in the District-Wide School Safety Plan and the Building-Level Emergency Response Plans. An annual emergency drill will be implemented to test the emergency response procedures under each of its Building-Level Emergency Response Plans, and the Plans are to be updated annually, along with updates as necessary as mandated pursuant to law and/or regulation.

Bus Emergency Drills

The Board of Education directs the Administration to conduct a minimum of three (3) emergency drills to be held on each school bus during the school year. The first drill is to be conducted during the first week of the fall term, the second between November 1st and December 31st, and the third between March 1st and April 30th.

Each drill shall include practice and instruction in all topics mandated by the Education Law and the Commissioner's Regulations and shall include, but will not be limited to, the following:

- a) Safe boarding and exiting procedures;
- b) The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
- c) Orderly conduct as bus passengers.

Students who ordinarily walk to school shall also be included in the drills.

(Continued)

Instruction

**SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS AND BUS
EMERGENCY DRILLS (continued)**

Education Law §§ 807, 2801-a and 3623
Penal Law §§ 240.55, 240.60 and 240.62
8 NYCRR §§ 155.17, 156.3(f), 156.3(g), and 156.3(h)(2)



Adopted: 7/8/02
Revised: 1/16/07, 3/8/17

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

Equal Opportunity

The Board of Education prohibits discrimination on the basis of sex, race, color, national origin or disability in any career and technical education program or activity of this District.

The career and technical education program and/or activities shall be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the District shall issue an appropriate public announcement which advises students, parents, employees and the general public that career and technical education opportunities will be offered without regard to sex, race, color, national origin or disability. Included in such announcement will be the name, address, and telephone number of the person designated to coordinate Title IX/Section 504/ADA activities.

Grievance Procedure

Grievance procedures for resolving complaints regarding discrimination based on sex and/or disability shall be disseminated to adequately inform students, parents and employees of the existence of these procedures.

BOCES Advisory Council

In accordance with Education Law, the Advisory Council of the Nassau BOCES is designated as the local Advisory Council for career and technical education in the School District.

Education Law Article 93
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.2(h) and 141 et seq.

Instruction

SUBJECT: BOCES CULTURAL ARTS AND VOCATIONAL PROGRAMS FOR REGULAR EDUCATION STUDENTS

Freshmen and sophomores will not be permitted to participate in BOCES Cultural Arts or vocational programs. Students from South Side High School will only be eligible to apply to the half-days Nassau BOCES Cultural Arts and vocational programs.

All academic courses will be held on the South Side High School campus.

Vocational Programs

A student wishing to participate in the BOCES vocational Program must meet with his/her guidance counselor to review his/her course history as well as the additional course offerings in the specific vocational area of study. The counselor will notify the High School Principal of the student's interest in any BOCES program. The student will then fill out an application to BOCES which must be completed and submitted to the guidance counselor on or prior to March 1 of the preceding school year. The Principal will then review the application and make a recommendation to the Superintendent of Schools. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the BOCES vocational programs only if they are able to meet the requirements for a Regents Diploma.

Cultural Arts Programs

Since South Side High School offers comprehensive programs in music, theatre arts, and the visual arts, applications will not be accepted for consideration in these specific BOCES programs. Applications will be considered for dance since it is not available at South Side High School.

A student wishing to participate in a BOCES Cultural Arts dance program must meet with his/her guidance counselor to review his/her course history as well as the additional course offerings in the specific cultural arts area of study by February 1st of the preceding school year. The counselor will notify the High School Principal and the District Director of the Arts of the student's interest. The Principal and the Director of the Arts will then review the contemplated BOCES program with the Superintendent of Schools. If the Superintendent decides to permit the student to apply, the student must then fill out an application to the BOCES Cultural Arts program. The application must be submitted to the guidance counselor by March 1 of the preceding school year. The only exceptions will be students who enroll in the School District after March 1 of the prior year.

If approved by the Superintendent, students will be permitted to attend the Cultural Arts programs only if they are able to meet the requirements for a Regents Diploma.

SUBJECT: GUIDANCE PROGRAM

A District plan for the 6-12 guidance program shall be filed in the District office and made available for public review. This plan shall be subject to annual review and revised as necessary in the following areas:

- a) Identification of guidance program objectives;
- b) Activities to accomplish the objectives;
- c) Identification of staff members and other resources to accomplish the objectives;
- d) Provisions for the annual assessment of program results.

Guidance Program (6-12)

A coordinated guidance program in Grades 6-12 shall be developed and implemented including the following activities and services:

- a) Each student's educational progress and career plans will be reviewed annually;
- b) Instruction at each grade level to help students learn about various careers and career planning skills;
- c) Other advisory and counseling assistance which will benefit students such as: helping students develop and implement post-secondary education and career plans; helping those students exhibiting any behavioral or adjustment problems; and encouraging parental involvement;
- d) Employment of personnel certified or licensed as school counselors.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(j)

Instruction

SUBJECT: INSTRUCTIONAL PROGRAMS: PHYSICAL EDUCATION

Physical Education Class

All students, except those with medical excuses, shall participate in physical education in accordance with the Commissioner's Regulations, which require that all students attend and participate in physical education as follows:

- a) All students in grades K through 3 shall participate in a program for a minimum of 120 minutes per instructional weekly cycle.
- b) All students in grades 4 through 6 shall participate in a program three (3) times per instructional weekly cycle for a minimum of 120 minutes per cycle.
- c) All secondary students (in grades 7 through 12) shall have the opportunity for regular physical education, but not less than three times per instructional weekly cycle in one semester and two times per instructional weekly cycle in the other semester. A comparable time each semester shall be provided if the school is organized in other patterns or if students have demonstrated acceptable levels of physical fitness, physical skills and knowledge of physical education activities in extra class programs or out-of-school activities approved by the physical education staff and the School Administration.
- d) For grades K through 12, a district may provide an equivalent program as approved by the Commissioner of Education.

An excuse from physical education class may be accepted from a licensed physician or licensed chiropractor.

Any student whose condition precludes participation in a regular program shall be provided with adaptive physical education approved by the Commissioner of Education.

Education Law Sections 803 and 3204
8 New York Code of Rules and Regulations (NYCRR)
Section 135.4

Adopted: 7/8/02
Revised: 10/2/08

Instruction

SUBJECT: PATRIOTISM, CITIZENSHIP AND HUMAN RIGHTS EDUCATION

In order to promote a spirit of patriotic and civil service and obligation, as well as to foster in students of the District moral and intellectual qualities which are essential in preparing them to meet the obligations of citizenship, the Board requires students attending District schools, over the age of eight (8) years, to attend instructional courses in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, the Holocaust, and the mass starvation in Ireland from 1845 to 1850 (the "Irish Potato Famine").

The Board also directs that all students attending District schools in grades 8 through 12 receive instruction in the history, meaning, significance and effect of the United States Constitution, the New York State Constitution, and the Declaration of Independence.

The curricula for such courses must include the subjects specified by the Board of Regents and be for the period of instruction, as mandated by the Regents, which is necessary in these subjects in each of the appropriate grades.

One (1) week during each school year a uniform course of exercises shall be provided to teach students, in an age appropriate manner, the purpose, meaning and importance of the Bill of Rights Articles in the United States and New York State Constitutions. These exercises shall be in addition to the above required courses.

In addition, each School District that receives Federal Funds for a fiscal year shall hold an educational program on the United States Constitution on September 17th of each year for the students in the District to commemorate the September 17, 1787 signing of the Constitution, known as Constitution Day and Citizenship Day. However, when September 17 falls on a Saturday, Sunday, or holiday, this day shall be held during the preceding or following week.

The Board directs that the above named subjects, as mandated by law, be addressed in the instructional curricula provided by the District.

Education Law Section 801
Public Law 108-477 Section 111(b)

NOTE: Refer also to Policy #8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Adopted: 7/8/02
Revised: 11/15/05

2002 8250

Instruction

SUBJECT: EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board of Education expects staff members to maintain a continual program of evaluation at every level to determine the extent of progress toward the schools' objectives. The Board of Education will periodically request the Superintendent of Schools to present factual information that it considers necessary to evaluate the effectiveness of the School System.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.2(m)



Adopted: 7/8/02

Instruction

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

The Board of Education recognizes the rights of parents/guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Title I. The District will collaborate with parents or other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach, plan and implement programs, activities, and procedures for parent or family member engagement; and consult meaningfully with parents or family members.

Parental and Family Involvement

The District shall ensure parental involvement in these programs and projects by:

- a) Involving parents or family members in jointly developing this policy, the District's Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improving student academic achievement and school performance through coordinating and providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent or family engagement activities.
- c) Providing such support for parental or family involvement activities with other relevant federal, state, and local programs as required by law.
- d) With the involvement of parents or family members, conducting an annual evaluation of the content and effectiveness of this policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 - Barriers to greater participation by parents or family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - The needs of parents or family members to assist with their child's learning, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions.
- e) Using the findings of the evaluation to design strategies for more effective parent or family member involvement and to revise, if necessary;
- f) Providing parents or family members with reports on their children's progress and providing opportunities for regular meetings with parents or family members to involve them in Title I activities, PTA meetings, Parent Teacher Conferences and AIS meetings.
- g) Involving parents or family members in shared decisions making.

(continued)

Instruction

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

School-Level Parent and Family Member Engagement

In addition to the above, the District shall, jointly and in agreement with parents of students receiving Title I services, establish expectations for parent or family involvement in Title I programs. Similarly, each Title I school within the District shall establish building level school/parent/family member involvement policies. Such school/parent/family member involvement policies shall include plans outlining how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help students achieve the state's high standards. Each school building-level plan will:

- a) Convene an annual meeting, at a convenient time, to inform parents or family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents or family members to be involved. All parents or family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings such as morning or evening, and may provide transportation, child care, or home visits related to parent or family member engagement, using Title I funds;
- c) Involve parents or family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;
- d) Provide parents or family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible;
- e) Develop a Title I Team jointly with parents or family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The Title I Team will also detail the means by which the school and parents or family members will build and develop a partnership to help all children achieve the State's standards.
- f) Have a Title I Team that:
 - Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;

(continued)

Instruction

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

- Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
- Addresses the importance of communication between teachers and parents or family members on an ongoing basis at a minimum:
 - Arranging for parent or family member-teacher conferences in elementary schools, at least annually, during which Title I will be discussed as it relates to the individual child's achievement;
 - Providing parents or family members with reports on their children's progress;
 - Offering reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members and the community and to improve student academic achievement, the District and each school shall:

- a) Provide assistance to parents or family members of children served by the school in understanding such topics as the State's academic content standards and State and local student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- b) Provide materials and training to help parents or family members to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- c) Educate teachers, pupils services personnel, principals, and other staff, with the assistance of parents or family members, in the value and utility of contribution of parents or family members, and in how to reach out to communicate with, and work with parents or family members as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- d) Coordinate and integrate to the extent feasible and appropriate, parent involvement programs and activities with Hispanic Brotherhood, Headstart, Rosa Lee Young Childhood Center, Home Instruction Programs for Preschool Youngsters, the parent as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(continued)

Instruction

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

- e) Ensure that information related to school and parent/family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents can understand.
- f) Provide other reasonable support for parent or family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing professional development.
- b) Pay reasonable and necessary expenses associated with local parent or family member engagement activities, including transportation and child care costs, to enable parents or family members to participate in school-related meetings and training sessions;
- c) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent or family engagement and participation;
- d) Adopt and implement model approaches to improving parent or family engagement;
- e) Communicate with community-based organizations and businesses in parent or family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents or family members (including parents or family members who have limited English proficiency, parents or family members with disabilities, and parents or family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language they understand.

Comparability of Services

The School District shall ensure equivalence among the schools in the District of the same grade span and levels of instruction with regard to teachers, administrators and auxiliary personnel as well as equivalence in the provision of curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965, (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 20 United States Code (U.S.C.) Section 6318 and 6321. 34 Code of Federal Regulations (C.F.R.) Parts 74-86, and 200

NCLB Section 1112 - 1120 of Title I, Part A

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local and wide area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

- a) A comprehensive staff development program to ensure appropriate and effective use of technology.
- b) The preparation of students to utilize multiple types of technology.
- c) The integration of technology within and across all curriculum areas.
- d) The equitable distribution and access to technological equipment and materials for all students.
- e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent of Schools or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Instruction

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY**

In compliance with The Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet Safety Policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyber bullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail chat rooms and social networking Web sites may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called 'hacking') and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action;

(Continued)

Instruction

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is 'inappropriate' for minors shall be determined by district and/or designated school official(s). It is acknowledged that the determination of such 'inappropriate' material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms 'minor', 'child pornography', 'harmful to minors', 'obscene', 'technology protection measure', 'sexual act', and 'sexual contact' will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

In accordance with the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyber bullying awareness and response.

(Continued)

Instruction

SUBJECT: [CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT FILTERING/SAFETY POLICY \(Cont'd.\)](#)

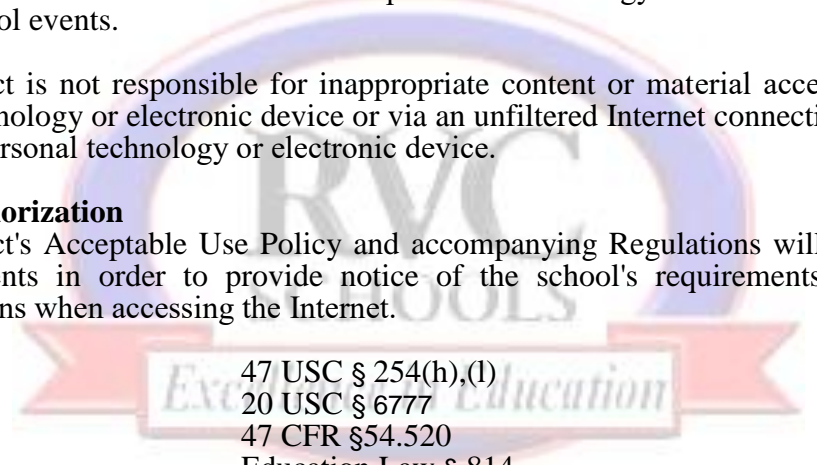
Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.



47 USC § 254(h),(l)
20 USC § 6777
47 CFR §54.520
Education Law § 814

NOTE: Refer to Policy # 7315 – Student Use of Computerized Information Resources (Acceptable Use Policy)
3410 - District Code of Conduct on School Property

Adopted: 7/8/02

Revised: 8/2/05, 10/2/08, 3/5/10, 11/6/13

Instruction

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who are identified as English Language Learners (ELLs) are provided with an appropriate bilingual education or English as a New Language (ENL) program.

The District has developed a comprehensive plan to meet the educational needs of ELLs. The plan will be kept on file in the District and submitted to the Commissioner of Education. The plan includes:

- a) The District's philosophy regarding the education of ELLs;
- b) The District's administrative practices and procedures to screen, identify, and place ELLs in appropriate programs;
- c) The District's plan to provide parents and other persons in parental relation with information about all bilingual education and ENL programs available in the District and notices regarding program placement and the rights of parents or persons in parental relation in a language they best understand;
- d) The District's system to annually measure and track the academic progress and English language proficiency of ELLs and use of data to drive instruction;
- e) A description of the District's curricular and extracurricular services provided to ELLs;
- f) The District's administrative practices to annually evaluate ELLs;
- g) The District's procedure to identify support services for ELLs;
- h) The District's policies and procedures regarding ELLs who are students with disabilities;
- i) The District's procedures to exit ELLs including those students with inconsistent/interrupted formal education;
- j) The District's services to support former ELLs.

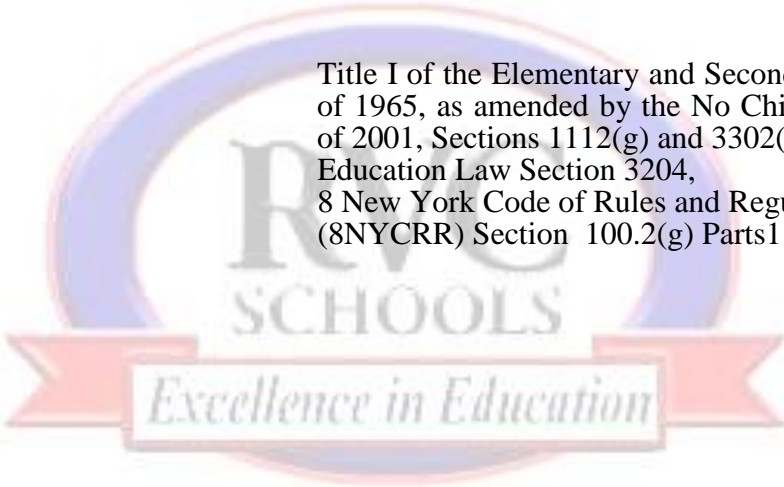
Additionally, the District will offer professional development to all teachers, level III teaching assistants, and administrators that specifically address the needs of ELLs.

Continued

Instruction

SUBJECT: [INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS \(continued\)](#)

The Superintendent of Schools shall ensure that all data, including plans, assurances, and reports as required by the Commissioner's Regulations, is submitted to the State Education Department in a timely manner.



Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)
Education Law Section 3204,
8 New York Code of Rules and Regulations
(8NYCRR) Section 100.2(g) Parts 117 and 154

Adopted: 7/8/02
Revised: 5/24/04, 8/2/05, 2/1/17

Instruction

SUBJECT: ALTERNATIVE SCHOOL PROGRAM

The District will offer an alternative high school program. This program is meant for students who are served better by alternative approaches to learning, rather than regular structured school routine.

Selection of students to participate in the alternative school program will be made according to criteria established by the program staff in compliance with state and federal law and approved by the Superintendent of Schools. Students in the alternative program may re-enter the traditional school program when they, their parents, the Principal and the program staff feel it would serve the students' best interests.



Adopted: 7/8/02

SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school.

Instructional materials should contribute to the development of positive social and intellectual values of the students.

The Board of Education shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability.

Education Law Section 701



Instruction

SUBJECT: SELECTION OF LIBRARY AND AUDIOVISUAL MATERIALS

A school library media center shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

The Board of Education agrees that the responsibility of the school library is:

- a) To provide materials that will enrich and support the curriculum, taking into consideration the varied interests and maturity levels of the students served.
- b) To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- c) To provide a background of information that will enable students to make intelligent judgments in their daily lives.
- d) To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
- e) To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage.
- f) To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

In interpreting these principles, the following will apply:

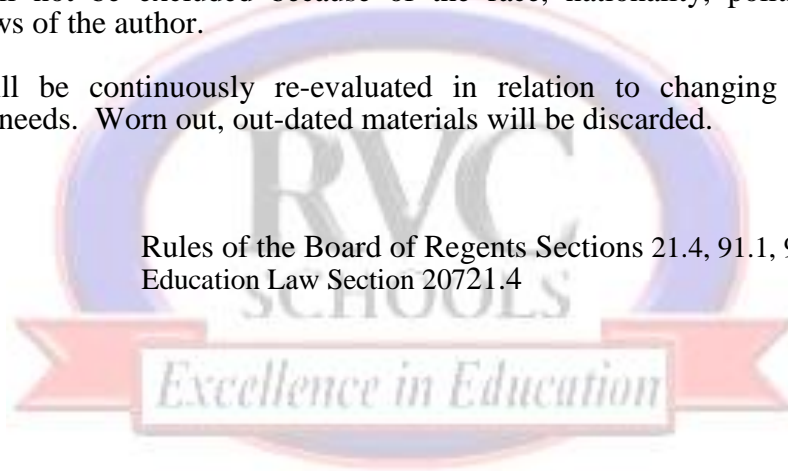
- a) Broad and varied collections will be developed systematically by the library media staff, based on recommendations of the professional staff and suggestions of students and parents. Final approval will be made by the Building Principal.

(Continued)

SUBJECT: SELECTION OF LIBRARY AND MULTIMEDIA MATERIALS (Cont'd.)

- b) Qualitative standards of selection involving factual accuracy, authoritativeness, artistic quality and appeal will be applied by library media staff before purchases are made.
- c) Materials will not be excluded because of the race, nationality, political opinions or religious views of the author.
- d) Materials will be continuously re-evaluated in relation to changing curriculum and instructional needs. Worn out, out-dated materials will be discarded.

Rules of the Board of Regents Sections 21.4, 91.1, 91.2
Education Law Section 20721.4



Adopted: 7/8/02
Revised: 11/5/08

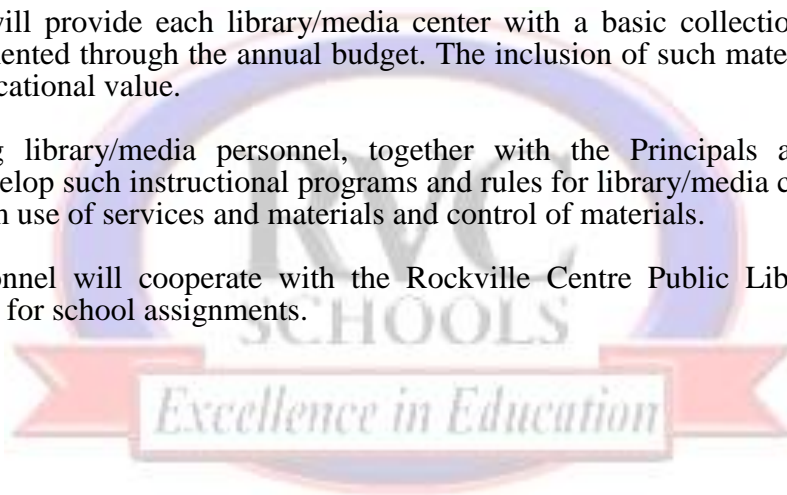
SUBJECT: SCHOOL LIBRARIES/MEDIA CENTERS

The function of the school libraries/media centers will be to promote learning by making both materials and services available to students and teachers. All schools will have libraries/media centers with materials that include a full range of print and computer media. Library services will include instruction and help in the use of library resources. Library/media personnel, with the assistance of the Office of Instruction, will provide training for faculty in the use of these resources.

The Board will provide each library/media center with a basic collection of books and other resources, supplemented through the annual budget. The inclusion of such materials will be evaluated on the basis of educational value.

The building library/media personnel, together with the Principals and administrators as necessary, will develop such instructional programs and rules for library/media center use as necessary to ensure maximum use of services and materials and control of materials.

School personnel will cooperate with the Rockville Centre Public Library in arranging for reference materials for school assignments.



2005 8330

Instruction

SUBJECT: OBJECTION TO INSTRUCTIONAL MATERIALS

Any criticism of instructional materials that are in the schools should be submitted in writing to the Superintendent of Schools. The Board of Education will be informed. A Committee, including the Building Principal and the librarian, will be designated by the Superintendent of Schools to investigate and judge the challenged material according to the principles and qualitative standards stated in Policy 8320-- Selection of Library and Audiovisual Materials.

Curriculum Areas in Conflict with Religious Beliefs

In accordance with applicable law and regulation, a student may be excused from the study of specific materials relating to health and hygiene if these materials are in conflict with the religion of his/her parents/guardians. Alternatives may be provided that are of comparable instructional value.

Education Law Section 3204(5)
8 New York Code of Rules and Regulations
(NYCRR) Section 135.3

Excellence in Education

**NOTE: Refer also to Policies #8320 – Selection of Library and Audiovisual Materials
Policies #8360 - Religious Expression in the Instructional Program**

Adopted: 7/8/02
Revised: 3/22/05

SUBJECT: CONTROVERSIAL ISSUES

Controversial issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner.

Teachers wishing to call upon outside speakers in the presentation of controversial issues are required to obtain the approval of the Principal who shall keep in mind the obligation for presenting opposing views as well, and who shall inform the Superintendent of Schools prior to the presentation.

It is recognized that parents and citizens of the community have a right to protest to the school administration when convinced that unfair and biased presentations are being made by the teacher. In considering such protests, the Superintendent of Schools shall provide for a hearing so that both parties may fairly express their views. If requested, the Superintendent of Schools' decision may be appealed to the Board of Education.



SUBJECT: TEXTBOOKS/WORKBOOKS/SHEET MUSIC

The term "textbook" shall refer to a book supplied to a student for a fixed period of time for his/her personal use and basic to the study of a subject. The Board of Education shall make provision for funds to be budgeted for the purchase of textbooks and related instructional materials.

Upon the recommendation of the Superintendent of Schools, the Board of Education shall designate the textbooks to be used. Textbooks, once designated, cannot be superseded within a period of five (5) years except by a three-fourths (3/4) vote of the Board.

Students will be required to pay for lost books, sheet music or other media, or for excessive damage to books, sheet music, or other media.

Textbooks for Resident Students Attending Private Schools

Resident students attending private schools will be supplied non-sectarian textbooks in accordance with the requirements of Education Law. Resident students who are home schooled may be supplied non-sectarian textbooks in accordance with the requirements of Education Law.

One set of textbooks will be provided to each student. A second set of textbooks will be provided only upon approval of the Rockville Centre School District's Physician. The approval by the physician must be on an annual basis.

Workbooks

The Board of Education shall approve the expenditure of funds for the purchase of workbooks and manuals.

The term "workbook" shall refer to the type of book that provides spaces to write in and is consumed each year. It is usually paper-covered and designed to be used in conjunction with a textbook. Although the term "workbook" refers to a type of book in which space is provided to write and may, if filled with writings by a student, be consumed each year, the Rockville Centre School District does **not** permit students, public and non-public, to write in workbooks. Workbooks and textbooks will be collected each year to be reused.

Education Law Section 701 et seq., Article 15.

Adopted: 7/8/02

Revised: 11/16/04, 8/2/05, 11/14/06

Instruction

SUBJECT: USE OF COPYRIGHTED MATERIALS

It is the intent of the Board of Education to abide by the provisions of the United States Copyright Law (Title 17 United States Code Section 101 et seq.).

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright proprietor.

Any person who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and District policy and shall assume all liability.

A copyright officer may be appointed by the Superintendent of Schools to provide information for all personnel regarding current copyright law and to maintain copyright records. The copyright officer will also serve as the designated agent registered with the U.S. Copyright Office to expeditiously respond to any notices of claimed copyright infringement.

Regulations and procedures shall be developed by the administration detailing what can and cannot be copied. Appropriate copyright notices will be placed on or near all equipment used for duplication.

Title 17 United States Code (U.S.C.)
Section 101 et seq.



Adopted: 7/8/02
Revised: 10/2/08

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS

The Board of Education acknowledges the importance of religion to the understanding of society and the richness of the human experience. In approaching the teaching about religion in the school, the District will be guided by three concepts when making decisions about the appropriateness of activities for inclusion in the school program: the activity should have a secular purpose; the activity should neither advance nor inhibit religion; and the activity must not foster an excessive entanglement of "government" with religion.

Nurturing the development of knowledge and respect for the rights of all cultural and religious groups is a continuing goal of the School District. Students, faculty and administration are reminded of the pluralism of religious beliefs and are urged to be conscious of and respect the sensitivity of others.

Opportunities to learn about cultural and religious traditions should be provided within the framework of the curriculum. Information about religious and cultural holidays and traditions focusing on how and when they are celebrated, their origins and histories should be part of this instruction. This educational opportunity should be handled with great care, sensitivity and respect for the feelings and beliefs of individuals.

An environment should be created and encouraged where students of various ethnic backgrounds feel comfortable in sharing comments about their religious and cultural traditions. No student should be singled out to share or participate in such discussions solely on the basis of that student's identification with the cultural/religious heritage being addressed. A student's preference not to share or participate in such discussions should be honored and respected without penalty.

School Activities Related to Religious Holidays or Themes

School activities related to the teaching about religious holidays or themes must be consistent with, representative of, and congruent with the District's curriculum.

In planning school activities related to the teaching about religious holidays or themes, special effort must be made to ensure that the activity is not devotional and that students of all faiths can join without feeling they are betraying their own beliefs.

In planning school activities related to the teaching about religious holidays or themes, age appropriate activities are encouraged within the framework of the curriculum. Teaching about religious and cultural holidays may include such special activities as parties and special foods, if they reinforce educational goals.

(Continued)

SUBJECT: RELIGIOUS EXPRESSION IN THE PUBLIC SCHOOLS (Cont'd.)

Symbols in the Schools

The purpose of using religious symbols should be to teach about religious concepts and traditions, and to convey historical or cultural content, not to promote or celebrate religious concepts, events or holidays.

Music in the Schools

The purpose of using religious music should be to teach musical concepts, to convey historical and cultural content, or to create aesthetic experiences in a setting which emphasizes artistic expression and educational value, not to promote or to celebrate a religious faith.

District Calendar

The days on which members of a religious group may be absent to observe a religious holiday (legal absence) will be noted on the school planning calendar and the District calendar distributed to parents/guardians. Out of respect for a student's observance of these holidays, teachers must be sensitive to the needs of the student by allowing them to make up all class work, homework, and tests without penalty. Parents/guardians are encouraged to notify the school prior to the absence in order to assist the staff in instructional planning and in meeting the needs of the students. (See Policy # 7110).

Curriculum Areas In Conflict With Religious Beliefs

Students shall be given the option to be excused from participating in those parts of an activity, program, or area of instruction involving a religious theme which conflicts with their own religious beliefs or that of their parents/guardians in accordance with applicable law and regulations. Alternatives may be provided that are of comparable instructional value.

Implementation

Administrative regulations will be developed to implement the terms of this policy. Further, the District shall vigorously publicize and disseminate this policy and accompanying regulations in order to ensure community, faculty, student, and parental/guardian awareness.

United States Constitution, First Amendment
New York State Constitution, Article XI
Equal Access Act, 20 United States Code
Sections 4071- 4074
Education Law Sections 1709(1) and (3)
8 New York Code of Rules and Regulations
(NYCRR) Sections 16.2 and 109.2

Adopted: 7/8/02

SUBJECT: SCHOOL CALENDAR AND SCHOOL DAY

School Calendar

The Superintendent of Schools shall be responsible for the preparation of a school calendar to be presented to the Board for adoption. The number of days scheduled for students will meet or exceed the requirements of state law. The calendar will set forth the days schools will be in session, holidays, recesses and other designations that the Superintendent of Schools or Board deems appropriate.

School Day

The school day shall be set by the Superintendent of Schools with approval of the Board.

Education Law Sections 3204(4) and 3604(7)(8)
8 New York Code of Rules and Regulations
(NYCRR) Section 175.5



Adopted: 7/8/02

Instruction

SUBJECT: EMERGENCY SCHOOL CLOSINGS: EXTRAORDINARY CONDITION DAYS/STUDENT ATTENDANCE

Days of Session

School districts must be in session for all students, including students with disabilities, for not less than 180 days. Included in the 180 days are days on which attendance is taken; days on which Regents examinations, State Assessments or local examinations are given; and days on which Superintendent's Conference Days are held.

Legal Holidays

District officials may not schedule days of session on a Saturday or a legal holiday except Election Day, Washington's Birthday and Lincoln's Birthday (however, driver education classes may be conducted on a Saturday).

Legal holidays include: New Year's Day; Dr. Martin Luther King, Jr. Day; Lincoln's Birthday; Washington's Birthday; Memorial Day; Flag Day (second Sunday in June); Independence Day; Labor Day; Columbus Day; Election Day; Veterans' Day; Thanksgiving Day; and Christmas Day.

Length of School Day

The minimum length of the school day for purposes of generating state aid is 2.5 hours for half-day kindergarten, 5.0 hours for full-day kindergarten through grade 6, and 5.5 hours for grades 7 through 12. These hours are exclusive of the time allowed for lunch. If the School District establishes a school calendar in excess of 180 required days, the excess days need not comply with the mandated daily time requirements.

Extraordinary Conditions

The length of the school day requirement does not apply if schools open late or close early due to extraordinary circumstances beyond their control. Similarly, because of circumstances beyond its control, the School District may lose whole days of instruction due to emergency school closings.

Pursuant to Education Law Section 3604(7), if the Commissioner of Education finds that the schools of the District were not in session for 180 days because of extraordinarily adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, lack of electricity, natural gas leakage, unacceptable levels of chemical substances, or the destruction of the school building either in whole or in part, the Commissioner is authorized to excuse up to five (5) days under certain circumstances.

(Continued)

Instruction

**SUBJECT: EMERGENCY SCHOOL CLOSINGS: EXTRAORDINARY CONDITION
DAYS/STUDENT ATTENDANCE (Cont'd.)**

For the District to receive such a "waiver" from the Commissioner, the Commissioner must find that those "lost days" of instruction could not have been made up by using, for the secondary grades, all scheduled vacation days which occur prior to the first scheduled Regents examination day in June; and, for the elementary grades, all scheduled vacation days which occur prior to the last scheduled Regents examination day in June. Scheduled vacation days that may be used include days of religious observance associated with Passover, Easter and other religious holidays. Only Saturdays, Sundays, and legal holidays are excluded from days that may be used for this purpose.

Requests for excusal must be made in writing to the State Education Department at the close of the school year. If scheduled vacation days and days waived by the Commissioner are insufficient and the School District still remains one (1) or more days short of the 180 days, the District may schedule additional sessions after Regents examinations, through June 30, to satisfy the length of session requirement.

In the event that only one (1) building in the District will be short the required days of session because of some extraordinary condition, the day(s) for only that building must be made up by using all scheduled vacation days before an excusal can be given.

The rescheduling/make up of "lost days" of instruction will take into consideration collective bargaining agreements as may be applicable.

A declaration of a State of Emergency by the Governor due to adverse weather conditions does not authorize the school districts affected to operate an annual session of less than 180 days.

Reporting

Pursuant to Commissioner's Regulations Section 155.17(h), each Superintendent shall notify the Commissioner of Education as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the District; and shall provide such information as the Commissioner may require. School districts within a Supervisory District shall provide such notification through their District Superintendent, who shall be responsible for notifying the Commissioner. Such information need not be provided for routine snow emergency days.

[Education Law Sections 3210, 3602\(4\), 3604\(7\), and 3604\(8\)](#)
[General Construction Law Section 24](#)
[General Municipal Law Section 92-c](#)

8 New York Code of Rules and Regulations (NYCRR) Sections 155.7 and 155.17 and Part 175

See also: 3510/3510R Emergency Closings
7110/7110R Attendance

Adopted: 3/19/07

Instruction

SUBJECT: OPENING EXERCISES

The Board directs the administration to include the Pledge of Allegiance as part of the opening exercises in all the schools. Under certain circumstances, such as religious conviction, staff members and students may be excused from this requirement as a protection of their Constitutional rights.

Education Law Section 802
8 New York Code of Rules and Regulations
(NYCRR) Section 108.5



Adopted: 7/8/02

Instruction

SUBJECT: INDEPENDENT STUDY

Independent study, for credit, will be available to meet the individual needs of students in grades nine (9) through twelve (12). The principal, after careful consultation with relevant faculty, may award transfer credit for work done through independent study. The decision should be based on whether the student's record indicates that the work is consistent with New York State commencement level learning standards and is of comparable scope and quality to that which would have been done in the school awarding the credit. Credit shall be granted only for courses in the approved curriculum.

8 New York Code of Rules and Regulations
(NYCRR) Section 100.5(d)(5)(i)(b)



Adopted: 7/8/02
Revised: 10/2/08

Instruction

SUBJECT: HOMEWORK

The Board of Education has determined that homework is an important way to foster independent learning. Any work assigned by a teacher to be accomplished by students outside their allotted class time is homework. Homework assignments must be appropriate learning activities for all students. All students shall be expected to satisfactorily complete homework assignments.

Homework assignments are an important way to develop good study methods and habits, time management skills and responsibility. However, these practices do not occur spontaneously, students must be taught to employ them.

Homework assignments are to be logical extensions of learning activities conducted in the classroom. Each assignment shall be carefully planned to reinforce the learning objectives which the learner will master as a part of the overall curriculum. The purpose and requirements of homework assignments should be clear to the student. Positive motivation is a powerful force in learning. Homework assignments, therefore, should never be given as punishment.

The schools recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out his/her responsibilities. Parents will rarely be asked to play a formal instructional role in homework. Instead, they are asked to create a home environment that facilitates the student's completion of the assignment independently.

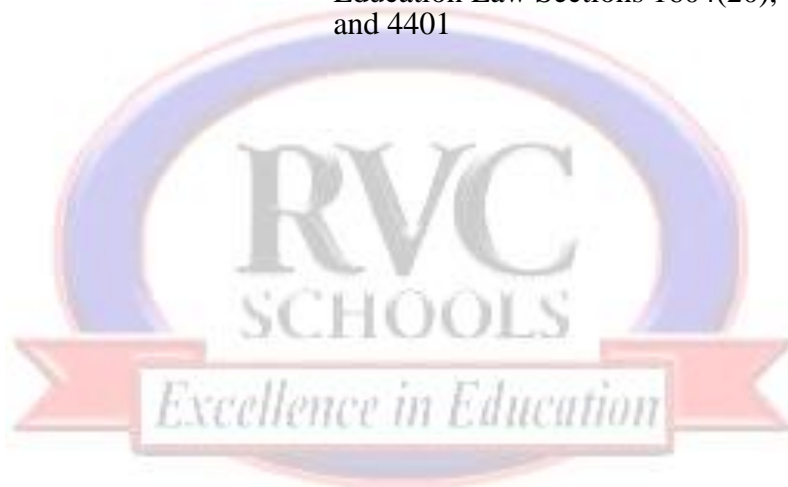
Adopted: 7/8/02
Revised: 4/20/05

SUBJECT: HOME TUTORING (TEMPORARY INSTRUCTION)

Resident children attending public or non-public schools who qualify for home tutoring due to a long term illness shall be provided with such instruction in accordance with New York State Education Law and Commissioner's Regulations.

Procedures for students requiring home tutoring shall be developed under the direction of the Superintendent of Schools or his/her designee.

Education Law Sections 1604(20), 1709(24), 3202,
and 4401



Adopted: 7/8/02

Instruction

SUBJECT: FIELD TRIPS

Field trips will serve as an extension of classroom instruction as well as an enriching and/or culminating activity. The Board encourages teachers to provide excursions within the District and neighboring areas for valid educational purposes.

Teachers will submit requests to the principal for approval of field trips and excursions except that overnight trips will need the approval of the Superintendent of Schools and the Board of Education. Field trips requiring travel in airplanes, or outside the continental United States, will also require Board approval in addition to the Superintendent of Schools' approval.

A signed parental permission slip will be required for each child for each trip. In addition, all overnight field trips will require both the students and parents to read and sign District formulated rules and regulations governing student conduct during the course of the field trip. At the discretion of the principal, a verbal phone conversation with the parent and/or guardian and the principal or principal's designee plus an additional staff member, will be considered permission for the student to attend up to a one full-day trip and used in lieu of a written permission slip. Parents may be asked to accompany classes on trips to assist with teacher supervision. There will be no transporting of students by parents in private vehicles.

The Board has approved general regulations concerning field trips, and the administration is authorized to formulate additional regulations as necessary to ensure the proper educational value of field trips, the accessibility of these trips to all students, and the safety of students and chaperones on such trips. Teachers, chaperones and trip supervisors for overnight field trips shall review guidelines established by the Board of Education to insure expectations for the supervision of students are understood. These guidelines are outlined in the supplemental regulation 8460R.

Adopted: 7/8/02

Revised: 10/17/06, 12/5/07, 3/26/09, 9/19/11

Instruction

SUBJECT: HOME-SCHOOLING

New York State Law provides parents/guardians the right to educate their child(ren) at home; however, it is the responsibility of the Board of Education to ensure that no child is deprived of an adequate educational program.

The School District will attempt to cooperate with parents who wish to provide home-schooling for their children. The child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to students of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic, and sequential manner, specifically in relation to the required courses as enumerated in Commissioner's Regulation Section 100.10.

Primary responsibility for determining compliance with Commissioner's Regulations addressing home schooling rests with the Superintendent of Schools of the school district in which a home-schooled student resides.

When parents/guardians choose to instruct their children at home, the Superintendent or his/her designee will determine the competency of instruction by analyzing the instructional program to see if it is substantially equivalent to that provided by the Rockville Centre Union Free School District.

Notice of Intention to Instruct at Home

Parents/guardians must annually provide written notice to the Superintendent of their intention to instruct their child at home by July 1 of each school year.

If parents/guardians choose to provide home instruction or establish residence in the Rockville Centre Union Free School District after the start of the school year, they must provide written notice to the Superintendent within fourteen (14) days following the commencement of home instruction.

Individualized Home Instruction Plan (IHIP)

The Superintendent or his/her designee will provide parents/guardians a copy of Section 100.10 of the Commissioner's Regulations addressing home instruction and a form on which to submit an individualized home instruction plan for each child of compulsory attendance age who is to be taught at home. School authorities will provide assistance, if requested, to parents/guardians in preparation of the individualized home instruction plan.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

Provision of Services to Home-schooled Students

Home-schooled students are not awarded a high school diploma. A high school diploma may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Board of Regents, the school or the District.

a) Extracurricular Participation

Students schooled at home are not eligible to participate in interscholastic sports. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports. Further, the District *does not permit* home-schooled students to participate in any extracurricular clubs.

b) Textbooks and Materials

The District *shall not* provide textbooks and other materials to home-schooled students. Parents/guardians shall be responsible for the purchase and payment of all instructional materials used for home instruction, as the Rockville Centre Union Free School District is under no obligation to supply such materials. The District will, however, provide commercially published tests at no cost to the parents/guardians, if so requested, but only if the District uses and is in possession of said tests. If the parent/guardian chooses to use a test that has not been ordered for use in the public schools of the District, the District, upon request of the parent/guardian, will order the test. The parent/guardian will, however, be responsible for the cost of procuring it.

c) Health Services

The School District does not provide health services to home-schooled students.

d) Remedial Programs

The District *does not provide* remedial programs to home-schooled students.

e) Career and Technical/Gifted Education

The District is *not authorized* to provide Occupational and Vocational Education programs (career and technical education) nor programs for the Gifted to home-schooled students.

f) Special Education Services

Solely for the purpose of Education Law Section 3602-c, home-instructed students with disabilities are deemed to be students enrolled in and attending a non-public school, which enables them to receive special education services.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

The Committee on Special Education (CSE) will develop an Individualized Education Services Program (IESP) for the student. The IESP shall be developed in the same manner and with the same content as an IEP. The Board of Education will determine a location where special education services are to be provided to a home-instructed student. This location may, but is not required to be, in the student's home.

g) Use of School Facilities

Students schooled at home shall not be allowed to use school facilities, except as provided for community organizations in Policy #3280 – Community Use of School Facilities.

Administrative Review

The Superintendent or his/her designee shall review completed IHIP forms and either notify parents/guardians that the IHIP is in compliance or provide written notice of any deficiency in the IHIP. If the individualized home instruction plan is determined not to be in compliance, parents/guardians must submit a revised IHIP which corrects any deficiencies.

The Superintendent reviews the revised IHIP and renders a decision, indicating in a written notice to the parents/guardians the reasons for such a determination. Such notice shall also contain the date of the next regularly scheduled meeting of the Board of Education that will be held at least ten (10) days after the mailing date of the notice, and shall inform parents/guardians of their right to present to the Board of Education proof of compliance. The Board of Education shall make a final determination of compliance or noncompliance.

Parents/guardians have the right to appeal the Board of Education's determination of noncompliance to the Commissioner of Education within thirty (30) days after receipt of such determination.

Upon completion of the administrative review, if the result is a finding of non-compliance, parents/guardians must immediately enroll their children in the public school system or provide written notice to the Superintendent of the arrangements made to provide the required instruction for each child.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

The administrative review is completed when one of the following events has occurred:

- 1) The parents/guardians have failed to contest a determination of noncompliance by appealing to the Board of Education; or
- 2) The parents/guardians have failed to appeal the final Rockville Centre Union Free School District determination of noncompliance to the Commissioner of Education; or
- 3) The parents/guardians have received a decision of the Commissioner of Education which upholds the final District determination of noncompliance.

Content of Individualized Home Instruction Plan

An individualized home instruction plan for each child shall contain:

- 1) The child's name, age and grade level;
- 2) A list of the syllabi, curriculum materials, textbooks, or plan of instruction to be used in each of the required subjects;
- 3) The dates for submission to the District of the parents'/guardians' quarterly reports. These reports shall be spaced in even and logical periods;
- 4) The names of the individuals providing instruction.
- 5) A statement that the child will be meeting the compulsory educational requirements of Education Law Section 3205 through full-time study at a degree-granting institution, meaning enrollment for at least twelve (12) semester hours in a semester or its equivalent, if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

Required Courses

A unit means six thousand four hundred eighty (6,480) minutes of instruction per school year.

Grades 1 through 6

Arithmetic	English Language
Reading	Geography
Spelling	United States History
Writing	Science
Health Education	Music
Physical Education	Visual Arts

Bilingual education and/or English as a Second Language where the need is indicated.

Grades 7 through 8

English (2 units)	Physical Education (on a regular basis)
Science (2 units)	Health Education (on a regular basis)
History and Geography (2 units)	Practical Arts (on a regular basis)
Mathematics (2 units)	Library Skills (on a regular basis)
Art (1/2 unit) Music (1/2 unit)	

The units required are cumulative requirements for both grades 7 and 8.

The following courses shall be taught at least once during the first eight grades: United States History, New York State History, and the Constitution of the United States and New York State.

Grades 9 through 12

English (4 units)	Physical Education (2 units)
Science (2 units)	Art and/or Music (1 unit)
Mathematics (2 units)	Health Education (1/2 unit)
Elective (3 units)	
Social Studies (4 units, which includes one unit of American History, 1/2 unit in participation in government, and 1/2 unit of economics)	

The units required are cumulative requirements for grades 9 through 12.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

Additional Subjects

Educational Law Sections 801, 804, 806 and 808 also require the following subjects to be covered during grades K through 12:

- 1) Patriotism and citizenship;
- 2) Health education regarding alcohol, drug and tobacco misuse;
- 3) Highway safety and traffic regulations, including bicycle safety;
- 4) Fire and arson prevention and safety.

The program of health education shall also include (at least once in grades K through 6, once in grades 7 through 8, and once in grades 9 through 12) age appropriate instruction concerning the nature, methods of transmission and methods of prevention of acquired immune deficiency syndrome (AIDS).

Attendance Requirements

Each child shall receive the required amount of instruction as follows:

- 1) The substantial equivalent of one hundred eighty (180) days of instruction shall be provided each school year;
- 2) The cumulative hours of instruction for grades 1 through 6 shall be nine hundred (900) hours per year. The cumulative hours of instruction for grades 7 through 12 shall be nine hundred ninety (990) hours per year;
- 3) Absences shall be permitted on the same basis as provided in the policy of the Rockville Centre Union Free School District for its own students;
- 4) Records of attendance shall be maintained by the parent/guardian and shall be made available to the District upon request;
- 5) Instruction provided at a site other than the primary residence of the parents/guardians shall be provided in a building which has not been determined to be in violation of the local building code.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

Quarterly Reports

On or before the dates specified by the parent/guardian in the IHIP, a quarterly report for each child shall be furnished by the parent/guardian to the Rockville Centre Union Free School District. The quarterly report shall contain the following:

- 1) The number of hours of instruction during said quarter;
- 2) Description of the material covered in each subject listed in the IHIP;
- 3) Either a grade for the child in each subject or a written narrative evaluating the child's progress;
- 4) Written explanation in the event that less than eighty percent (80%) of the amount of the course materials as set forth in the IHIP planned for that quarter has been covered in any subject.

Annual Assessment

At the time of filing the fourth quarterly report as specified in the IHIP, the parent/guardian shall also file an annual assessment. The annual assessment shall include the results of the commercially published norm-referenced achievement test or an alternative form of evaluation.

The commercially published norm-referenced achievement test shall be selected by the parent/guardian from one of the following:

- 1) Iowa Test of Basic Skills;
- 2) California Achievement Test;
- 3) Stanford Achievement Test;
- 4) Comprehensive Test of Basic Skills;
- 5) Metropolitan Achievement Test;
- 6) State Education Department Test; or
- 7) Another test approved by the State Education Department.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

The test shall be administered in accordance with one of the following options, to be selected by the parents/guardians:

- 1) At the public school, by its professional staff; or
- 2) At a registered nonpublic school, by its professional staff, provided that the consent of the chief school officer of the nonpublic school is obtained; or
- 3) At a non-registered nonpublic school, by its professional staff, provided that the consent of the Superintendent of the Rockville Centre School District and of the chief school officer of the nonpublic school is obtained; or
- 4) At the parents'/guardians' home or at any other reasonable location; by a New York State certified teacher or by another qualified person, provided that the Superintendent has consented to having said certified teacher or other person administer the test.

The test shall be scored by the persons administering the test or by other persons who are mutually agreeable to the parents/guardians and the Superintendent of Schools.

The test, if it is one that has been ordered for use in the District, shall be provided at no cost by the School District upon request by the parent/guardian, provided that the cost of any testing facilities, transportation, and/or personnel for testing conducted at a location other than the public school shall be borne by the parent/guardian.

If a score on a test is determined to be inadequate, the program shall be placed on probation.

A student's score shall be deemed adequate if:

- 1) The student has a composite score above the thirty-third percentile on national norms; or
- 2) The student's score reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year.

Alternative evaluation measures, for the purpose of determining whether a student with a disability has achieved an appropriate level of growth, may be used, if these measures are provided for in the student's Individualized Educational Program (IEP).

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

Alternative Evaluation Methods

An alternative form of evaluation may be chosen by the parent/guardian only as follows:

- 1) For grades 1 through 3, a written narrative prepared by a qualified person;
- 2) For grades 4 through 8, a written narrative prepared by a qualified person. This alternative form of evaluation may be used no more often than every other school year for these grades;
- 3) The person who prepares the written narrative shall be a New York State certified teacher, a home instruction peer group panel, or other person, who has interviewed the child and reviewed a portfolio of the child's work. Such person shall certify either that the child has made adequate academic progress or that the child has failed to make adequate progress. In the event that such child has failed to make adequate progress, the home instruction program shall be placed on probation. The certified teacher, peer review panel, or other person shall be chosen by the parent/guardian with the consent of the Superintendent. Any resulting cost shall be borne by the parent/guardian.

If a dispute arises between the parents/guardians and the Superintendent of Schools, including disputes over the administration of the commercially published norm- referenced achievement test or the use of alternative evaluation methods, the parents/guardians may appeal to the Board of Education. If the parents/guardians disagree with the determination of the Board of Education, the parents/guardians may appeal to the Commissioner of Education within thirty (30) days of receipt of the Board's final determination.

Probation

If a child's annual assessment fails to comply with the requirements, the home instruction program shall be placed on probation for a period of up to two (2) school years. The parent/guardian shall be required to submit a plan of remediation which addresses the deficiencies in the child's achievement, and seeks to remedy said deficiencies. The plan shall be reviewed by the Rockville Centre School District which may require the parents/guardians to make changes in the plan prior to acceptance.

(Continued)

Instruction

SUBJECT: HOME-SCHOOLING (Cont'd.)

If after the end of any semester of the probationary period the child progresses to the level specified in the remediation plan, then the home instruction program shall be removed from probation. If the child does not attain at least seventy-five percent (75%) of the objectives specified in the remediation plan at the end of any given semester within the period of probation, or if after two years on probation one hundred percent (100%) of the objectives of the remediation plan have not been satisfied, the Superintendent shall provide the parents/guardians with notice and the Board of Education shall review the determination of noncompliance, except that consent of the parents/guardians to such review shall not be required.

If during the period of probation the Superintendent has reasonable grounds to believe that the program of home instruction is in substantial noncompliance with these regulations, the Superintendent may require one or more home visits. Such home visit(s) shall be made only after three (3) days written notice. The purpose of such visit(s) shall be to ascertain areas of noncompliance with these regulations and to determine methods of remediating any such deficiencies. The home visit(s) shall be conducted by the Superintendent or by the Superintendent's designee. The Superintendent may include members of a home instruction peer review panel in the home visit team.



Education Law Sections 3204, 3205,
3210.2, 3212.2, 3240-42, 3602-c, and 4402
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.10, 135.4(c)(7)(ii)(b)(2) and
200.2(a)

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